

**PUPILS GOVERNING COUNCILS AND THEIR INFLUENCE ON  
GOVERNANCE IN PUBLIC PRIMARY SCHOOLS IN NAIROBI COUNTY,  
KENYA**

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**A RESEARCH THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN  
FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE  
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## DECLARATION

I declare that this research thesis is my original work and has never been presented in any university/ institution for consideration for any certification. This research is solidly supported and referenced sources duly acknowledged. Where text, data or tables have been borrowed from other sources including the technological tools, these are specifically accredited and references cited in accordance with the anti-plagiarism regulations.

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## **DEDICATION**

I dedicate this research work to my wife Emily Kemunto, my loving sons Timothy and Michael for their love, understanding and patience. To my parents Mr Sylvester Miregwa and Ann Kerubo who taught me the value of hard work, determination and honesty. May God bless them abundantly.

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## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENTS .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
ABBREVIATIONS AND ACRONYMS .....	x
ABSTRACT.....	xi
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Introduction.....	1
1.2 Background to the problem.....	1
1.3 Statement of the problem .....	6
1.4 Purpose of the Study .....	7
1.5 Research Objectives .....	7
1.6 Research Questions .....	7
1.7 Significance of the Study .....	8
1.8 Limitations of the Study.....	8
1.9 Delimitation of the Study.....	9
1.10 Assumptions.....	10
1.11 Theoretical Framework.....	10
1.12 Conceptual Framework.....	14
1.13 Operational Definition of Terms.....	16
<b>CHAPTER TWO .....</b>	<b>18</b>
<b>LITERATURE REVIEW .....</b>	<b>18</b>
2.1 Introduction.....	18
2.2 Democratic participation practices to form PGC.....	18
2.3 Duties and Responsibilities of PGC Leaders .....	24
2.4 Role of School Managers in Enhancing PGC.....	27
2.5 Contributors to PGC Functionality .....	31
2.6 Summary of the Literature Reviewed .....	34

<b>CHAPTER THREE .....</b>	<b>37</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>37</b>
3.1 Introduction.....	37
3.2 Research Design.....	37
3.3 Study Variables .....	37
3.4 Location of the Study .....	38
3.5 Target Population.....	39
3.6 Sample Size and Sampling Procedures .....	40
3.7 Research Instruments .....	44
3.7.1 Self -Structured Questionnaires .....	44
3.7.2 Semi-structured Interviews .....	44
3.7.3 Focus Group Discussion .....	45
3.8 Piloting of the Research Instruments .....	46
3.8.1 Validity of the Research Instruments .....	47
3.8.2 Reliability of the Research Instruments .....	47
3.9 Data Collection Procedures.....	47
3.9.1 Pre-field Logistics .....	48
3.9.2 Actual Field-Work Logistics.....	48
3.9.3 Post-Field Logistics.....	50
3.10 Data Analysis .....	51
3.11 Ethical Issues .....	53
<b>CHAPTER FOUR.....</b>	<b>55</b>
<b>PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION .</b>	<b>55</b>
4.1 Introduction.....	55
4.2 Questionnaire Return Rate .....	55
4.2.1 General information .....	56
4.2.2 Seminars/ workshops attended on the formation of PGC .....	57
4.3 Compliance with the Democratic Practices .....	58
4.3.1 Pupils Governing Council (PGC) leaders elected.....	59
4.3.2 Principles of Democratic Participation .....	62
4.3.3 Leadership Qualities Considered .....	64
4.3.4 Stages in School Elections .....	66
4.3.5 Representation .....	69

4.4 Duties of the PGC Officials .....	70
4.4.1 Benefits of Pupils’ Councils.....	74
4.4.2 Reasons challenging learner empowerment.....	77
4.5 Role of Stakeholders .....	78
4.5.1 Provision of Basic Necessities for PGC to use .....	80
4.5.2 Support given to PGC to work well .....	81
4.5.3 Parental Involvement in supporting PGCs.....	83
4.6 Facilitating and Hindering Factors to PGC Functionality .....	84
4.6.1 Structures and mechanisms .....	84
4.6.2 Frequency of PGC meeting.....	86
4.6.3. Attendance of Council leaders in the meeting .....	87
4.6.4 Challenges facing the Councils (hindering factors) .....	89
4.6.5 Strategies to Strengthen Pupils’ Councils .....	92
<b>CHAPTER FIVE .....</b>	<b>95</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>95</b>
5.1 Introduction.....	95
5.2 Summary .....	95
5.3 Conclusions.....	97
5.4 Recommendations.....	98
5.5 Suggestions for Further Study .....	99
<b>REFERENCES.....</b>	<b>101</b>
<b>APPENDICES .....</b>	<b>106</b>
Appendix I: Head Teachers’ Questionnaire.....	106
Appendix II: Questionnaire for Teachers in charge of Pupils’ Council .....	111
Appendix III: Pupils Governing Council leaders’ questionnaire.....	114
Appendix IV: Interview Guide for the SCDE.....	116
Appendix V: Focus Group Discussion Guide.....	117
Appendix VI: Participant anonymity/ Confidentiality Sheet.....	118
Appendix VII: Authorization letters & Research permit.....	119

## LIST OF TABLES

Table 1: Target Population.....	40
Table 2: Sub- Counties &Public Primary Schools in Nairobi County.....	41
Table 3: Sample size after clustering the schools .....	42
Table 4: Questionnaire return rate .....	56
Table 5: Number of Pupils and Teachers in accessible schools .....	57
Table 6: Seminars/ workshops attended on the formation of PGC.....	58
Table 7: PGC Leadership Positions .....	59
Table 8: Extent of Compliance with Principles of Democratic Participation.....	63
Table 9: Leadership Qualities .....	65
Table 10: PGC leaders & H/T's Responses about Aspects of Elections .....	67
Table 11: Learner Representation in PGC .....	69
Table 12: Reasons Challenging Learner Empowerment.....	77
Table 13: Teachers' ratings of school managers' role .....	78
Table 14: Support given pupils' council to function well.....	82
Table 15: Frequency of pupils' council meeting.....	87

## LIST OF FIGURES

Figure 1: Social change model of leadership development .....	12
Figure 2: Conceptual Framework .....	14
Figure 3: Structure of the Pupils Governing Council .....	22
Figure 4: Month in which Schools Carried out PGC Elections .....	61
Figure 5: The Year Schools held first Elections to form PGC.....	62
Figure 6: Benefits of Pupils' Councils.....	74
Figure 7: Provision of Basic Necessities for PGC .....	81
Figure 8: Parental Involvement in PGC Issues .....	83
Figure 9: Frequency of pupils' council meeting .....	87
Figure 10: Attendance of Pupils' Council leaders in the meeting .....	88
Figure 11: Learners' Reasons for not taking part in PGC Activities .....	89

## **ABBREVIATIONS AND ACRONYMS**

<b>BoM</b>	Board of Management
<b>CFS</b>	Child Friendly School
<b>CG</b>	Children Government
<b>CME</b>	Council of Ministers of Education
<b>DOI</b>	Digital Object Identifier
<b>FGD</b>	Focus Group Discussion
<b>ICT</b>	Information Communication Technology
<b>KEPSHA</b>	Kenya Primary School Heads Association
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MoEST</b>	Ministry of Education Science and Technology
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>PGC</b>	Pupils Governing Council
<b>RCL</b>	Representative Council of Learners
<b>RoK</b>	Republic of Kenya
<b>SASA</b>	South African Schools Act
<b>SCDE</b>	Sub-County Director of Education
<b>SD</b>	Standard Deviation
<b>SS</b>	School Secretary
<b>UK</b>	United Kingdom
<b>UNCRC</b>	United Nations Convention on Children Rights
<b>UNICEF</b>	United Nations Children Education Fund
<b>USA</b>	United States of America

## ABSTRACT

In an attempt to enhance school governance, the Ministry of Education introduced Pupils Governing Council (PGC) guidelines which require primary school children to form pupils' councils. This has seen some schools over the last few years enhance their governance. However, formation and operations of these councils have been under the mark whereby studies show that few schools still are experiencing governance challenges. The purpose of the study was to find out how public primary school in Nairobi County have implemented and complied with PGC guidelines to bring about better school governance practices. The study's objectives were; To find out the extent to which primary schools comply with the practices of democratic participation to influence governance in Nairobi County, To find out the duties of the PGC to influence governance, To determine the role of the stakeholders in the PGC to influence governance, To establish the facilitating and hindering factors to PGC functionality and the influence on governance. Significantly, the study findings may help schools comply with the PGC guidelines as required and provide policymakers with research-based evidence to enhance learner participation in governance. To ground the study the Social Change Model of Leadership was used under the theoretical framework. Descriptive survey design was adopted. The target population was 28454 people in 197 public primary schools comprising of the 197 head teachers, 197 teachers in charge of CG, 11 SCDE, 1970 CG elected leaders and 26079 standard seven pupils. 20% of the schools were used. By taking 15% of the standard 7 pupils in the sampled schools, and 20% of head teachers, teacher in charge of the Council and Council leaders the sample size was 939 stratified into 39 head teachers, 39 teachers in charge of CG, 78 Council leaders, 11 SCDE and 772 standard seven pupils. Cluster and purposive sampling ensured respondents representativeness. For Council leaders and standard seven pupils, simple random sampling and convenience sampling were used respectively. Piloting was done to determine whether the instruments can gather the intended data. To determine validity the researcher ensured representative sample groups and asked interview questions in an inverse format. Self-administered questionnaires were used as the main tool to collect data supported by interviews and focus group discussions. Qualitative data was coded and text analysed thematically while quantitative data analysed by use of descriptive statistics. Tables, bar graphs and pie charts with text were used in data presentation. The study found out that many school have complied with the PGC guidelines on democratic participation practices and pupils are well involved in governance. In conclusion, PGC are relevant to the daily life of learners for they enhance life and leadership skills. The study recommends that the Ministry of Education should include PGC activities in the calendar of events and teachers to take these activities more seriously.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Introduction

This chapter focuses on the Background to the study based on the global, regional and local views. Included in this chapter is the statement of the problem, purpose of the study, objectives of the study, research questions, and significant of the study, limitation and delimitations of the study, assumptions of the study, theoretical and conceptual framework as well as operational definition of key terms in the study.

### 1.2 Background to the problem

Good governance in many learning institutions is hindered by many issues including but not limited to learner indiscipline, inadequate human and financial resources and stringent learner enrolment policies. To counteract some of these issues Karuri (2015) recommended the need for the government to enact policies to guide establishment and operations of student councils in all primary schools in Kenya. Maina (2011) recommended involvement of learners in governance. Driven by the need for learner democratic participation in all school activities, many countries especially the developed ones established and embraced learner councils to enable learners develop citizenship and life skills.

There are frameworks which underpin the essence of structures like the Pupils Governing Councils (PGC) to promote primary school governance. The 1989 United Nations Convention on the Rights of Children (UNCRC) stipulates the rights of the child. Article 12 provides for the children to take part in family and social life including educational institutions under the principle of respect for children's views. In Canada, the policy on participation of children in governance is given keen attention. Learner councils are closely monitored to ensure school managers comply

with them. Introduction of learner councils in Canadian lower schools brought increased children involvement in school matters (Council of Ministers of Education (CME) in Canada, 2013). The effectiveness of these councils was enhanced by putting in place measures to ensure that they are fully implemented (CME, 2013). An innovative, all-inclusive rights respecting approach equivalent to Kenya's Child Friendly School (CFS) initiative is used. The aim is to help learners understand their rights, how to respect and value others and on how to bring about more engaged citizenry.

Learner councils in Canadian schools conduct fun days, co-curricular events and raise money for food banks. They do elect the school president, vice president, treasurer (minister for finance) and secretary (minister for records) and grade level representatives. It's in the pupils' council meetings where the leaders bring ideas, requests, feedback and challenges affecting learners (CME, 2013). Institutional heads and school boards are mandated to ensure strict compliance.

Duma (2011) did a study in South Africa on Silent Leadership- Educators' Perceptions of the Role of Student Leadership in the Governance of Rural Secondary Schools. He found out that schools have a functional Representative Council of Learners (RCL) formed through a popular vote of learners as per the requirement of the South African Schools Act (SASA) of 1996. The RCL succeeded by first ensuring that learners have received empowerment skills. The anchoring of this provision in the 1996 South Africa Schools Act made formation and operation of student councils effective. Learning culture, rich value system and active involvement of students in the school decision-making processes were promoted. Great emphasis of the RCL is in the secondary unlike this study's focus which was the primary school.

Children participation in Uganda as captured by Nabasumba (2017) got attention after the 2008 Uganda National Child Participation Guide was produced and availed to the public. It created avenues for children participation and a backbone of a well-supported children engagement in school affairs. The guide further aimed at reversing the uncoordinated way of operating learner councils to foster participation. Through these councils learners internalise valuable life skills and care for school property. However, Nabasumba (2017) whose study centred on the implementation of the right to children's participation in two public primary schools in Kampala District found out that there were no clear implementation frameworks. Specifically this was in terms of uniformity in council formations to facilitate active learner engagement in school affairs and the society at large.

Article 53 (2) of the constitution of Kenya (2010) states that on issues concerning the child, best interest of the child must be considered first. Basic Education Act (2013) article 58(d), (h), 59 (i) offers provisions promoting child welfare that can well be achieved where the PGC is formed as required. The National Council for Children Services (2008) articulates that all children have a right to be involved in all fields relevant to their age and gender. The council affirms the need to popularise existing learner participation guidelines to the general public.

Children Government (CG) Guidelines formulated in the year 2014 were meant to bring to the fore the concept of shared and democratic participation of primary school learners. Pupils are the major consumers of the educational services and therefore it is imperative that they are involved in all issues that concern them. Up to the recent past as Katei (2016) notes even in secondary schools they were perceived as passive participants as teachers took lead on all school issues.

According to the Republic of Kenya (RoK), (2014) the objectives of the PGC in Kenyan primary schools include but not limited to provision of an enabling avenue for pupils to present their issues to the school administration, foster leadership, citizenship and life skills, help teachers and administrators in curbing indiscipline, enhance an environment conducive for learning and promote learner's personal development as well as encourage pupils' initiative in curricular and co-curricular activities. RoK (2014) further states that the above objectives can be achieved in schools where education managers and other stakeholders are keen to ensure functionality and sustainability.

Smith (2014) highlights specific steps in the implementation of policy guidelines which in the context of this study are vital in determining success. These include exploration stage/ needs assessment. The second stage is installation. Structures and capacities are built to support implementation process. Structure of the PGC is developed. Stage three involves initial implementation. Training of teachers who will actualize the formation of PGC at school level is done. Once all the above stages have been addressed, scaling up sets in.

A study conducted by Mwangi, (2015) focused on Effectiveness of Student Councils in Conflict Resolution in Public Secondary School in Kamkunji Sub-County-Nairobi. The study unlike this one which focused on primary schools established that secondary school student leaders had limited skills and knowledge on conflict resolution issues, received inadequate training and induction. These issues limited the student leaders' competency on issues that can aid school governance.

There are studies that have been done in Nairobi county primary schools and issues of indiscipline have been cited. For instance Karuri, (2015) found out that fighting accounted for 23.9% of the indiscipline cases, absenteeism- 21.7%, stealing- 19.6%,

bullying- 13%, abusive language and drug use- each accounted for 4.3%. These might hinder effective school governance. In Nairobi County, emphasis on instructional activity for academic excellence by teachers is by far higher than ministering to the learners' social and emotional domains partly promoted through structures like the PGC. As found out by Kiyapyap, Kigwilu & Achola (2016) this led to negative teacher pupil relationships, behavioural and anti-social problems like cheating, truancy and poor stress management practices thus negating one of the PGC objective which aims at creating stronger relationship between the pupils and the teachers.

Karuri (2015) conducted a study on factors influencing pupils' discipline in public primary schools in Dagoretti sub-county- Nairobi. Various indiscipline issues mentioned among pupils included rudeness, laziness, truancy, disruptive behaviours, destruction of property and irresponsible boy-girl relationships. These research findings are in line with Maina's (2011) study on the Effects of Drug Abuse on Pupils Performance in Public Primary Schools in Lang'ata Division- Nairobi.

Maina (2011) found out that the menace actually existed especially among some standard 6, 7, & 8 pupils. Drug abuse led to inattention in class, abusive language, fighting among pupils and other school management challenges which if not controlled through the support of structures like the PGC, they can lead to governance challenges. Karuri (2015) recommended establishment of empowered PGC with strong support structures in all primary schools to help in dealing with indiscipline issues. Nyabisi & Mwelu (2018) weighs in on this issue saying that involvement of learners in governance can flatten the levels of conflicts between pupils and teacher. This study therefore intended to determine how the PGCs can aid in flattening the governance challenges pointed by the above scholars.

The way a school is managed to a large extent determines learning progress and its success. Good governance is judged by the ability to practice stakeholders' participation in decision making process, accountability, transparency and promotion of the rule of law (Hamkw & Scharpf, 2010). Kenya Education Management Institute (2014) outlines determinants of effective school governance which includes fewer behavioural and indiscipline cases, supportive and enjoyable learning environment, high enrolment and retention of learners and learners with the ability to exhibit good social and adjustment skills (Kaimenyi, 2015). Well governed schools also have empowered council leaders, democratic elections of council leaders and participation of learners in governance (RoK, 2014).

### **1.3 Statement of the problem**

Most primary schools have lagged behind in the democratic engagement of learners to influence governance. Pupils know more about each other and what happens around them. They have a right to express their opinions and to be involved in all age and gender appropriate school activities. Therefore there is need to for a structure that can offer learners a chance in participating affairs to influence governance as research studies have recommended.

Ideally all learners should be guided appropriately on all PGC practices. However, this has not been done in many schools as revealed when interacting with pupils. Stakeholders have also reported issues of non-compliance in some schools that can compromise functionality of the PGC and school governance. Many schools in Nairobi County experience indiscipline and poor teacher pupil relationship challenges. The study was therefore intended to examine how schools in Nairobi have put in place PGC to create opportunities for pupils' democratic participation to influence governance.

#### **1.4 Purpose of the Study**

This paper embarked to find out how public primary school in Nairobi County have implemented and complied with Children Government Guidelines to bring about better school administration and management practices. This originated from the under-researched work in this field. The aim is to inform policy makers, educationists and practitioners on compliance level and the support that might be needed to enable PGC function properly to support school governance and in enhancing development of citizenship and life skills in the learners' lives.

#### **1.5 Research Objectives**

The study was guided by the following objectives:

- i. To find out the extent to which primary schools comply with the practices of democratic participation to influence governance in Nairobi County.
- ii. To find out the duties of the PGC to influence governance.
- iii. To determine the role of the stakeholders in the PGC to influence governance.
- iv. To establish the facilitating and hindering factors to PGC functionality and the influence on governance.

#### **1.6 Research Questions**

The study was guided by the following research questions:

- i. How well do schools comply with the processes of democratic participation of PGC in primary schools in Nairobi to influence governance?
- ii. How well are the Council leaders empowered to promote effective school governance?
- iii. To what extent do school stakeholders support PGCs to influence governance?
- iv. What are the facilitating and hindering factors to PGC functionality to influence governance?

### **1.7 Significance of the Study**

The study focused on the Pupils Governing Councils and their Influence on governance in Public Primary Schools in Nairobi County. The study findings may be significant to the following stakeholders. Administrators might realize the need for greater support, encouragement for children to actively participate in the PGC activities to strengthen school governance. School administrators and teachers may benefit from the findings in that by their efforts to ensure proper formation and operation of the PGC as per the government guidelines, they can have better learner discipline due to enhanced co-ordination of the pupils by their elected leaders. They may also get students with a strong leadership background, life and citizenship ideals acquired from early ages.

The educational officials may benefit from the study findings in that they might realize the key areas to focus on to enhance effective compliance and the need for more follow-up activities in the implementation process.

To the researchers the study may add to the extant literature. The literature maybe used by future scholars and researchers to formulate assumptions and thus fill any gap that may be left out by the current study.

### **1.8 Limitations of the Study**

The study was limited by the following;

- i. The use of the descriptive survey design limited the study as the design relies on the opinions, perceptions and information given by the respondents. Sometimes this might be inaccurate. As a mitigation measure the researcher compared the information collected and counterchecked its credibility by undertaking thorough literature review on the same area. The researcher also conducted careful comparison on what happens in some developed countries' elementary schools pupils' councils.

- ii. The study was limited by use of the focus group discussions for standard seven pupils. The study respondents might give inconsistent information or fail to disclose some information based on the common man's fear for interrogation and investigation. This may compromise the intended focus and the conclusion of the study. As a mitigation measure, respondents were assured of confidentiality, the intention of the research study and the researcher availed the authorization permit to conduct research. Other data collection tools were administered to other respondents to ensure richness and credibility of data collected. On the other hand responses that deviated so much from the common responses were dropped.

### **1.9 Delimitation of the Study**

Some of the study's delimitations were;

- i. The study only incorporated public primary schools in Nairobi County. This was based on the fact that the public schools are all under one Regional Co-ordinator of Education, experience almost similar challenges. Private primary schools have different governance structures and challenges may not be similar to those in public primary schools. Therefore the study findings may not be generalised to private schools or public primary schools outside the study locale.
- ii. The study focused on the head teachers as key stakeholders with a mandate to ensure formation of councils as per CG policy guidelines and offer leadership. Others include teachers, SCDE and PGC leaders. They are believed to be conversant with the study problem and have first- hand information. However, parents as key school stakeholders were not included in the study. Many of them are not very conversant with the key details of the PGC guidelines and therefore may not respond appropriately to the research questions. Though BoM are key

stakeholders in effective school governance they were not directly involved in the study as they were represented by the head teacher and the SCDE.

- iii. There are those variables that the researcher intentionally did not study because they could affect internal validity of the study. These extraneous variables included; the selection/ election and training of the school board members, other educational policies that affect governance and the school community political and religious differences and ideologies. Literature on these aspects was not reviewed. To keep the study focused, the delimitations were controlled using a standardised procedure. One way was to recruit the respondents in each category in the same way and use standardised data collection tools.

### **1.10 Assumptions**

The following assumptions guided the study

- i. Selected respondents constitute a sample that is representative for the study locale.
- ii. Study respondents are aware and comply with the formation and operations of PGCs. Therefore they are able to honestly respond to the research questions.
- iii. Parents of the pupils in the study locale will allow them to take part in the study by signing the consent forms.

### **1.11 Theoretical Framework**

The study adopted the Social Change Model of Leadership Development under the theoretical framework to illustrate how leadership competencies are developed among primary school children through the PGCs. The theory was developed by Helen & Alexander (1996). The aim of the Social Change Model of Leadership was to prepare leaders who can facilitate change even if not in positions of power and authority (Wagner, Komives & Ostick, 2009).

The model explains leadership development and the resultant effects from three perspectives – the individual, the group and the finally the community. At the individual level, pupils first need to explore conscious of self, congruence and commitment. Personal values, beliefs, qualities and attitudes are nurtured at the individual level. A PGC leader is therefore able to understand his/ her potential, built greater self-confidence and determine the contribution he can make to the school community (Wagner, Komives, Ostick & Associates, 2009). Values and qualities among pupils as the model holds are the foundation of the PGC to function well. Values are taught right from a young age. They can be enhanced by engaging pupils in democratically electing and empowering their leaders.

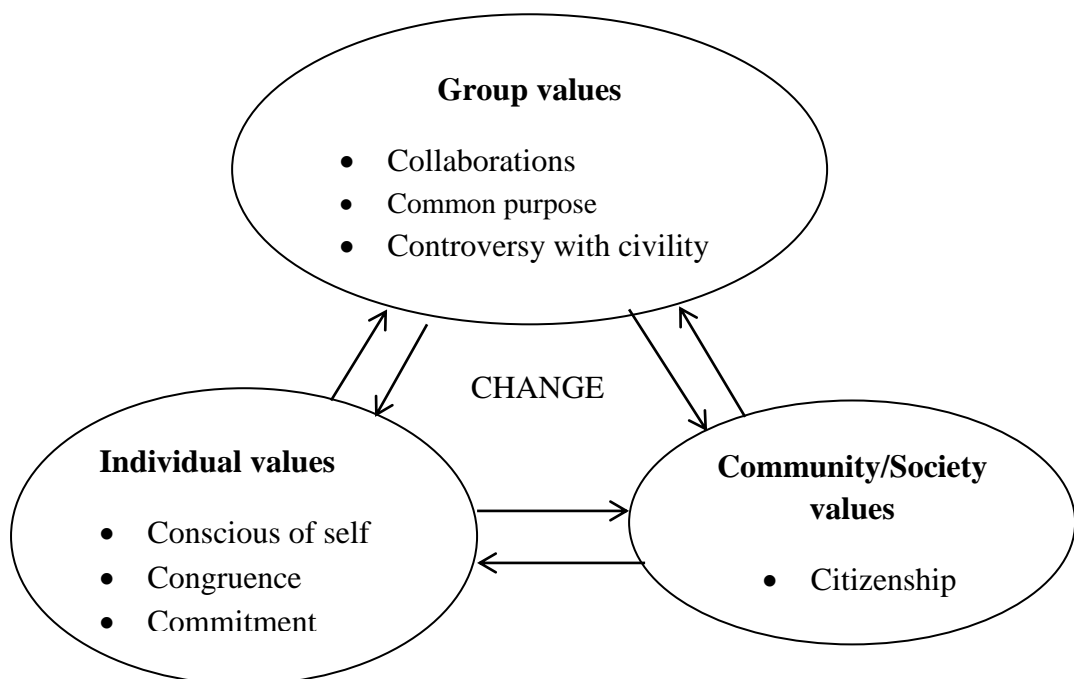
As the model signify, pupils' self-knowledge specifically in realising his talents and interests is vital in grounding him in democratic participation process. Furthermore leadership competences aids in mobilising others to collaborate and participate in school governance.

The model emphasises school governance as a collaborative process which must be inclusive and accessible to all. This is one of the objectives of the PGC. According to the model, as Higher Education Research Institute, (1996) avers learners have to be taught that leadership is not all about titles and positions but a collaborative, value driven engagement. The model encourages selfless service, promptly taking action in the assigned area, development of personal skills and attitudes. These increase pupils' confidence and capability to influence change in the school community through an empowered learner representative body. The PGC leaders are expected to initiate actions and activities that can assist the school to function coherently, harmoniously and effectively. The overall effect is change to good school governance.

Figure 1 shows the interrelationship in several aspects of the leadership system whereby in the second aspect there is the group. In the context of this study, PGC requires of a supportive BoM. These ones work together collaboratively towards achieving one mandate of making learners part of the school governance. On controversy with civility, educators must realize that there will be differences in opinions and preferences in a democratic society. However, this should not deter them from their focus.

**Figure 1**

***Social change model of leadership development***



**Source:** Helen and Alexander (1996)

Pupils must be taught, encouraged to express their opinions and views in a respectful manner (civility), exercise tolerance and solve conflicts amicably. In the PGC (group level) each learner comes in with unique experiences, talents and abilities. For development of leadership skills to occur, leadership sessions, support and encouragement to lead are required. Council officials work with school administrators to identify priority areas in school development. The society level on the other hand

looks at children in leadership from the dimension of mutual benefit and benefit of the whole society. This implies that pupils' councils should be focused not only on the individual development of the children but also development of the entire society specifically in good governance of their schools. The model therefore remains very essential in analysing how learners in primary schools can be grounded and focused towards good school governance.

Many studies have been conducted on student leadership. Katei, (2016) employed the model in studying factors influencing student involvement in governance in Kajiado County's secondary schools in Kenya. Some universities in America have also applied the model to prepare students in influencing social justice as Higher Education Research Institute, (1996) point out. However, few touch on how to inculcate these values for a primary school learner to be a competent leader.

In Nairobi County, the major issue that requires an active PGC is indiscipline which can lead to challenges in school governance. This challenge has to be addressed well for change to occur. Wagner, Komives, Ostick & Associates (2009) notes that the anticipated change cannot be achieved by an individual. The presence of many people with diverse background and interest in a school set up and many other actors in the management structure make it even hard to quickly bring about change. This is what is referred as collective responsibility and inclusivity in governance. Good governance and social changes are easily achieved when a constructive, result-oriented engagement with school stakeholders including children is practiced.

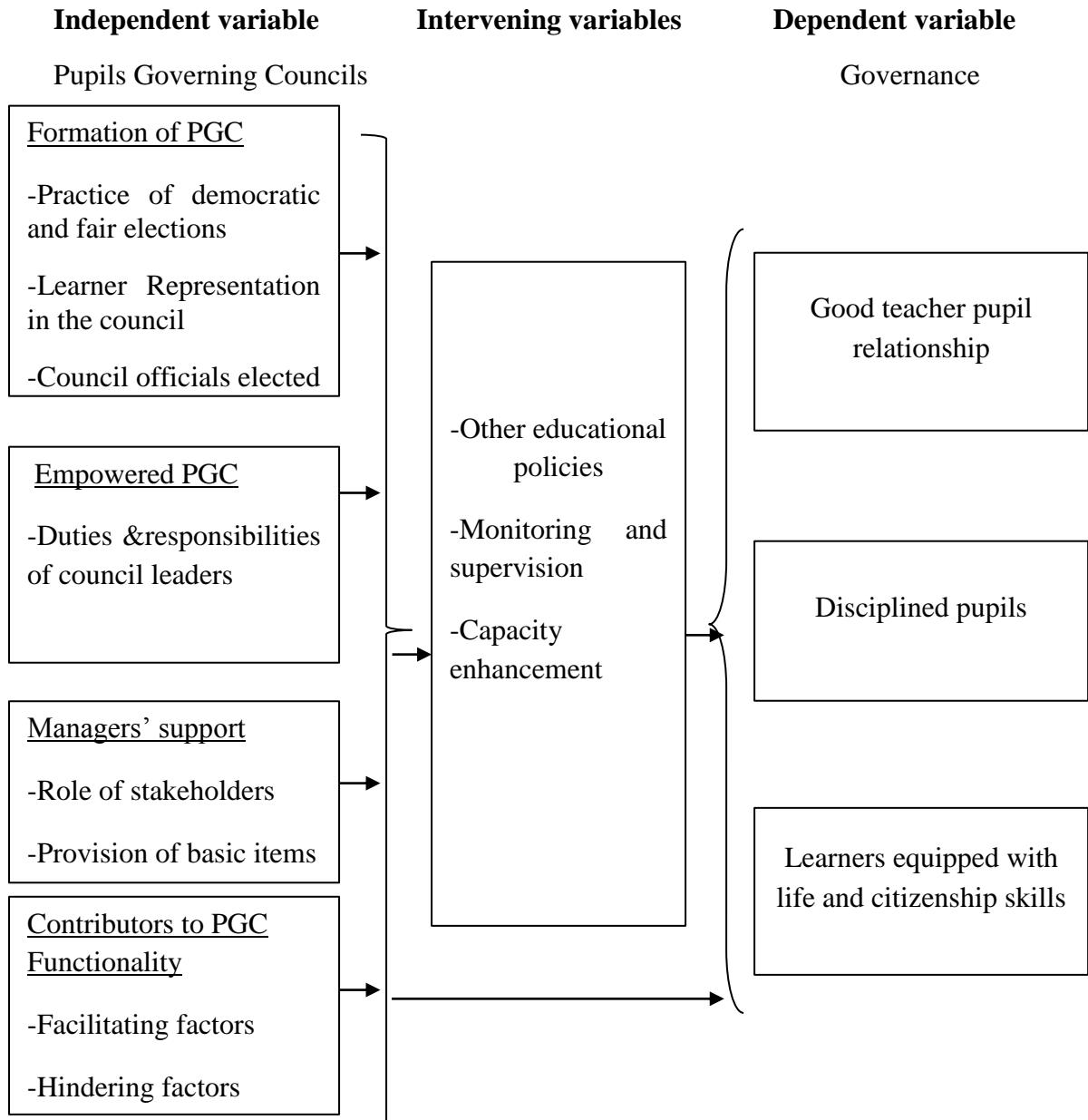
One major flaw of the model is that it emphasizes on all stakeholders to work together to bring about the desired change. As Nyabusi & Mwelu, (2018) and Vusi & Harber (2013) found out this may not always be easy in most social setups because of differences in perceptions, preferences and ideologies.

## 1.12 Conceptual Framework

Figure 2 illustrates a logical set of study variables that basically guided the study.

**Figure 2**

### *Conceptual Framework*



In the framework in Figure 2, PGC forms the independent variable. It is determined by the practices necessary for formation and operation the councils like the practice of democratic & fair elections in getting the PGC leaders, representation of the various groups of pupils in the council and officials elected as per the CG guidelines. Another

variable is the presence of an empowered PGC able to carry out their duties effectively. Education managers' support is determined by involvement of all school stakeholders in supporting the PGC and provision of basic necessities. Finally there is an analysis of the facilitating and hindering factors to PGC functionality.

Governance is the dependent variable for this study based on the fact that PGC is one among the many aspects necessary for enhancing governance and school community linkages. To measure the effective governance practices in a school; fewer behavioural and indiscipline cases, supportive and enjoyable learning environment, learners with life, social and adjustment skills are the indicators.

Intervening variables in this study include other educational policies, capacity enhancement and expertise of the education managers as well as monitoring and supervision of the school activities. Other than the PGC, these variables can influence governance. To keep the study focused, they were controlled using a standardised procedure for example by the use standardised data collection tools.

From the theoretical framework, this conceptual framework comes out clear based on the fact that children who are well informed, involved and grounded on democratic leadership skills are the ones who can have an influence on governance. The theory also informed the researcher's conceptual framework from the perspective of ensuring awareness creation, collaboration and communication as essential processes that can aid PGC to have an influence on governance.

### 1.13 Operational Definition of Terms

- Child:** A person below eighteen years but more than four years who by law has to be in a pre-primary, primary or high school.
- Child friendly school:** The school where learners are treated with respect and decorum, their rights respected, their issues promptly addressed with an aim of making a school a comfortable place to be and maximizing learners' potentials.
- Compliance:** To conform with, act in accordance with set rules of the set CG guidelines.
- Influence:** Effects on governance of primary schools. It also means outcomes of the formation and operations of the CGC in a school.
- Effectiveness:** The extent to which the policy objectives produces the desired outcomes
- Governance:** Administrative and management practices and processes in a learning institution aimed at inclusivity, accountability, cohesiveness and teamwork to achieve learning objectives.
- Implementation:** Putting into practice or effect from just a written document to reality
- Participation:** Taking part and getting involved actively in school programmes and activities
- Policy:** Guideline issued by the authoritative body in power that is regarded as desirable for uniformity and order.
- Pupil:** A child enrolled in a primary school aged 6 to 14 years and in standard one to eight.

**Pupil Governing Council:** A group of elected pupils by fellow pupils to lead, link with the school administration and aid in day to day operations of the school. It is also known as the Children Governing Council or Children Government.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section focused on the review of previous studies on the PGCs and their influence on school governance. Included in this chapter are; the democratic participation practices to form the PGC, duties and responsibilities of PGC in school governance. The section also deals with the role of school managers in supporting PGC, facilitating and hindering factors to pupil council functionality. The themes therein are as per the study objectives. The chapter as well present the summary of the literature reviewed.

#### **2.2 Democratic participation practices to form PGC**

This section examined whether schools comply with the practices of democratic participation to influence governance in Nairobi County is complied with as required. Some of these democratic practices include; democratic and fair elections to form the PGC, adequate representation of all categories of learners in the council, officials elected and upholding of the principles of democratic participation. This was a critical component of this study for it provided valuable contextual information to judging and understanding the implementation and compliance of the PGC guidelines.

Pupils' Councils in many countries are known as student councils or student unions while in some countries they are known as associated student body. Common titles of the officials are president, vice president, secretaries, captain, class representatives or congressmen. In many countries, the PGC structure is modelled as the national government (Children's Voice Magazine issue no.1, 2014). Some positions are voted within the council or by the entire student body.

Past practices demanded that teachers appoint loyal class monitors and prefects as leaders without consulting pupils. School head prefects (head boy and head girl) and games captain were also appointed in the same way. This prefecture system failed to some extent for it did not command respect and good will of the subordinates (Kamore & Tiego, 2015). Learners had no role in determining their leader or proposing activities they can engage in to enhance governance. Nyabusi & Mwelu, (2018) and Mutua, (2014) supports this view stating that before learner councils were started, communication was one way and teacher's word was final. Learners therefore took a passive approach. They feared teachers instead of respecting them. Pupils felt detached from school activities and destruction of school property was very high. Teachers knew little about pupils' behaviour and various indiscipline cases undermining good school governance were reported.

Then peer counsellors came into existence but later proved ineffective and inefficient due to the narrow mandate and extensive training required. As Kamore & Tiego, (2015) assert, the peer counsellors program was intended to promote behaviour change. However, those mandated with this task in some schools also had their own issues that needed even greater attention. Many schools rolled out the program without creating adequate structures and awareness on the value of the program in school activities (Kamore & Tiego, 2015). Peer counselling program which was intended to enhance behaviour change among students had neither a direct role nor a say in school management.

Formulation and implementation of policy guidelines on Pupils Councils dates back to 2008 as an avenue to instil democratic principles at an early age, develop learners with leadership, life and citizenship skills (RoK, 2014). Coffey & Lavery (2017) did a study on student leadership in the middle years within Perth Metropolitan area in

Australia. Respondents in this study emphasised learner engagement in school affairs. The main reason given was that successful transition into good leaders in the subsequent levels partly depended on the early years' leadership foundation. New Zealand's Ministry of Social Development, (2003) and Mutua (2014) points out these are essential skills in making children relate well with others people, enjoy life and take an active and positive role in the society now and in the days to come. For young people to gain leadership skills, Griffin (1996) outlines the need to pair the most experienced leader with the newly appointed. This enhances mentorship and continuity of learner leadership. This is a critical aspect of preparing leaders as it develops well informed and competent leaders able to propel PGC to the level of contributing substantially to school governance.

For learners to effectively take part in democratic processes, they must first understand their roles in the PGC activities and processes, given realistic goals and expectations. The Ministry of Social Development (2003) furthermore emphasis that there must be clear limits and all learners treated equally. Article 2 of the UNCRC (1989) outlines the principle of fair treatment, representation and non-discrimination on issues pertaining to school activities. What learners participate in should be enjoyable and age appropriate. These principles of democratic participation among others as UNICEF Canada (2012) avers form the core of the PGC.

The policy guidelines on pupils' councils can only be said to be effectively implemented if it result to the formation of a functional PGC at the school level and leads to an active PGC at the sub-county level. In turn the elected children leaders at the sub-county level take part in formation of the county PGC and finally the national PGC. The elected national leaders are children representatives in national issues (Children's Voice Magazine issue no.1, 2014). By learners electing their leaders, they

feel involved, motivated and connected because they trust their fellow pupils' leaders, teachers and school administrators (Muli, 2011). On the other hand, an institution with vibrant democratic processes must have elections and learner participation in school governance issues as an integral component (Republic of Kenya, 2014).

According to Children's Voice Magazine issue no.1, (2014), at all levels those to be elected to the executive position include the PGC chairperson, deputy chair, speaker, deputy speaker, School Secretaries (SS) for Education, ICT and External Relations, Children Welfare and Special Needs, Justice, Peace and Cohesion, Environment, Health and Sanitation and finally Sports and Culture. Very few of these leaders should be from the candidate class. Others to be elected but only at the school level include the standard one to standard three governor, class four and five governor and upper primary (standard six to eight) governor.

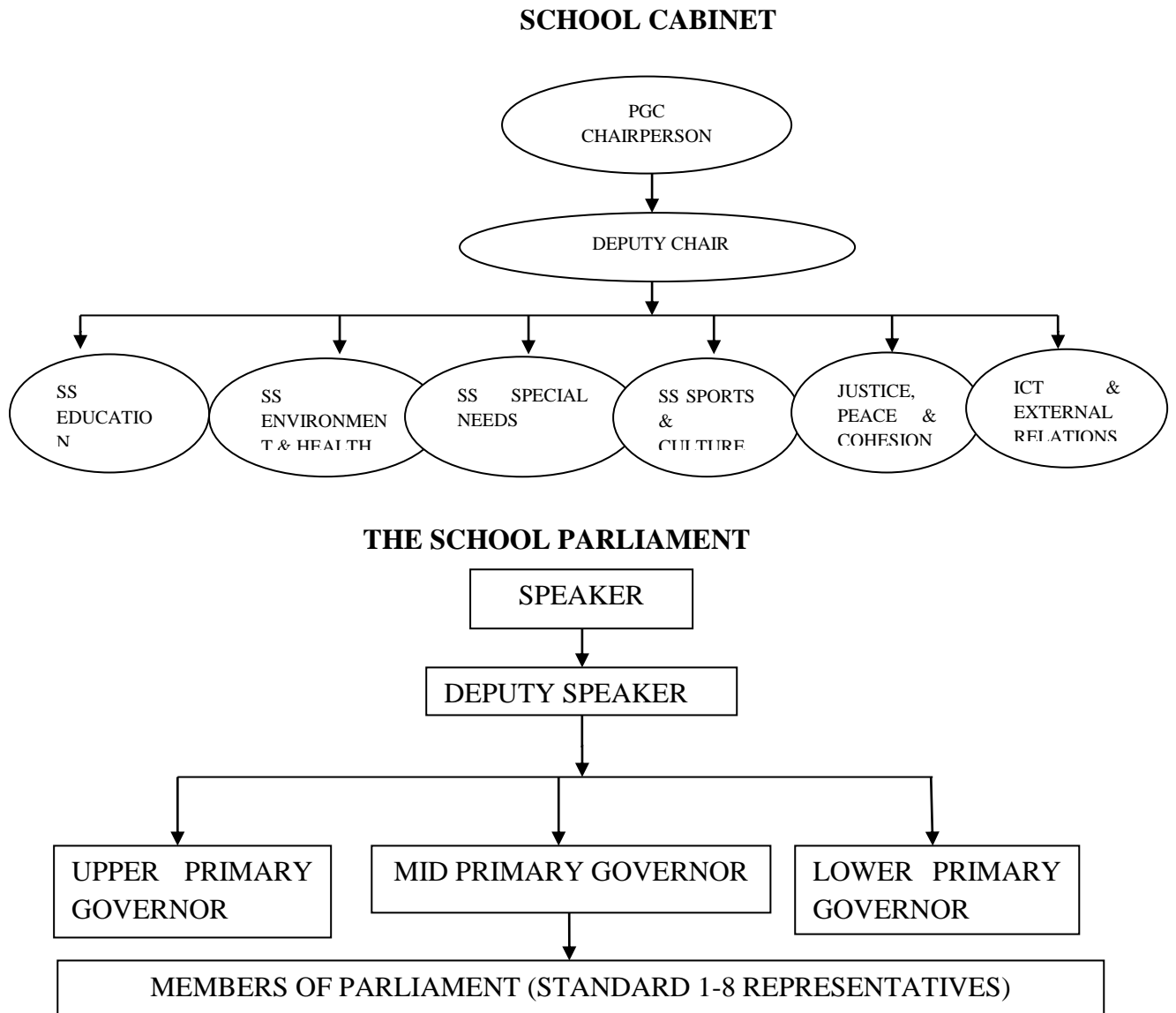
Those to be elected, according to the Children Government guidelines as RoK (2014) aver should be above average in their academic performance. However, UNICEF Canada (2012) advocates for sincere interest for those aspiring to be elected whereas Vusi & Harber (2013) research studies found good behaviour as major quality to be considered not behaviour. Each class elects 'a member of parliament' to represent them in the school parliament as shown in Figure 3 (RoK, 2014).

The term of office is one year that under normal circumstances starts from January to the end of term three. However, Vusi & Harber (2013) found this one year term as too short to ensure continuity and input of council in school governance structures unless there is adequate training. Leaders with exceptional leadership abilities can be re-elected. It is recommended that leaders be of a narrow age range (Ministry of Social Development, 2003). This will afford them an equal opportunity to participate without feelings of intimidation. Based on this review, the study therefore embarked to

determine how this ministry of education CG guidelines are effectively adhered to in Nairobi County primary school.

**Figure 3**

*Structure of the Pupils Governing Council*



**Source: Republic of Kenya (2014 p.8)**

This structure as it is has weaknesses. There are no mechanisms to ensure gender balance and inclusion of the less fortunate learners where need demand. The Ministry of Social Development, (2003) avers that to ensure adequate representation, teachers

must ensure inclusion of children who in most cases are overlooked especially the disabled. For them to participate fully they have to be facilitated by providing them with correct information relevant to their circumstances, age and ability.

The above structure is a uniform but schools in Kenya and specifically in Nairobi differ. Some schools have high enrolment which might require more officials to represent them. The structure further leaves a gap on how those in the school cabinet are to hold meetings and work with those elected to the school pupils' council parliament.

UNICEF Canada, (2012) outlines the steps that schools should follow to guide learners through the electioneering process to effectively operationalize the PGC. Awareness creation which should take around two weeks is the first step. Teachers or a resource person takes learners through the formation process of the council, responsibility of each leader to be elected, basic requirements, voting process and laws that govern PGC activities in schools. Next step is a one week nomination and campaign process. Pupils can do the nomination or a child can volunteer. Campaigning is through public speeches, writing proposals of what a candidate intends to do, designing posters or holding questions and answer sessions.

The school PGC voting day is communicated in advance and supervised by the School Elections Board (RoK, 2014). Elected leaders are inducted and guided through their roles. However, the guidelines above are silent on how to guide children in identifying a learner with exceptional leadership qualities and with ability to balance learning activities and leadership. The researcher determined this by examining how teachers prepare learners just elections.

According to Becuwe et al, (2017) and Vusi & Harber (2013), effective democratic participation in PGC activities demands that learners have to be educated on campaigning, the art of public speaking and leadership roles and responsibilities. This as noted by Becuwe et al, (2017), marks the first and major step in having an effective PGC. Children's Voice Magazine issue no.1 (2014) captures these procedures as indispensable in upholding and practically teaching democratic values and in forming PGC by learners themselves. However, pupils should also be made fully aware of the voting procedures especially on the use of the secret ballot as well as other contenders' rights something. With these clear provisions on democratic participation practices to form PGC, the researcher embarked to determine whether these steps have been effectively complied with and what influence they have on governance.

### **2.3 Duties and Responsibilities of PGC Leaders**

Each elected PGC leader has specific duties and responsibilities as outlined by RoK (2014). The said duties and responsibilities are meant to give the leaders experiences on handling responsibilities and on how to work with others. There are also functions of the PGC as a group. Duties and responsibilities as UNICEF Canada (2012) emphasizes are differentiated considering the pupil's grade, abilities and learning styles. The intention is to ensure no pupil is excluded from the PGC activities. Vusi & Harber (2013) refer this as an avenue for greater democratisation.

PGC is considered complete and effective if the said leaders are given the opportunity as stipulated. As noted by Mboyanga (2018) the pupils' council is the voice of the children to the school administration, the BoM and during parents' meetings. The elected representatives are expected to have the concerns of the children they are leading at heart, respect them and address them in the best way possible for the good

of the school in general. Effective leadership and school management is enhanced when the concerns of those being led are addressed (Kaimenyi, 2015).

Elected PGC leaders take part in the organization of various school events like the open day, parents' day, speech and prize giving days and sports days (Children's Voice Magazine, 2014). Council leaders can also organize inter-class activities like the fun days, school general cleaning sessions and to some extent in community outreach (Morojele & Muthukrishna, 2011). Some Pupils' leaders can oversee the smooth running of clubs and societies in school. This is one area where learners' talents are developed. However, to effectively fulfil the logistics of each event, teachers must step in to guide. By delegating and sharing leadership responsibilities, school administrators can focus on other equally important school governance issues.

Pupils' Council leaders take an active role in the formulation of the code of behaviour and school rules, uphold and protect them. Rules and regulations are important in enhancing governance. School rules guide pupils to acquire skills in making viable decisions. Ireland's Department of Education and Skills, (2015) avers that this code of conduct must enhance learner socio-psychological and emotional stability. With the code of conduct in place, the school is always able to take a timely preventive, proactive and result based approaches to child welfare on grounds they are aware of children needs.

Florence (2011) and Duma, (2011) note that the PGC helps parents and teachers to understand learners' issues, curb indiscipline, act as a communication link, deliver quality services to them and this then increase children self-esteem as essential stakeholders of the school. Ciarra, Burke & Shaw (2010) notes limits are on hiring and appointment of teachers, teacher discipline, finance and human resource management. However, Vusi & Harber (2013) found that learners can take part in

hiring of teachers and in finance committee. By promoting discipline, team work and the spirit of hard work learners can shine in all their endeavours. School governance therefore becomes an easy task.

PGC can be used to enhance peace building in school. This is through conflict resolution among learners especially where learners are well inducted and trained as Mwangi, (2015) found out. Morojele & Muthukrishna (2011) note that learner councils promote an enabling environment where each learner including the less fortunate and the disabled feel valued, have space and treated with dignity. Inter and intra-personal relationship is therefore promoted. Well guided and inducted children leaders will not bully, blackmail, verbally or psychologically abuse or intimidate other pupils. On the contrary, the leaders will work with the school administration to eradicate the vices.

Ciarra, Burke & Shaw (2010) further point out that schools with proactive pupils' council as a school tradition create a fulfilling opportunity for children to air their views, get timely feedback and always have amicable ways of solving conflicts. The pupils are normally aware of what to do in case they feel aggravated, encounter something unusual or one of them expresses inappropriate behaviour. Furthermore children are aware of the consequences of their actions. In this situation there is harmony and the school is able to direct all energies to one common goal. It's in an atmosphere of peace with proper conflict resolution mechanisms that there is order, discipline and co-ordinated activities that result to good school governance.

Pupils governing council in a primary school enhances good relationship between the pupils and the teachers (RoK, 2014). Where children are involved/ participate well in school affairs, their rights are upheld. An atmosphere that fosters a culture of openness, inclusiveness and awareness thrives. In such schools, children are

safeguarded from variety of abuses; feel respected, valued and encouraged to reach their highest potential. This good relationship is an important component in enhancing governance. The good relationship between the PGC and administration can enable the administration to detect, promptly respond and prevent risky issues that may befall learners. In general this is likely to enhance the school's risk management strategies.

If pupils have to be perceived as agents and actors in social transformation, then the right of participation is inevitable in the school set up. Participation in governance empowers children, improves service delivery and aids in adherence to constitutional, legal and institutional responsibilities (Nabasumba, 2017). UNICEF Canada (2012) adds more weight on this issue by pointing out that good and wilful participation instils in pupils a positive attitude towards social diversity and consequently a reduction in bullying and conflicts among learners. This will shield the schools from unwarranted criticisms from government agencies, civil and religious organizations of ineffective management. PGC officials can be willing to share sensitive issues that might put their safety at risk.

Unfortunately some learning institutions have not empowered their student councils. Katei, (2016) conducted a study on the Factors Influencing Students' Involvement in Governance in Public Secondary Schools Kajiado County's, Kenya. It was realised that learners were not empowered. Therefore they had limited contribution in the formulation of cohesive school policies and in decision making among other governance issues.

#### **2.4 Role of School Managers in Enhancing PGC**

It's important that the role of school stakeholders particularly the managers be studied because according to the study conducted by Potter & Harries (2006), these actors can be a limiting determinant or play a key role in policy guidelines -in this case the PGC

effective operations. Orodho, Odundo, Mwanik & Waweru, (2016) and Ball, (2011) point out that policy implementation involves assessing support of stakeholders. In educational policy issues, these are the people to adopt policies, in-charge of ensuring timely and accurate communication of essential policy issues to the school level as well as monitor its implementation. They also supervise to determine the worth of a policy and any necessary adjustment that might be needed (Orodho, Odundo, Mwanik &Waweru, 2016).

The government of Kenya controls the educational system through the Ministry of Education Science and Technology (MoEST). The ministry is therefore in charge of overall policy formulation and overseeing its implementation (Republic of Kenya, 2014). This is facilitated by the county education directors. However, due to the uniqueness of Kenya's schools the Basic Education Act (2013) provides for the formation of the BoM. This is the body in charge of overseeing actual implementation of the ministry's policies, develop and enforce significant and strategic decisions and above all oversee school's activities in line with the school's vision and mission (RoK, 2013). The head teacher is the secretary of the school BoM and the chief executive officer. The pupils' representative in the board through the head teacher is the child elected as school PGC chairperson. The SCDE offers advisory opinion to school. It's the responsibility of all these stakeholders to uphold the children rights particularly the participatory rights of the pupils.

The efficiency and effectiveness of the school BoM largely depends on the skills, knowledge and expertise of the school administration particularly that of the head teacher and team work of the technical bench- the teachers (Xaba, 2011). According to Kaimenyi, (2015) the administration of the school determines to a great extent the ability by the school to meet the demands of the educational regulatory bodies,

communicate policies to the relevant school stakeholders and put in place effective mechanisms to achieve key mandates of the schools. Becuwe et al, (2017) perceives BoM as a team on the ground with an oversight role. The school BoM through the secretary (the head teacher) is required to engage learners using the PGC as important partners and work together to empower, assess, improve, maintain and regulate their activities to influence school governance.

The board also allocate resources to the PGC, encourage parents to work with it and accommodate PGC views on school governance. The board creates linkages with other school development partners (KEMI, 2014). However, as Muli, (2011) points out many BoM have challenges on this issue particularly when it comes to PGC activities. Of particular interest is the BoM function of ensuring that child welfare and protection mechanisms are in place. Child Protection Policy as noted by Morojele& Muthukrishna (2011) is an interactive and interrelated concept to participation.

According to Kaimenyi (2015) and Duma (2011) it's the role of the board to encourage the spirit of dialogue in school affairs and participatory democratic governance. Therefore in all circumstances as Mutua (2014) asserts the BoM must embrace PGC and support it to achieve their mandate. Actually the draft CG policy's main concern is to enhance governance of schools particularly by involving learners through guided democracy.

However, as noted by Wagner, Komives, Ostick & Associates (2009) this is only possible where school administrators have embraced accessibility and inclusivity of all school stakeholders. Muli (2011) conducted a research in Machakos County and found out in some secondary schools managers and administrators are not very keen in nurturing student councils and empowering them to actively and effectively

participate in governance. However, Muli's focus was in secondary schools unlike this study that focused on primary schools.

Effective school BoM should establish well thought out and clear responsibility and accountability frameworks. In this aspect powers are delegated and terms of references well specified as well as proper checks and balances in place. BoM that can help PGC well should carry out thorough monitoring of their activities to facilitate continuous fulfillment of their mandate. Ireland's Department of Education and Skills (2015) asserts that school boards establish structures whose aim is to support student achievement and well-being. In the Kenyan context, one of these structures is the PGC. However, this aspect requires good design and consultations. These structures as Vusi & Harber (2013) notes should aim to improving student all-round learning. Only when this is done can BoM be said to be competent in their role.

Effective leadership in school influences the learning climate and reputation of the school. It is this kind of leadership that makes schools successful incubators of learning by nurturing and encouraging them in the learning endeavours (Griffin, 1996). Authoritarian regimes can disempower learners, cripple creativity and critical thinking among learners. In the absence of a strong leadership foundation and direction, learning activities are compromised, institution fail and students suffer. Despite the central role of the BoM, many school boards are held up in divisive power wrangles, conflicts of interest (Vusi & Harber, 2013). Some do attempt to micro-manage the school's day to day operations- a responsibility that belongs to the head teacher. School managers and administrators should set and have clear structures on how conflicts can be resolved (KEMI, 2014). They promote discipline but not punishment and there is dialogue and consensus (Mboyanga, 2018). BoM members

set a good example to learners by having free and fair elections during parents meeting, having specific term of office and showing commitment to their work.

For the PGCs to operate well, stakeholders have to recognize and support them. By doing so, they will be able to ensure policies, programmes and services are in tandem with the pupils' needs (Ministry of Social Development, 2003). According to Maina, (2016) non-involvement creates situations of disharmony and feelings of alienation.

## **2.5 Contributors to PGC Functionality**

This section analysed the strengths, weaknesses and challenges to proper formation and operations of the PGC. Challenges are approached from two perspectives; challenges encountered when setting up the PGC in general and school management related challenges. Weekes (2011) points out that in the absence of well-staffed, informed and active agency; compliance of a policy is seriously hampered. Schools as the implementing agencies must also have adequate time and financial resources. Poor communication and irregular meetings to strategize may as well limit full operations of PGC. These aspects enable implementers to remain focused and fully aware of policy requirements. Weekes, (2011) points out that successful implementation of any policy particularly that on PGC requires timely communication from the formulators down to the relevant bodies. Communication must be clear and easy to interpret for a PGC to be formed and operate well. This is normally coupled with proper induction, supervision and training on what is actually required as Mutua (2014) notes.

Vusi & Harber (2013) argue that good communication and problem-solving skills, courage, effective negotiations and organizational skills are very essential qualities of a good leader who can propel PGC to success. Muli (2011) adds high sense of responsibility, ability to listen keenly and make good judgement. This will make a student leader enjoy good will of the peers. Formation of PGC should start by

showing and training pupils on the need to participate in the democratization and the requirements needed. This will effectively ensure election of representatives who are competent and thus increase the chances of getting the desired results in school governance. In Murage's (2014) research findings, these qualities are overlooked in some schools and therefore student participation cannot be said to be practised well.

Inadequate resources and lack of capacity are a hindrance in structuring and implementing many school policies and activities (UNICEF, 2009). To effectively facilitate PGC functions, teachers need to be taken through a comprehensive capacity building sessions. Muli (2011) concurs with UNICEF (2009) that duty bearers need training on how to encourage learners to participate in school affairs freely. Failure of duty-bearers to provide age appropriate and accurate information to pupils impinges on their rights and significantly limits their participation in policies meant for their benefit. Teachers also need a deep understanding on how to sensitively handle diversity, management of PGC meetings and basic guidance and counselling skills.

On the same point Coffey & Lavery (2017) stresses that the appointed senior teacher in-charge of learner council should have unique skills, character traits and personal attributes so as to be compatible with the children. The teacher must have good listening skills, flexible and conversant with CG guidelines. Failure on this part impacts negatively on the PGC operations and consequently affects school governance.

In some instances the policy to be implemented might cause disruptions, competition or conflict to the existing order to the extent that it is rejected (Makinde, 2015). This can lead to manipulation by adults with the discomfort that pupils will set their agenda, operate as they wish and get out of hand (UNICEF, 2012). Ireland's Ministry of Social Development, (2003) and Mutua (2014) stresses this issue by asserting that

some stakeholders perceive children as people who lack experience to participate on school governance issues. In South Africa's rural secondary schools the Representative Council of Learners (RCL) were at first seriously hampered by teachers resistant who wanted to silence learners' voices (Duma, 2011). However, Vusi & Harber (2013) also did a study about the RCL and cultural issues hindering learners in school democratic practices. This was also the case with Plan International's Tororo program in rural Uganda primary schools as Munoz (2015) found out and in Lesotho as captured by Morojele & Muthukrishna (2011). This leads to mistrust among school stakeholders hence affecting its management.

Furthermore teachers may resist PGC fearing that these practices can be a threat to academic concentration hence lowering the standards. Morojele & Muthukrishna (2011) could have pointed out the discomfort existing among some teachers on how to strike a balance between teachers' authority without compromising learners' freedom and responsibilities.

As happened in Norway, pupils' councils may lack recognition as democratic agents who can positively impact primary school governance (Morojele & Muthukrishna, 2011). Coffey & Lavery (2017) weighs in this issue saying that learners are hindered from governance issues on grounds that are children. Coffey & Lavery (2017) agree that school children may lack executive leadership abilities with adequate knowledge to make viable discussions. However, leadership being a learning process they have to be involved. As such they may feel detached, unable and just consumers of decisions made by other school stakeholders. Pupils' councils that are formed without well-defined objectives and programmes encounter ineffective implementation and operations are compromised. This is particularly so when councils are set with selfish

and egoistic interest to get public attention. Therefore formation becomes a try and error issue with high possibilities of failure (Makinde, 2015).

PGC operate well in an environment where education officials, school administrators and teachers morale is high. Monetary and non-monetary motivation is necessary for this to happen. Otherwise stakeholders will perceive PGC as a waste of time, energy and burdensome. Munoz (2015); Xaba (2011) and Duma (2011) all avers that some schools experience internal wrangles and conflict of interest especially among board members thus making school management and PGC activities difficult tasks. Just as UNICEF (2009) found out on CFS, PGC may experience poor operational strategies both at the national and school level.

PGC meetings are mainly all about to maintain council momentum, create a common understanding, strategize for their work and strengthen relationships. Keith, (2016) avers that there should be a formal meeting regardless of the time duration so long as they remain focused and there is adequate business to warrant doing so. However, the same author is quick to comment that working councils on the ground unlike the boards of management should meet quite often. A number of issues may however hinder learners from voicing their opinions. Scholars who have studied this issue have not exhaustively examined the learner related challenges.

## **2.6 Summary of the Literature Reviewed**

One of the major educational policies that need serious attention due to their ability to involve students in management and enhance their leadership capabilities is the PGC policy. This is through the practice of democracy and learner participation in governance. In most cases it's given a narrow approach and resistance by some stakeholders. The practice of democratic and fair election in the formation of PGC

demands that learners be guided thoroughly and be involved in school governance as per the ministry of education guidelines.

Learners can take part in organising school clubs and societies, in discussing child protection policy, how to enhance learner discipline and commitment to school work. This will result to good teacher pupil relationship which forms a major component of good governance. The school managers and administrators are important in supporting PGC. They develop and enforce significant and strategic decisions and oversee school's activities. Circumstances where children may lack recognition as democratic agents, their views casually acted upon can negatively affect PGC and school governance.

Morojele & Muthukrishna's (2011) study in Lesotho focused only on participation of children on secondary school governance. Other aspects like learner's leadership structures and functions were left out. The said study also sampled only four children leaders from one school with a population of over three hundred pupils using convenience sampling method only. This is a limitation because a good study should employ as many complimentary sampling methods as possible for better and comprehensive research findings (Orodho, 2009). The researchers also conducted only one focus group discussion (FGD) unlike this study which carried out as many FGD as possible until nothing new seemed to come out.

This study therefore intended to examine the pupils governing councils and their influence on governance in public primary schools in Nairobi County using as many research instruments as possible – questionnaires, interviews and FGD. The sample size was also be fairly big (939) comprising of different categories of respondents- head teachers, PGC leaders, standard seven pupils and the sub-county director of education. The study examined how the democratic elections are conducted in

primary schools; how well elected PGC leaders are empowered to carry out their duties, administrative and management support in an endeavour to ensure compliance as well as the issues that may positively or negatively influence success of the PGC to influence school governance. Previous research work has examined in details the head teacher's leadership styles and adequate resource allocation as essential in enhancing governance. However, formation of PGC and what they can do promote good primary school governance has not been given a keen interest.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses Research Design, Study Variables, Location of the Study, Target Population, Sample Size and Sampling Procedure, Research Instruments, Piloting, Validity and Reliability of Instruments, Data Collection and Data Analysis as well as Ethical Issues in Research.

#### **3.2 Research Design**

The study adopted descriptive survey design. The design was chosen since it is more precise and accurate as it involved description of events and people /respondents in a carefully planned way (Orodho, 2012). This research design also portrays the characteristics of a population in the study fully thus giving the researcher a wide dimension to reason from (Mugenda & Mugenda, 2013). Descriptive survey is all about holding short interview/ discussions with those directly involved in overseeing formation and operations of the Pupils Governing Councils (PGC).

The study relied mainly on the opinions, perceptions and information given by the sampled respondents about the pupils' councils. Qualitative data gathered may inform policy and practices as well as providing descriptions that are necessary in arriving at viable recommendations that may not be easily possible with quantitative analysis (Hunt, 2009). Items in the questionnaires on Pupils Governing Councils and their Influence on Governance enabled the researcher to gather more detailed data about respondents and the issue under study.

#### **3.3 Study Variables**

Pupils Governing Councils formed the independent variable. Practices necessary for formation and operation of the PGC that require implementation and compliance so as

PGC can have an influence on the dependent variable include; democratic and fair elections to get PGC leaders, empowering the PGC officials with specific duties and responsibilities, effective learner representation and upholding the principles of democratic participation in governance, a well-established School Electoral Board headed by the deputy head teacher and an appointed senior teacher to oversee the activities of the councils and offer advice.

Influence on governance is the dependent variable for this study based on the fact that school Pupils Governing Council is one among the many aspects necessary for enhancing governance and school community linkages. To measure the effective governance practices in a school; fewer behavioural and indiscipline cases, supportive and enjoyable learning environment, learners with good social and adjustment skills, high enrolment and attendance rates are the indicators. On the contrary, poor teacher pupil relationship, behaviour disorders, poor learning outcomes are the indicators of poor school governance.

### **3.4 Location of the Study**

The research took place at Nairobi County- the capital city of Kenya. To the north and west of Nairobi is Kiambu County. Kajiado and Machakos counties are to the southern and eastern parts of Nairobi respectively. Nairobi has eleven sub-counties. It is a densely populated county especially in the informal settlements. There are one hundred and ninety seven (197) public primary schools. Majority of the schools with many pupils are located in the informal settlements.

Schools that pioneered the roll-out of the PGCs hail from this county. Some of these schools include; Nairobi Primary, Ayany Primary, Karen 'C', and Milimani Primary School. For instance Nairobi Primary School conducted its first elections on 24<sup>th</sup> May, 2012 to form the PGC (Serem, 2012). The researcher therefore intended to study how

well pupils' councils in the study locale are formed and operating as the above said pioneers have done.

As outlined in the background to the study, there are studies that have been done in Nairobi county primary schools and issues of indiscipline have been noted. The studies have recommended involvement of learners in school governance and a wider study locale to compare the findings (Karuri, 2015). This therefore made the area appropriate for the study.

### **3.5 Target Population**

The target population for the study was all 28,454 standard seven pupils, pupils' leaders, teachers in charge of CGC, Head teachers and Sub-County Directors of Education (SCDE) in 197 public primary schools in Nairobi County. The head teachers are the ones who link the schools to the MoEST officials and relay the formulated policies to schools. SCDE with the head teacher (BoM Secretary) are in charge of school management and administration. The teachers implement the policies and oversee the operations of the PGC. Standard seven pupils are mature and can engage in a more constructive discussion about school issues. Most schools do not allow standard eight pupils to take part in many school activities as they are busy preparing for their national examinations. The population was considered appropriate based on the fact that they are aware of the PGC and the efforts needed to enhance formation and operations.

**Table 1*****Target Population***

S/No	Category	Target population
1.	Standard seven pupils	26 079
2.	PGC leaders	1970
3.	Teachers in charge of PGC	197
4.	Head teachers	197
5.	SCDE	11
	Total	28 454

**3.6 Sample Size and Sampling Procedures**

The study adopted cluster sampling that entailed putting schools together to ensure every region is represented and minimising sample bias and error. However, due to high research expenses and time constraints, the researcher clustered the schools into their respective eleven sub-counties and got 20% of the schools from each sub-county as illustrated in the table 2. The criteria for sampling schools from each sub-county depended on enrolments- low/ high enrolments, those in slums and those located in well off areas and then randomly chosen by tossing a dice.

**Table 2*****Sub- Counties &Public Primary Schools in Nairobi County***

Sub-counties	Number of Schools	Sampled Schools
Njiru Sub-County	15	3
Makadara Sub-county	25	5
Kamkunji Sub-county	17	3
Westlands Sub-County	27	5
Lang'ata Sub-County	10	2
Mathare Sub-County	17	3
Starehe Sub-County	16	3
Dagoretti Sub-County	20	4
Embakasi Sub-County	23	5
Kasarani Sub-County	18	4
Kibra Sub-County	9	2
Total -11 sub-counties	197	39

Source: Nairobi City County Education Department- 2017

Once the researcher had clustered the schools, stratified sampling method was adopted. In this study it involved setting the target population in the clusters into small groups and selecting 20% of the population from each group-student leaders, teachers, head teachers and 15% standard seven pupils. Sample size of 15% and 20% was appropriate for the study since according to Creswell (2011) a study sample of at least 15% of the target population is enough for conducting a study and arrives at viable conclusions. All the SCDE were included in the sample because they are less than 30 in number (Mugenda & Mugenda, 2013). Each school has approximately 132 standard seven pupils i.e.  $(26079 \div 197)$ . Therefore the 20% of the sampled schools had 5148 standard seven pupils. By taking 15%, of 5148 standard seven, sample size

was 772 included in the study using convenient sampling method but with signed parental consent letter. It is relatively fast and inexpensive way to get the respondents.

**Table 3**

*Sample size after clustering the schools*

Category	Target Population	Percentage	Sample Size
Standard seven pupils	5148	15%	772
CGC leaders	390	20%	78
Teachers in charge	197	20%	39
Head teachers	197	20%	39
SCDE	11	100%	11
Total	5943		939

From table 3, the study sample comprised of 939 respondents which is equivalent to 16% of the target population. For the researcher to focus in depth those variables in the population of interest in the study and to make sure that each population stratum is represented, respondent selection was purposive especially the head teachers. As Xaba (2011); Orodho (2009); Ilker, Sulaiman & Rukayya (2015) put it, purposive sampling is best when the needed focus is a specific/ particular group(s) with an intention that each group of respondents(standard seven, student leaders, teachers, SCDE and head teachers) have rich and unique ideas and information to achieve study objectives. They also gave maximum variations that enabled the researcher gather deeper insights into study problem from all angles (Rukwaru, 2009). This was necessary since these categories were well conversant with the PGC and school management issues. Purposive sampling was also good in identification and selection of information rich respondents who gave their opinions in an articulate, proficient, expressive, critical and reflective manner as well as available and willing to

participate (Ilker, Sulaiman & Rukayya, 2015). It was also easy to make generalisations (Xaba, 2011).

The head teachers and teachers whose schools have the highest learner enrolment, those with few pupils enrolled and head teachers who are the KEPSHA chairperson in the sub-counties were purposively chosen and included in the study. Others were randomly chosen from the respective cluster by tossing a dice. Head teachers were critical in this study because they gave greater and decisive explanations of the issue under study. Schools with very high enrolment are situated in socially and economically deprived parts of the city and some with low enrolment are found in well-off areas. This approach also helped to get respondents from all over Nairobi County hence achieved regional balance.

Each school had ten elected council leaders who can also get elected at the sub-county or county levels. However, 78 (20%) were included in the study. Once the researcher was permitted by the head teacher and in conjunction with the teacher in charge of PGC, pupils with the signed parental consent forms were given priority. Where they were more than two and depending on the number available, the researcher wrote 1, 2 on small pieces of paper and folded them. Some other papers were folded but without numbers. These papers were then mixed. Leaders who randomly picked the folded papers with written numbers were included in the study. Simple random sampling method was appropriate on grounds that each and every PGC leader had equal chances of being selected. Ilker, Sulaiman & Rukayya (2015); Orodho (2012); Gakuu & Kidombo (2010) note that it's also more representative of the entire population. Simple random sampling is to a large extent free from bias and prejudice.

### **3.7 Research Instruments**

#### **3.7.1 Self -Structured Questionnaires**

The study adopted a self-administered questionnaire as the core instrument to carry out the study. There were specific questionnaires for the head teachers, teachers in charge of PGC and PGC leaders. The questionnaires contained both closed and open-ended questions. Items in the questionnaires aimed at achieving study objectives. This was in an attempt to seek both qualitative and quantitative data whose analysis can easily be done scientifically and objectively for enhanced findings. The questionnaire was considered appropriate based on the fact that the respondents were all literates and had time to respond to the questions thus giving appropriate information. Biasness was also curbed since the researcher was not there to make any interpretations. Furthermore in this study, a questionnaire was an essential instrument for it enabled a researcher to gather more information from more respondents in short time and a relatively cost effective way (Orodho, 2012).

#### **3.7.2 Semi-structured Interviews**

The sub-county directors of education (SCDE) were interviewed although some delegated this to the Quality Assurance Officer. According to Fraser (2013); Gakuu & Kidombo, (2010), semi-structured interviews are flexible and have a pre-determined order which is a vital element to address and elicit specific responses in the process gathering information. Kimu (2012) avers that in semi-structured interviews the researcher introduces the topic and then guides the engagement by asking specific questions. Semi-structured interviews as Sweeney (2010) notes can be used to clearly understand how PGCs work and how they can be improved.

The researcher first secured the confidence and trust of the SCDE to be interviewed. One way of ensuring this was by restricting all questions to research work. Gaining

rapport was necessary on grounds that even well thought out questions could fall flat and fail to get intended responses (Rukwaru, 2009; Leech, 2002). One of the strengths of the semi-structured interview is that questions can be rephrased and clarified to elicit more valid data (Leech, 2002). An interpretive approach of open ended questions was employed. This method also explored people's beliefs, attitudes, values and opinions. Vusi & Harber (2013) avers that interview enables the researcher to clearly and deeply understand how respondents think and why they think in such a manner and gather first- hand information. Interviews required the respondents to have sufficient verbal and listening skills.

As the interview was going on, the researcher noted key points. This was less threatening and less costly than audio- recording. Taking notes also allowed the researcher as Sweeney & Pritchard, (2010) note to highlight key responses thus making analysis and production easy. The researcher terminated the interview once the questions were exhausted; no longer new information was forthcoming or respondents appeared tired or in need to attend to other errands. It is believed that through this method, the respondents brought into light the inconsistencies, level of compliance, beliefs and practices about PGC in their sub-counties. Through this tool, the researcher could explain the findings that may not be explained statistically.

### **3.7.3 Focus Group Discussion**

A focus group discussion (FGD) is a purposive, researcher directed open debate of about 6-12 people to explore people's beliefs, attitudes and values as well as opinions. To yield reliable data it should be homogeneous in terms of age, social class and level of knowledge (Kimu, 2012). Vusi & Harber, (2013) points out that FGD enables the researcher to clearly understand how respondents think and why they think in such a manner and gather first- hand information.

Standard seven pupils sampled were the ones included in the focus group discussion. Through the FGD, the researcher was able to gather maximum points and ideas from these sampled respondents at one sitting. According to Kimu, (2012) it is an effective method to use with study participants in low positions but critical in the success of any endeavor. However, to get credible ideas the researcher had to conduct many focus group discussions until nothing new seemed to be coming out of the debates. The co-operation of teachers in charge of PGC enabled the researcher to conduct FGD after obtaining permission from the school administration. The intention was to probe how pupils perceive the formation and operation of PGC and their influence on school governance. Companionship established during these moments was valuable when conversing with the researcher in subsequent engagements.

### **3.8 Piloting of the Research Instruments**

A pilot study was carried out prior to the actual one. Piloting assisted in considering the most appropriate sample size (Orodho, 2009). A primary school not included in the sample but with similar characteristics was selected for the study. This school's head teacher was a sub-county Kenya Primary School Heads Association chairperson and the school does participate yearly in the county PGC elections. The choice of this school implied it has a very active PGC and the respondents are well informed. The head teacher, the teacher in charge of PGC and ten standard seven pupils were included in the piloting exercise. This was to determine whether the instruments will gather the intended data. Furthermore the researcher aimed at determining whether there are ambiguities in the questions or whether they were too complex to be answered correctly (Orodho, 2009; 2012). This was an important step that helped in identifying any changes/ adjustments that were needed to be done in advance before the actual study.

### **3.8.1 Validity of the Research Instruments**

Validity is the ability of an instrument to collect justifiable and truthful data. In validity, a tool is able to measure what it is developed to measure (Orodho, 2009; 2012). Generally the researcher ensured validity by having representative sample groups. Specifically the researcher ensured face validity seeking the input of expert opinions of supervisors. They helped in determining face validity by examining how sufficient the information was in answering all research questions. Items that were found ambiguous in eliciting quality and relevant data/ information were modified.

Content validity was determined by two main ways. First the researcher asked interview questions in an inverse format. Secondly, triangulation technique was used specifically in getting responses on the same question using different data collection instruments.

### **3.8.2 Reliability of the Research Instruments**

Reliability is the quality of a research instrument to yield consistent results after being applied again and again under similar circumstances. Orodho (2009) points out that in case of any inconsistency it should be minimal. Test re-test technique was employed in a span of one week. Data collected was correlated using the Pearson Product Moment Correlation Coefficient. Trochim, (2006) and other researchers agree that a correlation coefficient/ coefficient of stability obtained above 0.7 is acceptable and good enough to ensure reliability of the research instrument. For this study a correlation coefficient of 0.75 was acceptable.

### **3.9 Data Collection Procedures**

These include the actions and undertakings that a researcher must put in place to aid successful execution of the study (Orodho, 2009). This study examined them from three levels i.e. pre-field considerations, actual field work and post field activities.

### **3.9.1 Pre-field Logistics**

This step started with preparation of research instruments like the questionnaire whose items were stated in such a way to collect data as per the stated research objectives. In preparing them the researcher ensured that they had clear guidelines and explanations on how the respondents would answer the items. A letter of introduction from Kenyatta University's Graduate School and a research permit from National Council of Science Technology and Innovation (NACOSTI) were obtained. The research permit gave the respondents confidence that the research was well intended and that it had the blessings of the highest government agencies. Permission for collecting data in the study locale was obtained from the County Education Director and from the Sub-County Directors of Education.

The work plan was developed at this stage. The work plan aided in time management, broke work into easy to manage loads and in accomplishment of goals (Mugenda & Mugenda, 2013). It outlined when each action was concluded. The budget was prepared to cater for production of research instruments, transport, and other unforeseen circumstances. Orodho, (2009) also notes that a pre-visit is necessary to familiarize the researcher with the routes, offices and saves time. This was done concurrently when the researcher sought for authorization letters from the SCDE. After filling the questionnaires during piloting stage, the researcher discussed the respondents to get their views on the clarity of the items in the questionnaire, their relevancy and suitability. Refining of the items in the questionnaires was done at this point.

### **3.9.2 Actual Field-Work Logistics**

Orodho, (2009) asserts that these are issues to be addressed as research is going on. The intentions of the study were carefully shared with all participants to avoid any

misconception. To ensure the information to be gathered is kept confidential; interviews were conducted in serene environment. On administration of the questionnaire, the researcher with the use of introductory letter sought permission from the schools under study and then the respondents. Face to face delivery mode was applied as opposed to use of phones. The purpose of the study and clear instructions on how to undertake the exercise were given. The researcher therefore identified, trained, inducted and worked with a research assistant. The assistant helped in the administration of the questionnaire to the PGC leaders, to the head teachers and the teachers in charge of PGC. The research assistance then booked an appointment on when to collect the self-administered questionnaires. Some questionnaires were collected immediately upon completion. The intention of ensuring proper administration is to have greater accuracy and quality of data obtained (Chapman, 2003).

Questions during the interviews were brief, clear and focused. The researcher remained neutral and fair to all interview participants, spent almost equal time in conducting it and noted each participant's point. Very objective judgement was applied to determine and interpret issues raised by respondents to represent deep and major aspects on the ground. The researcher ensured objectivity by sticking to questions and noting relevant answers. The researcher also took keen attention on some of the issues partially discussed or not talked of at all (Mugenda & Mugenda, 2013). On these, further interrogation was done. However, time spent on each research question was appropriately spread. A friendly motivating attitude was created for the interview respondents to actively participate. This was done by wearing a relaxed facial expression.

This being a predominantly qualitative study, as Chapman, (2003) avers, data analysis simultaneously took place as some data was being collected. However, modifications were effected. This interim analysis aided in discovering the main themes as well as informing subsequent data collection. At this level, the researcher during the interview shared with the respondents what the researcher was exactly capturing (respondent validation). This as Burnard, Gill, Steward, Treasure, & Chadwick, (2008) found is vital where additional clarification might be necessary to ensure quality of data gathered.

### **3.9.3 Post-Field Logistics**

Before a detailed analysis of data obtained by use of the questionnaires, the researcher conducted a quick both questionnaire non-response rate and item non-response rate. The main reason was that if the response rate is too low the validity of the methodology and the findings will be in question (Chapman, 2003).

Low questionnaire non-response rate means the respondents are not much interested in the study mainly due to their busy schedule. Item non-response rate means some respondents had no adequate information on the matter or they had just forgotten. One of the researcher's fellow students was requested to go through the interview responses and check the coded data for accuracy and variations in responses. This peer review also counteracted possible element of biases (Burnard et al, 2008). Detailed analysis of the data was done at this stage. The researcher also wrote to the respondents to thank them for their co-operation. Data was finally presented and shared with other stakeholders.

### **3.10 Data Analysis**

In this study, detailed analysis of data collected was edited where necessary and well coded. Analysis of qualitative and quantitative data collected was according to the research objectives.

#### **Analysis of research objective one**

Objective one's aim was to find out the extent to which primary schools in Nairobi County comply with the democratic participation practices to influence governance. Qualitative data analysis for objective one was semi-structured. The responses from the questionnaires and interviews were examined and explored in greater details. The aim was to get similarities and differences in responses to get rich and reliable data. The quantitative data analysis from objective one was done by use spread sheet package to yield frequencies and percentages, the mean and standard deviation calculated and analysed by the use of Statistical Package for Social Sciences (SPSS) version 24 software to determine statistical significance of the data. This software is faster and efficient in handling large data. Tables, pie charts and bar graphs were used in data presentation.

#### **Analysis of research objective two**

The intention of this research objective was to find out the duties of the PGC to influence governance. Qualitative data generated was categorised and theme –based analysis by adopting line by line coding technique. Sometimes direct quotes where the respondents really illustrated a particular point very well were incorporated in the discussions. A letter in upper case with a two digit number was used as Pseudonyms. Quantitative data was analysed by use of frequencies and percentages, the mean and standard deviation worked out.

### **Analysis of research objective three**

This objective sought to determine the role of the stakeholders in the PGC to influence governance in Nairobi County primary schools. Data from the questionnaires especially for closed ended questions were analyzed by adopting line by line coding technique. In this technique, phrases, sentences or key words that are relevant in answering each item/ question was given due attention (Burnard et al, 2008). The words and phrases were categorized and grouped logically to establish relationships, predictions and comparisons. Qualitative data was categorised and theme-based analysis done manually. Key findings under this research objective were presented and discussion accompanied by appropriate and reliable quotes.

### **Analysis of research objective four**

Research objective four intended to establish the facilitating and hindering factors to PGC functionality and the influence on governance. Manual tool of analysing qualitative data was used. Thematic content analysis was the main mode of data analysis. It was the belief of the researcher that the analytic underpinnings of the process are researcher given whether software tools are used or manual. Furthermore it's through manual analysis that the researcher extracted deep, holistic and subtle meaning of collected data (Kimu, 2012). Quantitative data gathered was analysed by descriptive statistics using SPSS version 24 software. Interpretations were given in form of counts, averages, frequencies and percentages.

### **Analysis of data from the interviews and focus group discussions (FGD)**

Analyzing data from interviews and FGD required great analytical attention, skills, judgment and care because details from interviews are mostly subjective. In making sense of the interview and FGD data, the researcher relied on the notes compiled from the various discussions mainly to yield qualitative data. In all the research objectives,

the focus and unit of analysis were the spoken words, clear sentence sequence and totality of exchange/ argument from the interview respondents to the research questions. Therefore all comments from the various interviews and FGD conducted were re-arranged in line to each research question (Chapman, 2003). The researcher sought to discover similar and major ideas and themes that flowed from the interviews to add to the information collected by use of the questionnaires. Burnard et al, (2008) refers to this as constant comparison and regards it as important in discovering emerging and common themes.

Findings were written in a simple descriptive narrative including quotations. Content analysis of the discussions was done to examine meanings and implications of issues that came up in connection to research questions. The bottom line as Chapman (2003) notes is to bring out reliability and replicability of the observed phenomenon and interpretations that followed. In analyzing data, Burnard et al (2008) avers that qualitative data should be verified by another competent third party to avoid bias and incorporate all the information. One way is through respondent validation and another one is inter-rater reliability. This study adopted the later.

### **3.11 Ethical Issues**

While carrying out this study, participants were informed of the nature of the study and allowed to choose whether to participate or not (informed consent). The researcher therefore ensured that participants knew that their involvement was voluntary at all times. Where children were required as respondents, informed consent was obtained from parents, teachers, or guardians. This consent was documented. Parental /guardian consent as in appendix V of this study was used.

The respondents were assured of anonymity and confidentiality (Gakuu & Kidombo, 2010). Code names for people and sensitive places were used. Anonymity and

confidentiality are ways applied to shield all respondents from harm and uphold personal privacy. Respect for the participants was necessary. Participants were told how the research is beneficial to the wider society. Respondents were given their right to withdraw when they wanted without any penalty.

Quality research requires the researcher to guide against fraud and plagiarism. Intentional changing of data gathered to fit the researcher's wish could compromise the study findings. Orodho (2009) state that the researcher at all times must to guard against using other scholars' work and presenting them as personal. This was in an effort to avoid academic dishonesty. The researcher was bound to report truthfully when findings were written. On courtesy and relating with other people, Orodho (2009) asserts that the researcher must dress decently, cultivate and maintain good rapport, express himself appropriately and have high level of mannerism. The researcher attempted as much as possible to be neutral. This was achieved by guarding against subjective values, perspectives and biases that could influence the outcome of the study. Approval to conduct the research was also obtained from relevant offices.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

The focus of this chapter is on the questionnaire return rate, general information about the study, presentations and interpretation of the findings as per the research objectives. Results of the data analysis yielded information that formed the base for the said presentation, interpretation and discussion of the findings. The research objectives were:

- i. To find out the extent to which primary schools comply with the practices of democratic participation to influence governance in Nairobi County.
- ii. To find out the duties of the PGC to influence governance.
- iii. To determine the role of the stakeholders in the PGC to influence governance.
- iv. To establish the facilitating and hindering factors to PGC functionality and the influence on governance

#### **4.2 Questionnaire Return Rate**

A total of 156 questionnaires were administered i.e. 39 for the sampled head teachers, 39 for the teachers in charge of Pupils Governing Council (PGC), 78 for the Council leaders. Table 4 represents the return rate of the questionnaires.

**Table 4*****Questionnaire return rate***

Respondent	Sample	Response	%
Head Teachers	39	35	89.74%
Teachers in-charge of CG	39	36	92.31%
PGC Leaders	78	70	89.74%
Total	156	141	90.38%

Head teachers who returned the questionnaires were 35 representing 89.74%. 36 questionnaires for the teachers in charge of PGC were returned representing 92.31%. PGC leaders who returned the questionnaires were 70 representing 89.74%. This response rate is above the minimum threshold of 75% that is acceptable by most scholars (Creswell, 2011). This was a good return rate arrived at due to the cooperation from the school managers and willingness of the majority of the respondents to work on the questionnaires and return them.

Sub-County Directors of Education (SCDE) who were interviewed were 8 out of 11 representing 72.73%. It was impossible to interview all the SCDE intended even after keeping an appointment due to unforeseen circumstances requiring their attention. This also made the researcher fail to get permission to visit schools in their jurisdiction. Therefore the researcher was able to access 36 out of 39 sampled schools. Researcher conducted 21 out of the 39 FGD intended representing 53.85%. After the 18<sup>th</sup> FGD nothing new seemed to be coming out.

**4.2.1 General information**

Head teachers were asked to indicate the number of pupils and teachers in their school. Table 5 presents the findings.

**Table 5*****Number of Pupils and Teachers in accessible schools***

Average no. of pupils	Frequency	%
Below 500	2	5.71%
500 - 999	11	31.43%
1000 -1499	13	36.11%
Above 1500	9	25.71%
<b>Total</b>	<b>35</b>	<b>100%</b>
No. of Teachers	Frequency	%
Below 20	11	31.43%
20 -30	19	54.29%
Above	5	14.28%
<b>Total</b>	<b>35</b>	<b>100%</b>

Majority of the school -13 (36.11%) have an average of between 1000 to 1499 pupils. Those with between 500- 999 were 11 representing 31.43% followed by those with above 1500 and below 500 accounting for 9 (25.71%) and 2 (5.71%) respectively. On staff establishment, 19 (54.29%) schools sampled have between 20-30 teachers employed by the Teachers Service Commission. 11 (31.43%) and 5 (14.28%) have below 20 and above 30 teachers respectively. Many schools (22) therefore need more PGC leaders to enable teachers manage the high enrolment.

**4.2.2 Seminars/ workshops attended on the formation of PGC**

Head teachers' responses on the whether they have ever attended a seminar on PGC formation and operation were as shown in Table 6.

**Table 6*****Seminars/ workshops attended on the formation of PGC***

Response	Frequency	Percentage (%)
Yes	16	45.7%
No	12	34.3%
Can't tell	7	20.0%
Total	35	100%

Less than half of the 35 head teachers confirmed having attended a seminar/workshop on the formation and operations of the PGC whereas slightly more than a third indicated that they have never attended any seminar to sensitise them on Pupils' Council activities. One fifth of the 35 respondents couldn't expressively state whether they have attended the seminar or not. This therefore implies that some heads of institutions might face some challenges on how well to form pupils' councils in their schools to ensure good contribution to governance. Those who indicated 'no' and 'can't tell' were perhaps confirming the SCDE's assertion that seminars they organise are not per se about PGC but on an array of governance issues in primary schools. Seminars can equip administrators with tools and information on how to effectively guide PGC on governance. This is in line with what Nabasumba (2017) outlines.

**4.3 Compliance with the Democratic Practices**

This sub-section presents and interprets findings related to the study's first objective which sought to find out the extent to which primary schools comply with the practices of democratic participation to influence governance in Nairobi County. The researcher used self-administered questionnaires. In order to address the objective the responses on the PGC officials elected, the month of the year when they hold

elections and extent of compliance with principles of democratic participation as in the questionnaires were required.

#### **4.3.1 Pupils Governing Council (PGC) leaders elected**

PGC leaders were asked to indicate the title of only one official elected by pupils in their school. Table 7 illustrates the findings.

**Table 7**

*PGC Leadership Positions*

Readership Position	Frequency	Percentage (%)
PGC Chairperson	22	31.43
Vice Chair	4	5.71
Speaker	4	5.71
Deputy Speaker	1	1.43
School Secretary- Education	11	15.71
School Secretary- Health & Environment	5	7.14
School Secretary- Sports & Culture	12	17.15
School Secretary- ICT & External Relations	8	11.43
School Secretary- Children Welfare	1	1.43
School Secretary- Justice, Peace & Cohesion	1	1.43
School Secretary- Transport	1	1.43
<b>Total</b>	<b>70</b>	<b>100%</b>

All the 70 PGC leaders indicated the officials elected by the whole school as in Table 7. 22 (31.43%) indicated the PGC Chair person, 4 (5.71%) indicated Vice Chair and Speaker. Only one respondent indicated deputy speaker, school secretary (SS) for Transport, Children Welfare, and Justice, Peace and Cohesion. 12 (17.15%) indicated

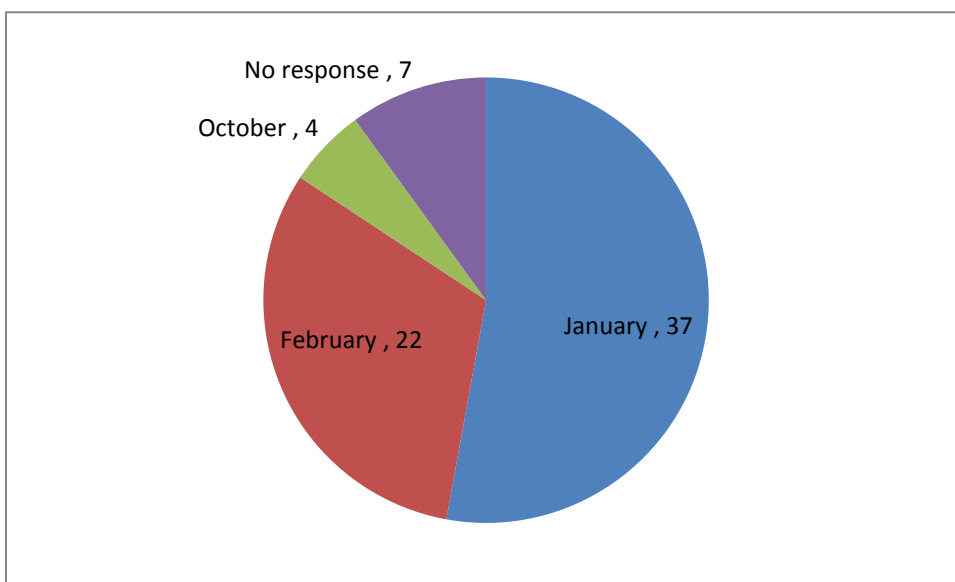
the SS for Sports and Culture while 11 (15.71%) indicated SS for Education. SS for Health and Environment attracted 5 (7.14%). Those who indicated SS for ICT & External Relations were 8 (11.43). PGC leadership positions that attracted more respondents are more competitive and popular to pupils. Every class do elect Class Secretaries and there is a Governor for standard 1-3, one for standard 4 & 5 and one for standard 6-8. This shows that schools have complied with the structure of the PGC. From the FGD, some groups were of the view that more officials are needed especially one handling transport issues. Some schools have buses and therefore a pupil council official is needed to get in touch with the administration on the learner transportation issues. This also implies that leadership is well distributed. Under these circumstances the PGC can be effective in carrying out its mandate.

The PGC guidelines outlines that elections must be through the secret ballot. In all the 21 Focus Group Discussions conducted, members confirmed that this is adopted. In very rare cases where there is only one candidate (without an opponent), secret ballot is not used and the contender is declared elected unopposed. The researcher found this as an important aspect of study as adherence to democratic practices is one of the requirements of the PGC policy guidelines and one of the indicators of a transparent and democratically governed school.

PGC leaders were also asked to indicate which month of the year they do elect their leaders. Figure 4 presents the finding.

**Figure 4**

*Month in which Schools Carried out PGC Elections*

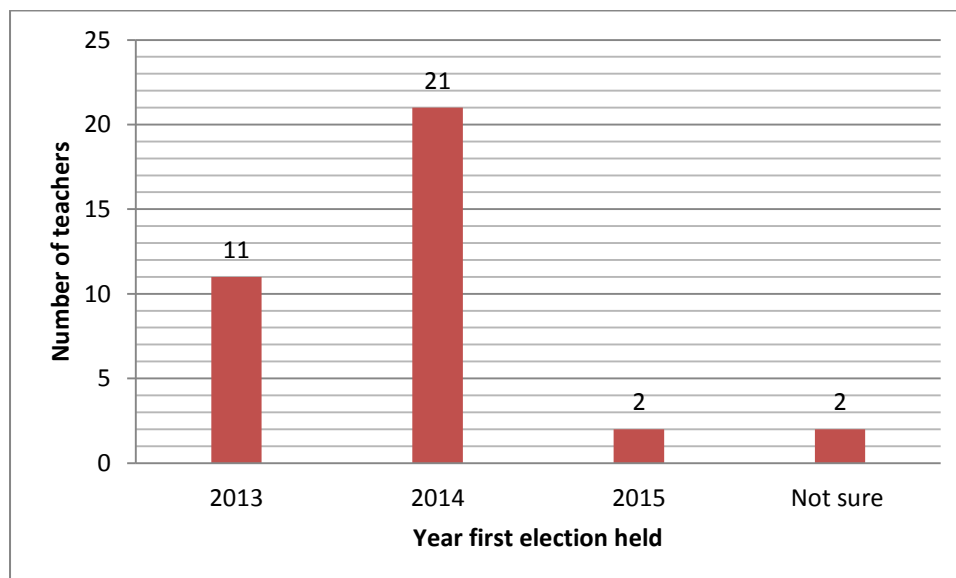


Slightly more than half of the 70 leaders indicated that elections in their school are held in January. Others- 22 indicated February representing (31.43%) while a small number 4 (5.71%) indicated October. Seven PGC leaders never responded to this item in the questionnaire. In this aspect, many schools have not complied with PGC guidelines which recommend September so as the outgoing leaders can have humble time to compile a handing over report and to mentor/ induct the incoming leaders. As Vusi & Harber (2013) indicates and as outlined in the literature review, this is an important aspect that has been overlooked because handing over and mentoring is vital for preparing leaders who can be effective in their duties.

Teachers were asked to indicate the year their school held the first elections to form the pupils governing council. Figure 5 below represents the responses.

**Figure 5**

*The Year Schools held first Elections to form PGC.*



N= 35

21 teachers (58.33%) indicated that they first held school elections to form PGC in the year 2014. In 2013, 11 (30.56%) schools held elections to democratically get PGC leaders while 2 teachers indicated 2015. Two teachers couldn't remember/ tell exactly when the first election was held to form PGC. This therefore means many schools were familiar with the requirements and on how to involve learners in holding free and fair elections. There are many respondents indicating the year 2014 because this is the year the government developed and fully enforced the PGC guidelines.

#### **4.3.2 Principles of Democratic Participation**

Head teachers were required to indicate how well schools have complied with the principles of democratic participation in the formation and operations of the PGC.

Table 8 presents the findings.

**Table 8*****Extent of Compliance with Principles of Democratic Participation***

Principles of democratic participation	Frequency				
	*VG	G	P	VP	NR
Ground rules are established at the beginning of an activity	5	20	7	2	1
Power relations and decision making structures are transparent	2	8	13	8	4
All children are treated equally and given equal opportunity	29	5	1	0	0
Participation is voluntary & learners can withdraw at any time	9	19	5	1	1
Children are entitled to respect for their views and experiences	26	7	1	1	0
Children are involved from the beginning of an initiative	7	22	3	1	2
Children understand the issue well before participation	12	19	2	1	1
<b>Mean</b>	<b>12.9</b>	<b>14.3</b>	<b>4.6</b>	<b>2.0</b>	<b>1.3</b>
<b>SD</b>	<b>9.7</b>	<b>6.7</b>	<b>4.0</b>	<b>2.5</b>	<b>1.4</b>

\*VG- Very Good, G- Good, P- Poor, VP- Very Poor, NR- No Response

At a mean of 14.28 and a standard deviation (SD) of 6.71 for the seven principles, majority of the head teachers were of the view that the common principles of school democratic participation are complied with to a good extent followed by those who were of the view that the principles are adhered to the very good extent at an average response of 12.86 and SD of 9.73. However, a small average of 4.57 and SD of 3.99

was of the opinion that to the moderate extent the fundamental tenets of democratic participation of learners are being upheld and practised in the schools.

On average, head teachers who indicated that democratic principles are upheld to the low extent stood at 2 with a standard deviation of 2.51 followed by those who indicated 'not sure' at an average of 1.3 and 1.14 standard deviation. A higher mean with a small standard deviation (SD) is more reliable as opposed to a higher standard deviation with a higher or almost equal mean. In this case the 'good extent' response is therefore more plausible than others in the Likert Scale.

Schools have therefore complied with the PGC policy guidelines on democratic participation as "good extent" rating attracted many respondents. Of the principles of democratic participation above, 29 head teachers indicated upholding the principle of equal treatment of all children, giving them equal opportunity and respect for their views. Schools however need great improvement on power relations and the decision making structures ought to be more transparent as only 2 head teachers indicated compliance to a very good extent. Learners can effectively take part in school democratic activities when the said principles among others are clear to them. The Likert Scale was used to determine the respondents' alternatives/ choices that best support their strength of opinion and attitudes. The Likert scale has a clear mid-point and gives respondents an opportunity not to lean towards extremes.

#### **4.3.3 Leadership Qualities Considered**

The researcher sought to establish from the head teachers, teachers and PGC officials the quality that they consider as most important in a child aspiring to be a leader. Views were sought on four variables namely; academic performance, popularity, learner's talent and good behaviour/ personality. The findings are as in Table 9.

**Table 9*****Leadership Qualities***

Main Quality	Head Teachers		Teachers		PGC Leaders		Mean	
	f	%	f	%	f	%	f	%
Good academic work	8	<b>22.9</b>	9	<b>25.0</b>	12	<b>17.1</b>	29	<b>21.7</b>
Popularity	4	<b>11.4</b>	5	<b>13.9</b>	28	<b>40.0</b>	37	<b>21.8</b>
Leadership ability	9	<b>25.7</b>	10	<b>28.6</b>	13	<b>18.6</b>	32	<b>24.3</b>
Good behaviour	14	<b>40.0</b>	12	<b>33.3</b>	17	<b>24.3</b>	43	<b>32.5</b>
<b>Total</b>	<b>35</b>	<b>100</b>	<b>36</b>	<b>100</b>	<b>70</b>	<b>100</b>	<b>141</b>	<b>100</b>

From the above table, most head teachers, teachers and some pupils all totalling to 43 translating to 32.5% consider and encourage a pupil with good behaviour to be considered for leadership. This is followed by talent as an important quality at an average of 32 (24.3%). Popularity stood at 37 (21.8%) of the respondents followed closely by academic performance at 29 (21.7%). This therefore indicates that most of the schools are on the right path in complying with the Children Government Guideline which requires those to be leaders to be morally upright.

The above results are fairly in line with the findings from the focus group discussions. Respondents however, pointed out and emphasised looking at a combination of the above quality but academic performance being the least on further interrogation. One pupil was quoted as saying, “We elect somebody with a combination of these qualities because that is normally a good leader” (NP026, Focus Group Discussion, January 8, 2019). Another pupil during the discussion said, “...Those who are gifted in leading others should be encouraged to use their talents regardless of their ability in class

work. However, some of us overlooked the quiet but sensible pupils who can be good leaders” (NF033, Focus Group Discussion, January 8, 2019).

These findings converges with Muli’s, (2011) findings that in many instances a combination of attributes are taken into consideration when electing student council leaders. However, the findings are sharply in contrast to Murage (2015) who found out that academic ability is the key consideration in choosing a council leader. The bottom line is that learners have different strengths and weaknesses and need guidance without unfairly locking out willing learners in leadership.

#### **4.3.4 Stages in School Elections**

Respondents were asked to rate the effectiveness of sensitization forums, nominations and campaigns, the entire voting process as well as orientation programmes. Table 10 shows the findings.

**Table 10*****PGC leaders & H/T's Responses about Aspects of Elections***

Aspect of elections	*VE		E		ME		NE		VI	
	f	%	f	%	f	%	f	%	f	%
<b>CG leaders</b>										
Awareness creation	20	<b>28.6</b>	38	<b>54.3</b>	7	<b>10.0</b>	2	<b>2.8</b>	3	<b>4.3</b>
Nomination & campaigning	13	<b>18.6</b>	25	<b>35.7</b>	17	<b>24.3</b>	9	<b>12.8</b>	6	<b>8.6</b>
Voting	31	<b>44.3</b>	20	<b>28.6</b>	9	<b>12.8</b>	7	<b>10.0</b>	3	<b>4.3</b>
Counting & announcing	46	<b>65.7</b>	10	<b>14.3</b>	10	<b>14.3</b>	3	<b>4.3</b>	1	<b>1.4</b>
Orientation/ induction	2	<b>2.9</b>	13	<b>18.6</b>	18	<b>25.7</b>	23	<b>32.8</b>	14	<b>20</b>
<b>Head Teachers</b>										
Awareness creation	11	<b>31.4</b>	13	<b>37.1</b>	8	<b>22.9</b>	3	<b>8.6</b>	0	<b>0.0</b>
Nomination & campaigning	7	<b>20.0</b>	13	<b>37.1</b>	8	<b>22.9</b>	6	<b>17.1</b>	1	<b>2.9</b>
Voting	11	<b>31.4</b>	11	<b>31.4</b>	7	<b>20.0</b>	5	<b>14.2</b>	1	<b>2.9</b>
Counting of votes	30	<b>85.7</b>	4	<b>11.4</b>	1	<b>2.90</b>	0	<b>0.0</b>	0	<b>0.0</b>
Orientation of CG leaders	9	<b>25.7</b>	13	<b>37.1</b>	9	<b>25.7</b>	2	<b>5.7</b>	2	<b>5.7</b>

\*VE- Very Effective, E- Effective, ME-Moderately Effective, NE- Not Effective, VI- Very Ineffective

Two thirds (65.7%) of the 70 PGC leaders consider counting and announcing of election results as very effective followed by 31 (44.29%) who indicated that the voting process is effectively done but were uncomfortable with the orientation exercise whereby only 2 (2.86%) considered it very effective. This implied that there are very few election malpractices as found and supported by the FGD. 23 (32.86%) PGC leaders consider induction as not effective. 7 Head teachers representing 20% however, considered nominations and campaigning as very effective while the counting of votes was highly rated by many head teachers -30 out of 35 equivalent to 85.71% implying that learners' votes are the ones that the determines the leader. This

aspect was in line with Duma (2011) as found in the literature review that the learners to vote for their leaders.

From Table 10, generally most of the respondents were of the view that the democratic processes are very effective. Only when schools comply with the combination of the stages of school elections that the elections exercise is considered effective in getting competent PGC leaders who can enhance governance. The head teachers rated three of the five processes as effective at a mode of 13 possibly implying that this is the most likely true state of affairs in many schools as far as elections of pupils' council is concerned.

It is in the nomination stage conducted by the School Elections Board where qualities like discipline, talent, popularity and good academic performance are considered. Both the council leaders and head teachers gave this stage an almost equal rating (effective) at 25 (35.71%) and 13 (37.14%) respectively as Table 10 indicates. This implied that both the teachers and the pupils are satisfied with the nomination exercise and the aspiring and qualified council leaders well identified and guided in time. However, during FGD a recurring phrase of biases was noted. Issues were raised concerning bias in questioning and time taken though few applicants are rejected.

During interviews, many SCDE confirmed that schools are doing good work in ensuring compliance with democratic practices. To them this can be evidenced by many council officials candidly articulating issues when campaigning to be elected at the sub-county and county levels though little is done after county elections.

The entire democratic practices on the formation of the PGC are hinged on these aspects. They are important determinants of compliance with the PGC guidelines more so if all stakeholders are well involved. When all aspects of school elections are carried out as required as learners feel more involved, get more satisfied, committed

and enjoy the school environment and schooling in general as Duma, (2011) also found out. Therefore a school runs smoothly and governance becomes easier. The school elections processes described above are important pedagogical tools for life skills more so in preparing learners from an early age to be democratically conscious. School therefore become important avenues for equipping the youngsters with knowledge and skills vital for the country's political system.

#### 4.3.5 Representation

Teachers were asked to indicate the extent to which all pupils were involved and represented in the governing council. The findings are presented in Table 11.

**Table 11**

*Learner Representation in PGC*

Category	*E	VG	G	P	VP	T
Boys	14	11	8	3	0	36
Girls	15	11	7	2	1	36
Challenged	4	5	14	10	3	36
Lower Primary	1	5	9	10	11	36
Middle Upper	8	13	10	4	1	36
Upper primary	21	7	5	3	0	36

Note: E- Excellent, VG- Very good, G- Good, P-Poor, VP –Very Poor, T- Total

As Table 11 indicates, both boys and girls and those in upper primary were excellently represented at 14, 15 and 21 respectively. To the poor extent, lower primary pupils and the challenged are represented both at 10 whereas at 11 lower primary school pupils are represented very poorly. At 13 and 10 middle upper are represented to the very good extent and good extent respectively. High representation of boys and girls in upper primary classes implies that they are more conscious in the

council activities. From the findings above, more needs to be done on the representation of the disabled. Pupils with disabilities should be encouraged to participate and be supported particularly during the campaign as stipulated. However, from the focus group discussions, it was found out that lower primary pupils (standard 1-3) in most schools are involved in choosing their Class Secretaries but not in electing school council chair and school secretaries. They are also not elected in these positions because of their very young age and very inexperienced.

Older children approach an issue in a more sensible manner than those who are too young. Duties and responsibilities are given within the learner's abilities. The intention of the PGC guidelines were to enable learners develop leadership skills from an early age. From the above table all categories of learners are represented in the council albeit differences in the extent. These findings converges with Morojele & Muthukrishna, (2011) who emphasises that all learners should be well represented in the councils. On this issue, one SCDE was quoted saying, "As much as possible the pupils' council should comprise of a diverse group of learners. Gender, disability, ethnicity and religion should be taken into account" (ND02, personal interview, January 29, 2019).

Fair representation of all pupils in the council guarantee the right mix of opinions and divergent interests in the school set up. This will develop a sense of equality and involvement leading to an effective council.

#### **4.4 Duties of the PGC Officials**

Research objective two sought to find out the extent to which PGC leaders are empowered with specific duties and responsibilities to influence school governance. Research question two was "How well are the Council leaders empowered to promote effective school governance?" Interviews for SCDE, questionnaires for the teachers in

charge of councils and council leaders as well as focus group discussions were used to gather data. The duties and responsibilities can be done as an individual or collectively as a children governing council. Teachers' views were sought as to how they are involved (empowered). The teachers' responses are as shown in Table 12

**Table 12**

***Teachers' views on the Extent to which learners are empowered***

Duty/ responsibility	Frequency				
	* VG	GE	SE	PE	VPE
Organising co-curricular activities and fun days	7	16	10	2	1
Linking other pupils to the administration	7	18	10	1	0
Detecting & reporting cases of child abuse/ neglect	6	10	11	8	1
Overseeing smooth operations of clubs & societies	4	15	10	6	1
Formulation of school code behaviour & rules	9	16	6	3	2
Enhancing peace building & conflict resolution	8	13	8	5	2
Supervising classes in absence of teachers	16	14	4	2	0
Reporting/ acting on cases of pupils' indiscipline	21	10	5	0	0
<b>Mean</b>	<b>10.25</b>	<b>14</b>	<b>8</b>	<b>3.4</b>	<b>0.9</b>
<b>SD</b>	<b>5.14</b>	<b>2.7</b>	<b>2.7</b>	<b>2.55</b>	<b>0.78</b>

\*VG-Very Good Extent, G- Good Extent, SE- Some Extent, PE- Poor Extent (PE)

VPE- Very Poor Extent

For the eight duties in Table 12 with an average mean of 14 and SD of 2.69 (most reliable) the teachers indicated that council leaders are doing their duties as required to a good extent. At a mean of 8 and SD of 2.72 and mean of 10.25 SD of 5.14, teachers indicated that PGC officials are doing their duties to some extent and very great extent respectively. An insignificant average number of 0.9, SD of 0.78 indicated that they are not at all carrying out their duties and responsibilities as required. Those who indicated low extent stood at a mean of 3.4 and a standard

deviation of 2.55. In general, council leaders were rated well by teachers to be carrying out their duties to good extent. The responses by the teachers in charge of council indicate that schools are empowering leaders and striving to align the PGC functions with the CG Guidelines. It was emphasized from interviews that if PGC leaders are empowered, inducted and well guided they can carry out their duties in an even more effective way.

To corroborate the information given above by the teachers on the duties and responsibilities and how well PGC leaders are carrying them out, standard seven pupils were also asked to give evidence of empowerment. Respondents were in agreement that many council leaders very well do link the entire pupils' fraternity to the school administration just as Vusi & Harber (2013) also found out. They do share learner's ideas, interests and concerns with the school administration as well as teachers. They are the ones who know what's more pressing to the pupils. Findings from the FGD indicated that this has led to the development of supportive relationships with adults and fellow pupils.

In line with Karuri (2015) findings, pupils during the FGD indicated that they do very well in reporting on cases of indiscipline or acting on some of them and ensuring decorum. This is by keeping an eye especially when teachers are away or when held up with equally important duties. This is one way the leaders are involved in school governance thus fulfilling one of the objectives of the CG Policy guidelines. However, it was a recurring phrase from the FGD that some council officials do report other children to teachers even on issues they themselves can competently handle. This means that some PGC leaders need to be guided more on conflict resolution skills as Mwangi, (2015) also found out.

On school cleanliness and attractiveness, it was found out that PGC officials are very serious about safe waste management, beautification and environmental cleanliness. They carry out this function well due to the emphasis from the teachers on duty and deputy head teachers who are in charge of school cleanliness. These findings concur with those of Murage (2014) that cleanliness of the school compound is a council duty that is mostly done well. Cleanliness is one of the determinants of a child friendly school.

Interviews data revealed that teachers are very much against officials- specifically the school Secretary for Education in collaboration with Class Secretaries to monitor all classes for adequate syllabus coverage in all subjects and in time. It is through this that the PGC leaders support the school administration in curriculum delivery. However, and in many schools, these leaders are supposed to keep off this function as it is amounting to supervising the teachers. It was also reported that some teachers even castigate a CG official when reminded that it is his lesson. As Duma, (2011) puts it, there is need to specify up to what extent CGC leaders can carry out this duty.

PGC officials, supported and informed by other pupils also identify out of school children in their neighbourhoods and take the report to the school administration to ensure they are enrolled and retained. Unfortunately from the discussion, this function is yet to be done well by the officials. However, this can be attributed to the social distance of urban dwellers where it may not be possible sometimes to know the whereabouts of a neighbour. The SCDE pointed out that there are issues that learners must be limited. These include those touching on assessment, marking and grading of exams and those touching on teacher discipline. Pupils' council leaders are also not involved on issues that touch on school finances. This can result to conflict of interest

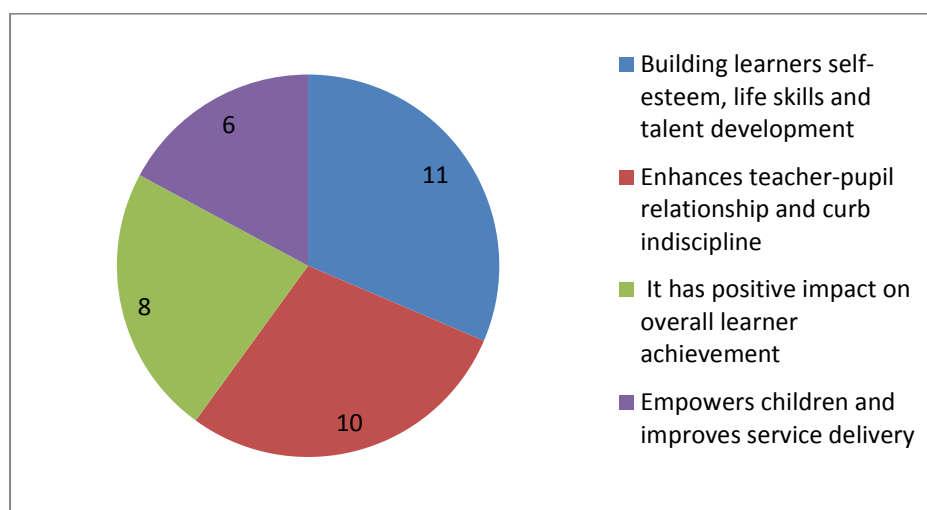
and erode the authority of the teachers. This finding is in tandem with Mwangi, (2015) and Katei, (2014) on the limits of the council members.

#### 4.4.1 Benefits of Pupils' Councils

The study further sought the respondents' views on how the pupils' councils have directly benefitted the learners. To begin with, head teachers' views were sought as to why schools should **mainly** have pupils' councils. Figure 6 shows the findings.

**Figure 6**

##### *Benefits of Pupils' Councils*



Building learners' self-esteem, life skills and talent development topped the list of the reason why schools should have active pupils' council and the direct benefits to the learners standing at 11 representing 31.43% followed closely by enhancing teacher-pupil relationship and curb indiscipline at 10 representing 28.57%. It was reported by 8 (22.86%) head teachers that involving council leaders in school governance has positive impact on overall learner achievement and 6 (17.14%) head teachers indicated that it empowers children and improves service delivery. These findings concur with Karuri, (2015) and Coffey & Lavery (2017)). The combined benefits received favourable support from the head teachers. This implies that it is an

indispensable aspect of the learning process in primary schools that can consequently enhance governance.

Key words that recurred during interviews as to why schools should embrace pupils' councils and have officials empowered include; it develops critical thinking skills, commitment to duty and desire to actively participate in socio-political life in key decision making processes. These findings are in tandem with Mwangi, (2015) and Duma, (2011) who states that learners who actively do take part in governance have higher self-esteem and greater feeling of academic competence.

Common themes that come up during the discussions and interviews on the influence of pupils governing councils on school governance were many and varied. Pupils' councils have played a role in making school rules and class management policies. Learner engagement in formulation of school rules increases their self-esteem and motivation, develops a sense of ownership and consequently a higher level of inclination to comply with the rules, take responsibility and do away with excuses. This boost their learning outcomes- a key goal of school governance. Pupils who are just expected to abide by the ready-made rules by others will have challenges of faithfully adhering to them unlike those who have made them. On the function of designing the school culture and routine, here the emphasis is on ensuring compliance of the already established procedures but not coming up with completely new ones.

The question on how pupils can influence specific class operations has a bearing on learner concentration and achievement, teacher pupil relationship as well as the general school climate. Findings from the discussions indicated that learners can take part in deciding the class sitting arrangement, grouping, and mode of learning (whole class, group or individual outdoor or indoor activities -organization of field trips included) and delegation of duties to class members. In a class where learners are

encouraged to think over and examine the pros and cons of an issue and reach a consensus, learning becomes interesting and governance easier.

Learner discipline and nature of punishment was highlighted by respondents to have improved and significantly contributed to governance. In line with Mboyanga (2018) Pupils' leaders promote discipline by ensuring that the school and class rules are adhered to, by being role models themselves, observing punctuality and taking an active part in co-curricular activities. Governance is therefore easier due to shared responsibility. Furthermore, when learners are able to handle misunderstanding amongst themselves through negotiations, mediations and agreements, there is less violence and bullying in school hence making the school child friendly.

PGC have enhanced Service delivery by being involved in decision making and taking up roles that require school administrators to be more accountable and transparent as well as in setting class/ subject achievement targets. They are also more conscious about the service delivery charter which they are mostly involved in developing. The school service delivery charter addresses stakeholders' concerns and enhances school community linkages- a key aspect of good school governance.

In line with Vusi & Harber (2013) findings, Pupils' councils have created a positive influence on asset management- furniture, books, co-curricular activities' costumes, stationery and other learning aids like computers. This aim at ensuring security, safety and accuracy of records of said items. According to Mboyanga, (2018) findings the empowered learners have developed a sense of ownership of the school property. In some schools, it was reported that they are the ones in charge of class cupboard and lock the class. Proper care of school properties can save millions of shillings in instructional materials including textbooks, cleaning equipment and unnecessary repairs in the school. Through this schools can better direct the financial resources and

even re-use the obsolete but functional items well. CG leaders and learners were guided well to become responsible and caring about resources thus reducing wastage. As noted by one SCDE, “...If resources are not prudently used and taken care of, the effects of insufficient school equipment and materials can be detrimental to the education of learners. The initiative of PGC has changed many things to better” (ND07, personal interview, February 6, 2019)

#### 4.4.2 Reasons challenging learner empowerment

Head teacher were asked to tick only one of the following reasons for stakeholders opposing formation and operations of the PGC. Table 14 shows the findings.

**Table 12**

*Reasons Challenging Learner Empowerment*

<b>Reason</b>	<b>Frequency</b>	<b>%</b>
Many children are irresponsible	8	22.86
Children lack competence to participate in school governance	23	65.72
Children might start disrespecting the elders	2	5.71
Giving rights to school governance may take away their childhood	2	5.71
<b>TOTAL</b>	<b>35</b>	<b>100</b>

Incompetence on the side of Pupils’ Council leader to participate in school governance was cited by an overwhelming majority –two thirds of head teachers followed from a distance by irresponsibility on the part of some pupils at 8 (22.86%) as a reason challenging them from being empowered. Fear of disrespecting the elders and the need to allow children to be children each was rated 2 head teachers representing 5.71%. These findings converge with Mutua, (2014) and Coffey & Lavery (2017) whose research study also found out that some stakeholders cite

learners' crude leadership skills as the main reason challenging learner involvement in school decision making table.

It emerged from the interviews that out of ignorance some stakeholders are of the view that pupils can learn democratic participation by observing ways that decisions are made in schools. This therefore means those who oppose are uncomfortable with some provisions of Children Government Guidelines.

#### 4.5 Role of Stakeholders

Objective three sought to determine the role of the stakeholders in the PGC to influence governance. In this section the research question was: "To what extent do the school managers support PGCs to strengthen governance?" semi-structured interviewed and questionnaires for head teachers and teachers in charge of PGC were the instruments used to collect data. Table 13 indicates the teachers' responses.

**Table 13**

*Teachers' ratings of school managers' role*

Education Managers	*VG		G		P		VP	
	f	%	f	%	f	%	f	%
Sub-County Director of Education	2	<b>5.6</b>	8	<b>22.2</b>	13	<b>36.1</b>	13	<b>36.1</b>
Quality Assurance and Standards Officer	3	<b>8.3</b>	12	<b>33.3</b>	15	<b>41.7</b>	6	<b>16.7</b>
Head teacher	19	<b>52.8</b>	12	<b>33.3</b>	2	<b>5.6</b>	3	<b>8.3</b>
Kenya Primary Schools Heads Association	10	<b>27.8</b>	15	<b>41.7</b>	6	<b>16.7</b>	5	<b>13.8</b>
Board of Management	3	<b>8.3</b>	9	<b>25.0</b>	16	<b>44.5</b>	8	<b>22.2</b>
MEAN	7.4		11.2		10.4		7.0	
SD	6.47		2.48		5.46		3.41	

N=5

\*VG- Very Good, G-Good, P- Poor, VP- Very Poor

Table 13 illustrates that the SCDE's input at school level is almost insignificant whereby 13 teachers (36.11%) indicated that more needs to be done from their end just as 15 (41.67%) teachers indicated Quality Assurance and Standards Officers (QASO) poor input. 6 (16.67%) indicated that the QASO needs to step-up their role as it indicated a very poor input. Head teachers were rated highly that they are doing very good work to support PGC at slightly more than half (52.8%). On this, a third of the 36 teachers rated head teachers as doing good work to support Pupils' Council activities. The Kenya Primary School Heads Association was also rated very well by 10 (27.78%) and 15 (41.67%) teachers gave a good rating. The Boards of Management received a very good rating of only 3 (8.33%) and 9 (25%) teachers indicated a good rating.

Without adequate support, Pupils' Councils may not be effective in carrying out the mandate. Generally, the managers' roles were rated as good at the mean of 11.2 and standard deviation of 2.48. This data set is fairly normally distributed thus giving a reliable standard deviation compared to other sets that have high standard deviations though the means are not as high as in the good rating scale.

An item in the interview schedule required the SCDE to highlight the role of education managers specifically in ensuring proper formation of pupils' councils. The eight SCDE interviewed acknowledged the good work done by the MoEST in formulating an elaborate policy guidelines to ensure uniformity in setting up the pupils governing body.

The Regional Co-ordinator of Education and the SCDE play a major role in monitoring and overseeing schools in their respective jurisdictions specifically in complying with the policy requirement within the specific time lines. They are responsible for smooth and transparent elections at the sub-county level to produce a

strong team that can campaign well and win in the county pupils' council elections. SCDE are also instrumental in overseeing democratic execution of the roles and responsibilities mandated to the BoM. This is expected to trickle down to the PGC. Interview data indicated that the School BoM is mandated to come up with rules and regulations on council operations, help in planning PGC activities and elect a representative to the SEB.

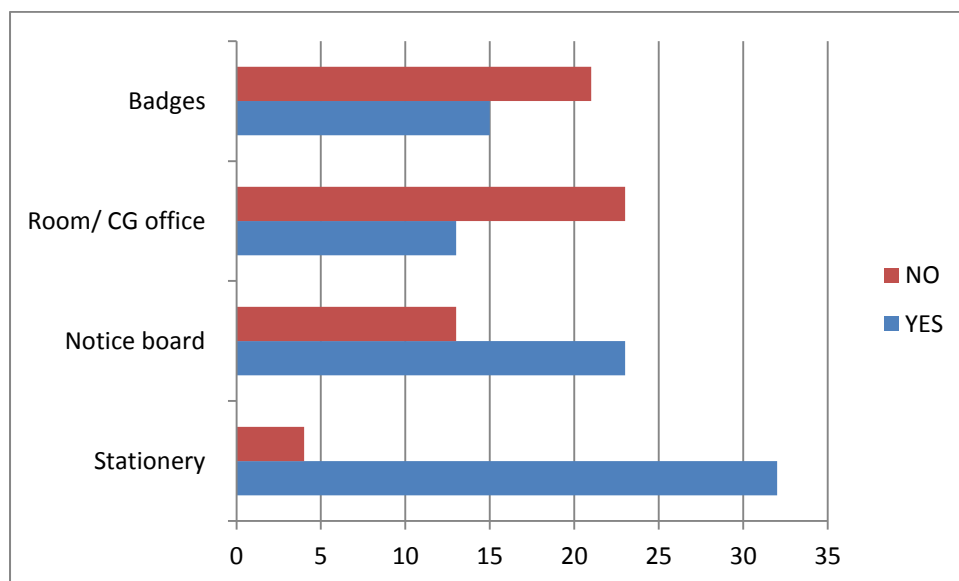
At the school level, head teachers are the chief executive officers. They sensitize teachers and the pupils about the children governing body. It is on this strength that many SCDE gave the view that head teachers are the ones to organise inductions and trainings for the school elected officials, appoint the School Elections Board that is mandated to ensure free and fair elections. Lastly it is also their role to conduct the swearing in ceremony of the elected officials. On the contrary this last role never featured prominently during FGD with one respondent strongly asserting that "It is not a swearing in ceremony of the PGC leaders but just an announcement of winners" (NK009, Focus Group Discussion, January 28, 2019).

#### **4.5.1 Provision of Basic Necessities for PGC to use**

Teachers in charge of Pupils' Councils were asked to indicate whether stakeholders are providing stationery, noticeboard and badges and room/ CG office among other requirements for PGC. The results are as shown in Figure 7.

**Figure 7**

*Provision of Basic Necessities for PGC*



From Figure 7, 32 (88.89%) schools provide leaders with the stationary while those who indicated that the noticeboard for PGC is provided were 23 (63.89%). 13 out of 36 equivalent to 36.11% confirmed the presence of a room PGC leaders can use for their meetings and to keep the stationary provided. On the issue of badges, 15 (41.67%) teachers confirmed their presence and use whereas 21 (58.33%) dissented. This shows that school managers have fairly tried to ensure council leaders have the basics to enable them carry out the duties effectively for better school governance. Compliance with this requirement is a testimony that democratic governance and support for PGC is on the right course.

**4.5.2 Support given to PGC to work well**

Head teachers were asked to indicate what they have done in their schools to enable council leaders carry out their duties and responsibilities well. The responses are as shown in the Table 14.

**Table 14*****Support given pupils' council to function well***

<b>Support given</b>	<b>Yes</b>		<b>No</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Support from other children in executing their duties	33	<b>94.3</b>	2	<b>5.7</b>
Time is set aside to by administrators to listen to CG officials	33	<b>94.3</b>	2	<b>5.7</b>
Representation in the decision making body (BoM)	2	<b>5.7</b>	33	<b>94.3</b>
Views & suggestions are considered & seriously acted upon	18	<b>51.4</b>	17	<b>48.6</b>
There are internal structures to deal with PGC issues	25	<b>71.4</b>	10	<b>28.6</b>
Officials have targets to achieve	15	<b>42.9</b>	20	<b>57.1</b>

From the table above, PGC leaders have succeeded in carrying out the mandate bestowed upon them as confirmed by the head teachers. Some of the reasons include support from other pupils and keen attention and time to listen to the council officials both at 33 (94.28%). This implies that pupils have confidence in those they elected and therefore comfortable in supporting them to carry out their mandate well. The school administration set time to listen to PGC leaders because they are learners' representatives and are in a position to influence governance. These findings are perfectly in line with Coffey & Lavery (2017) findings as they emphasizes as well that well supported given to student leaders is not to control but influence governance.

On the contrary only 2 (5.71%) of the head teachers, confirmed direct representation of the leaders in the school BoM. Perhaps this is due the MoEST's directive to withdraw a pupils' council representative from the BoM and pass their concerns through the head teacher to the BoM. Many schools in Nairobi County have not done enough to set targets for the council officials to complete and achieve their activities and plans as rated at 15 (42.86%). The possible implication of this is that it can result

to ineffectiveness of the councils because without clearly set targets to be achieved within specific time lines, little can be achieved.

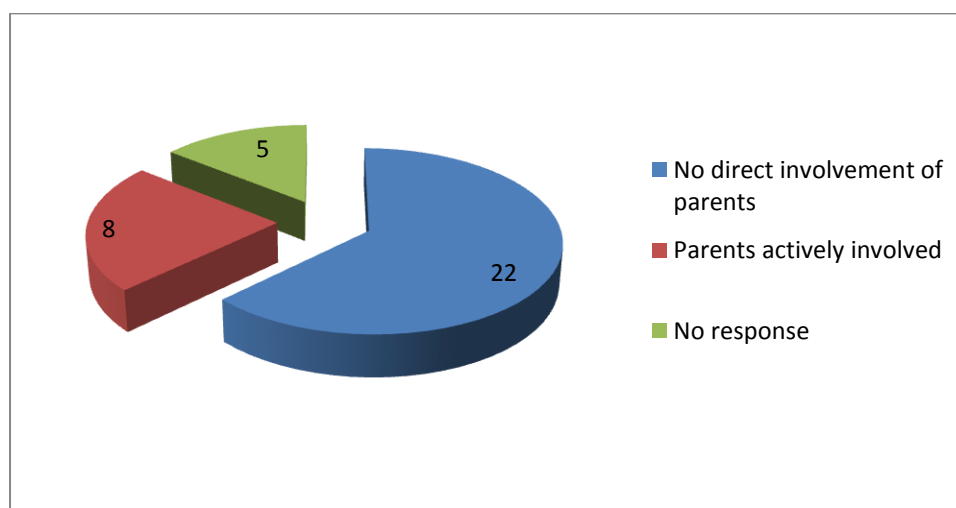
Slightly more than half of the 35 head teachers attributed the leaders' smart work to the ability of the school administration act on their views and suggestions. This information however was not in tune with what 43 council officials (representing 61.43%) who indicated that head teachers do not seek their views on various issues pertaining school operations as opposed to 37.57% who confirmed being consulted or their views taken seriously by the administrators. This sent a signal that some school administrators have not employed a consultative approach in daily school governance and dismally regard pupils' council officials as critical stakeholders of the school governance. If majority of the council leaders refute the head teachers' claims on consultative approach to governance, this implies that the level of consultation is casual and learners' views are only sought as formality.

#### 4.5.3 Parental Involvement in supporting PGCs

Head teachers were required to indicate whether in their schools parents are involved in the issues pertaining to PGC. The pie graph in Figure 8 illustrates the results.

**Figure 8**

#### *Parental Involvement in PGC Issues*



An overwhelming majority- 22 (62.86%) indicated no direct involvement while 8 (22.86%) confirmed an active involvement of parents on issues concerning PGC. However, 5 (14.28%) head teachers never responded to this item in the questionnaire. Therefore parents are not adequately involved as one of the requirements of the CG Guidelines implying that school administrators wrongly considers this as purely children affair that may not need the input of the parents. Interviews data indicated that no school has ever invited a parent to the sub-county PGC elections. This is in sharp contrast to Maina (2016) whose findings affirmed that parents are involved in monitoring various pupils' activities.

Parents and the community at large confirm the curriculum relevance and feasibility in general and quality of learning in particular. They provide human, material and financial resources necessary for support and smooth running of the school. It is against this background that they need to be involved and kept informed about school activities (RoK, 2014). In PGC activities they can act as election observers.

#### **4.6 Facilitating and Hindering Factors to PGC Functionality**

Objective four of this study sought to establish the facilitating and hindering factors to PGC functionality and the influence on school governance. The findings of this objective emanated from analysing the interview responses and questionnaire items on structures and mechanisms put in place by schools, how often the leaders do met and the way they perceive the attendance of members in these meetings.

##### **4.6.1 Structures and mechanisms**

Head teachers were asked to rate the extent to which the following have led to compliance with the CG policy guidelines and success of PGC in schools. Table 15 presents the findings.

**Table 15*****Structures Contributing to Pupils' Council Functionality***

Structures and Mechanisms	Frequency & Percentage		
	*VG	G	P
It is clearly known how one can become an official	11 <b>31.4</b>	20 <b>57.1</b>	4 <b>11.5</b>
Provisions for seminars, orientation and follow-ups	5 <b>14.3</b>	11 <b>31.4</b>	19 <b>54.3</b>
There is written document about PGC	22 <b>62.8</b>	11 <b>31.4</b>	2 <b>5.8</b>
Meetings with administrator are effectively run,	5 <b>14.4</b>	15 <b>42.8</b>	15 <b>42.8</b>
Structure of the CG is clear with appropriate titles	6 <b>17.1</b>	12 <b>34.3</b>	17 <b>48.6</b>
Establishment of the School Electoral Board	4 <b>11.4</b>	25 <b>71.4</b>	6 <b>17.2</b>
Benchmarking and effective communication	4 <b>11.4</b>	12 <b>34.3</b>	19 <b>54.3</b>
Internal structures and processes are appropriate	7 <b>20.0</b>	15 <b>42.8</b>	13 <b>37.2</b>
<b>Mean</b>	<b>22.85</b>	<b>43.18</b>	<b>33.96</b>
<b>SD</b>	<b>16.27</b>	<b>13.35</b>	<b>18.40</b>

N=8

\*VG- Very Good Extent, G- Good, P- Poor

For the eight structures, the good extent rating had a mean percentage of 43.18 and a SD of 13.35. Heads of institutions were comfortable that these structures and mechanisms to have contributed to the success of pupils councils to the good extent. The SD of those who indicated very great extent stood at 16.27 (unreliable) with a percentage mean of 22.85 compared to those who indicated "some extent" whose percentage mean stood at 33.96 though high, the SD is unreliable at 18.40.

The presence of a written document describing CG leaders' duties and responsibilities was rated very highly to have contributed to the success of the councils while provisions of seminars, orientation and follow-ups as well as benchmarking and effective communication have not. This information was necessary to determine the

level of preparedness for pupils' leadership duties. Its only when pupils, leaders and teachers are well inducted as Murage (2014) and Coffey & Lavery (2017) put it will they understand their role and be competent in effectively carrying their work.

The element of communication as indicated in the table above has been complied with to some extent. This therefore means more needs to be done. Nyabisi & Mwelu (2017) notes that communication between learners and administrators aids in opening more avenues to more informed decisions on array of issues that affect them. It is communication that actually links people and is the foundation of planning. Effective communication in institutions facilitates the flow of information and understanding- a vital element for managerial effectiveness and decision making.

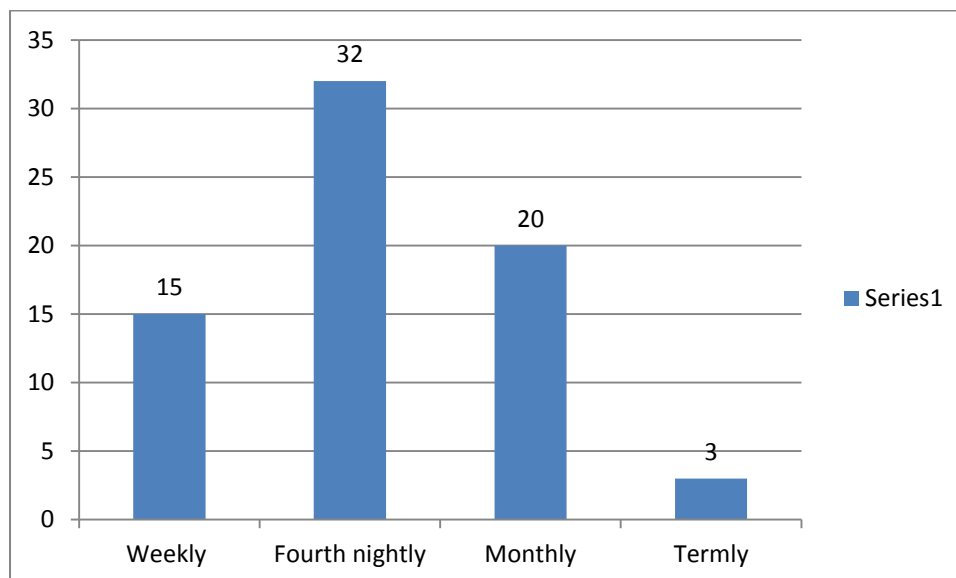
The above data was in line with the one from the interviews where respondents highlighted that schools with effective supervision and monitoring mechanisms as well as guidance and mentorship programmes for council leaders are far much better in helping them in their work. There should also be structured sessions well organised for these officials and teachers to reflect on services rendered, obstacles and way forward (Duma, 2011). Well planned and structured opportunity for the officials to meet administrators and discuss issues of concern enables them to develop social, communication and cognitive skills and empower them with problem solving and rational thinking skills that can enable them contribute to effectively to school governance (Morojele & Muthukrishna, 2011).

#### **4.6.2 Frequency of PGC meeting**

To ensure consistency with the above heads of institutions and SCDE's information, Pupils' Council leaders were asked to indicate how often they do meet as the Council. Figure 9 illustrates the findings.

**Figure 9**

*Frequency of pupils' council meeting*



N=70

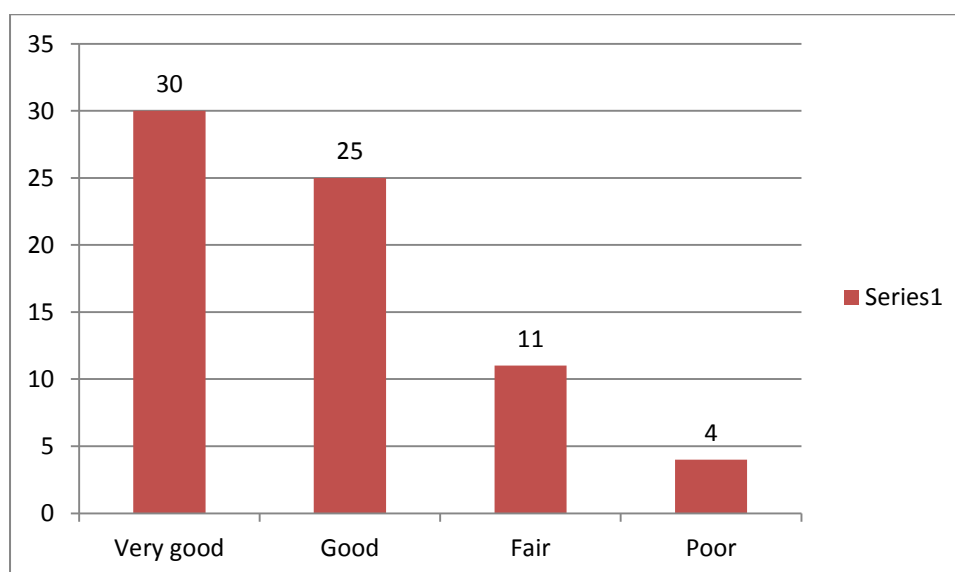
From the graph in Figure 4.6 above, 32 (45.71%) council officials indicated that they meet mostly after every two weeks to discuss issues concerning their role in school activities. Those who indicated that their meeting do take place every month of the school calendar were 25 (35.71%) while 15 (21.43%) indicated weekly. A small number of respondents-3 (4.28%) indicated their full council meetings are held once a term. This implies that pupils' councils in Nairobi County Primary Schools are on the right track. Collaborating the above findings, Vusi & Harber (2013) avers that more frequent, well organised learner driven meetings have higher changes of producing effective monitoring of activities and improving management.

**4.6.3. Attendance of Council leaders in the meeting**

Pupils Governing Council Leaders were asked to indicate how they rate attendance of the officials during their well organised and convened meetings. Figure 10 illustrates the findings.

**Figure 10**

*Attendance of Pupils' Council leaders in the meeting*



**N =70**

Officials who rated the attendance as very good were 30 while 25 indicated good attendance. 11 and 4 indicated fair and poor respectively. High levels of attendance enhance efficiency. Poor attendance is an indicator of possible problems on the way the council meetings are organised and conducted. Collective responsibility and team work is well determined by the level of commitment and deliberations during the official meeting of the PGC (Duma, 2011). Even if all the democratic participation practices are upheld and learners have no avenue to forge ahead together, less will be accomplished.

Teachers were also asked to indicate how they assess the council leaders' commitment and participation skills. Key words and phrases that emerged include; ability to carry out their respective duties and responsibilities with diligence, punctuality to meetings, willingness to participate freely, quality/ viability of suggestions during meetings and ability to consult teachers, administrators and each

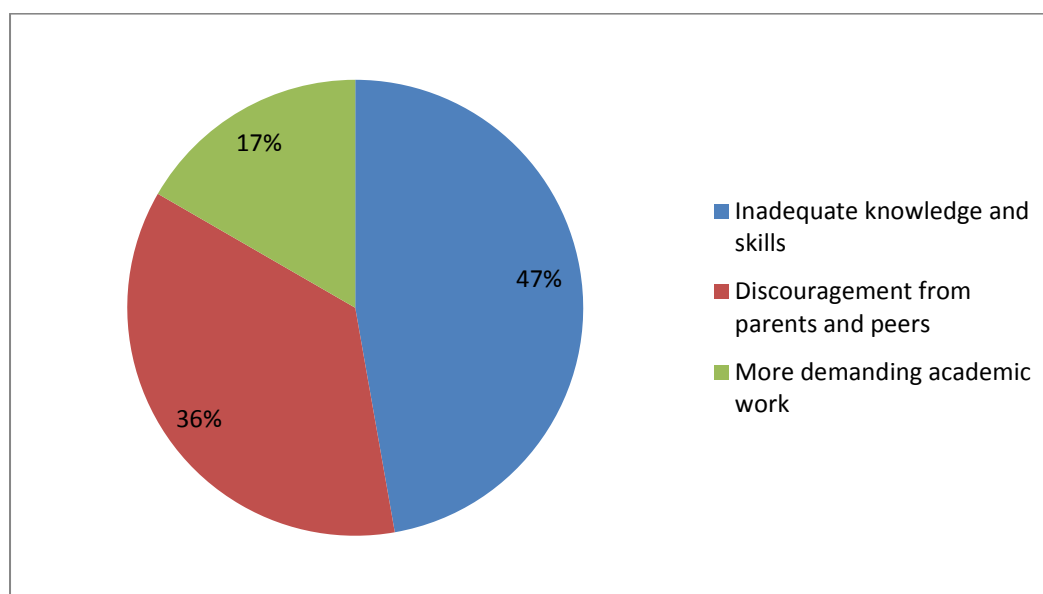
other on various issues. Quality of discussions as Duma, (2011) puts it and resolutions on who to take action have a bearing on PGC's success.

#### 4.6.4 Challenges facing the Councils (hindering factors)

Teachers in charge of the pupils' council were asked to indicate reasons that learners do cite in failing to actively participate in council activities. The pie chart in Figure 11 highlights the findings.

**Figure 11**

*Learners' Reasons for not taking part in PGC Activities*



Almost half of the 36 teachers (47%) indicated that pupils do cite inadequate knowledge and skills on what council activities and school governance entail. This poses a major challenge that limits their participation. Discouragement from parents and peers stood at 36.11% as cited by 13 teachers. Six (6) teachers indicated that more demanding academic work which is mostly given priority by most pupils limit their participation in pupils' council activities. These findings are in line with of Murage, (2014) and Mboyanga (2018). Respondents during the FGD cited low self-esteem, shyness, lack of talent in leadership and generally lack of interest. In the literature reviewed, scholars have not expressively captured this aspect.

Head teachers raised the issue of inadequate funds to conduct comprehensive seminars, to buy badges and special uniforms for the officials and for purchase of items especially the stationery as well as for trips for benchmarking and exchange programmes. This implies that there is no specific vote head for PGC activities. All interviewee also pointed out the challenge inadequate financial resources to effectively operationalize PGC at the sub-county level.

Elections to form the Pupils' Council at the school, sub-county and county level are not included the MoEST's annual calendar of events. The SCDE raised this as a serious challenge on grounds that it requires schools and county officials to plan them from their end which in most cases collide with other already planned activities. The aspect of delay in the formation of PGC therefore does come up again and again.

From the FGD, it was found out that in some schools, the leaders don't have adequate badges for all Pupils Council officials for easy of identification. This implies that provisions should be extended to these officials to facilitate smooth operations, recognitions and respect from other pupils. In the absence of these motivational aspects to the leaders' service delivery might be hampered.

Some respondents who were previously council leaders pointed out during the FGD that inductions and mentorship programmes for the officials were shallow. Main areas of focus during induction of included duties as an office holder and as a group and how to handle indiscipline behaviour. However, there are no guidelines on the basic guidance procedures to help other pupils, conflict resolutions, how to conduct meetings successfully, how to communicate well and how to handle emergencies and challenging emerging issues.

23 out of the 62 leaders who responded to the last item in the questionnaire that required them to indicate the challenges they encounter since they were elected indicated that some pupils don't easily accept their leadership. Others said teachers delegate too many duties to them that sometimes eat into their valuable class study time concurring with Vusi & Harber (2013) findings. These duties include supervising the pre-primary children especially when serving or at the water points. They are also given the responsibility of conducting assembly on Mondays and Fridays. Therefore in the event something goes wrong, the council leaders are blamed. One respondent stated, "Being an official of CG is a serious wastage of time especially if teachers delegate their duties to the CG leaders" (NL012, Focus Group Discussion, February 13, 2019).

It was one of the researcher's intentions to fill this gap that has not been clearly analysed by the scholars in the literature reviewed.

Teachers resist saying that pupils are inexperienced in most issues and might give opinions and require them to be acted upon even if they contradict other government policies and the administration (structural constraints). Duma, (2011) affirms this view by stating that learner involvement on sensitive issues should be limited. They may not consider need and priority of various demands. One SCDE said, "Learners can be limited on suggestions with financial implications because sometimes they can come up with unrealistic demands and fantasies" (ND005, personal interview, January 30, 2019).

Data from interviews indicated that it is possible to find teachers applying authoritative classroom strategies with top-down curriculum and class control and intentionally suppressing learners' democratic avenues. Mboyanga (2018) refer this as

teacher opposition. This directly kills the essence of the PGC in its wider perspective. Teachers also need a deep understanding on how to sensitively handle diversity, management of council meetings especially on scheduling, timing and even arrangement of the room. Children may not actively participate in a haphazardly arranged meeting.

There are challenges during campaigns. Sometimes those contesting promise what they can't achieve, unfairly attack others (malicious claims) or get their campaign posters destroyed by other contenders who were unable to prepare theirs. 22 council leaders (31.43%) raised the challenge of some pupils electing somebody because of friendship while others don't understand why voting is necessary. Some election rules and regulations are not clear to many pupils and candidates. In the presence of these scenarios pupils' councils may not be effective. In the FGD, it came out that it is not clear how many agents each candidate should have, how they to be accredited and what specific aspects they are to observe to ensure really credible election results. These fine details have not been captured by scholars in the literature reviewed.

There is no adequate documentation of democratic practices and PGC issues as brought out during interview. Therefore it is not easy to exactly know/ have evidence how elections were done and the operations of the PGC. This implies that schools have not complied guidelines that the elected School Cabinet Secretary for ICT is the custodian of all records of pupils' council.

#### **4.6.5 Strategies to Strengthen Pupils' Councils**

Respondents were asked to give their views on what can be done differently to ensure the formation and operations of PGC activities are more efficient. Officials advocated for greater empowerment and recognition. Once teachers put it clear to other pupils the need to respect the officials, then they will find it easier to work. Furthermore they

noted that their suggestions should be taken seriously and acted upon by the school administration. They suggested the need for school administrators to organise more open forums with the pupils and teachers to discuss issues and concerns about the school. This finding was perfectly in line with the PGC guidelines as found in the literature reviewed. Rewarding the leaders in the presence of other pupils is vital. This will motivate them and encourage other pupils to respect their work.

Findings from the interviews indicated that teachers should have thoughtful analysis of pupils' suggestions. They should enable the leaders to look at possibilities of their suggestions but not just to oppose or strangle pupils' opinions. As one SCDE noted, "Teachers should patiently explain the rationale of certain limits but remain open to reasonable suggestions and wishes" (ND003, personal interview, February 20, 2019).

Furthermore the SDCEs noted that teachers can provide reasonable parameters within which an issue from the officials can be approached. On the other hand, teachers should be aware of learners' various forms of resistance. For instance they can refuse to take part in various issues concerning PGC, give outrageous suggestions to keep off teachers or just dance to the teachers' demands specifically to keep pleasing them. All these aspects have the potential to weaken the activities of the pupils' councils as Murage, (2014) and Karuri, (2015) found out.

It emerged from the FGD that there is need to improve on nominations. This include clear processes and timeframe for starting nominations, eligibility, requirements for the post and whether one pupil can stand for two positions- at the school level and the class level. SCDE however differed with the pupils on this point by stating that teachers have to be strict during nominations failure to which indisciplined children might end up being elected and cause serious governance challenges.

From the council leaders and data from the FGD, it came out that there are no rules to describe ballot paper formality and dispute mechanisms. Furthermore learners were of the view that a more transparent process needs to be adapted to deal with school elections dispute and the period of resolving an issue be stipulated. Otherwise many contenders will develop a feeling of unfairness. Teachers, leaders and SCDE were of the view that parents and BoM members need to be fully involved in the entire process of implementing CG Policy. The main reason is that this is a guided democracy and to avoid blame games in the event things get out of hand.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter highlights the Summary of the Study Findings, Conclusion and Recommendations. The chapter further presents the Suggestions for Further Studies.

#### **5.2 Summary**

The study analysed Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County using descriptive survey research design. The target population included 11 Sub-County Directors of Education (SCDE), 197 head teachers, 197 teachers in charge of CG, 390 pupils' leaders and 5148 standard seven pupils. Respondents who were heterogeneous were put into different strata using stratified sampling technique. The researcher then took 20% of the head teachers, teachers and CG officials but 100% of the SCDE using purposive sampling and 15% of the standard seven pupils as the sample size using convenience sampling method. Self-structured questionnaires were used for head teachers, teachers and Council officials. Semi-structured interviews and Focus Group Discussions (FGD) were used to gather data from the SCDE and for standard seven respondents respectively. A pilot study was conducted in a primary school not included in the study but with similar characteristics. A reliability coefficient of 0.75 was obtained using the Pearson Product Moment Correlation.

Descriptive statistics was applied in analysing quantitative data whereas presentation of the same was done using frequency distribution tables, percentages and narrations. Key words and themes that emerged mainly from interviews and focus group discussions were used to analyse the qualitative data and presented in narratives. The

study was done in strict compliance with the ethical standards more specifically in getting the informed consent and ensuring confidentiality.

The 35 head teachers, 36 teachers and 70 PGC leaders returned the questionnaires. Findings from the study reveal that schools are aware of the Pupils council guidelines albeit variations in compliance. All council leaders are elected using the secret ballot since mostly 2014. Most schools comply with the principles of democratic participation top of the list being given equal treatment and opportunity as well as respect for the learners' views. Good behaviour and leadership ability were the main qualities considered when electing the pupils' council leaders.

The ability of most schools to have vibrant PGC is as good as schools ensuring all the steps in their formation are faithfully adhered to. All respondents highly rated the school election steps but the PGC leaders abhorred induction and orientation programmes as the head teachers gave a low rating in campaigns.

PGC leaders were undertaking their functions well with teachers giving a good rating especially on the way PGC leaders have aided in handling indiscipline issues and supervising classes in the absence of the teachers. This is due to the support given by other pupils and time by administrators to listen to them. PGC have led to enhanced learner self-esteem, life skills and talent development. As much as PGC leaders were doing good work and had influenced positively how schools were administered and managed, there were some stakeholders who were of the contrary opinion. Among the reasons for opposing Pupils' Councils include incompetency of primary school children on matters governance and that many pupils are irresponsible.

School managers are supporting the council as required thus contributing to good governance especially in service delivery, learner discipline and asset management.

Pupils' councils were being provided with the basic necessities like stationery. The findings indicated that parents are not directly involved in PGC activities.

There were structures and mechanisms that have led to the success of pupils' councils like the presence of written document describing formation of councils. PGC leaders attended council meetings well to plan on how to do their work well. However, inadequate funds and teacher resistance were hindering PGC activities. Respondents proposed the need to motivate PGC leaders appropriately, training of teachers on issues pertaining to the pupils' councils and the MoEST to include council elections in their calendar of events. This will minimise the challenges facing pupils councils like teacher resistance and inadequate awareness creation among learners on issues concerning the PGC.

### **5.3 Conclusions**

Study findings have far-reaching implications on children democratic participation, empowerment and teachers' creativity on guided democracy. Therefore the researcher draws the following conclusions:

Firstly, democratic processes were adhered to and involved acknowledgement of the rights and responsibilities of learners and an almost equal representation of all learners. Schools uphold voluntary participation and comply with the structure of the CG. Good governance implies effective and efficient school structures which offer support to stakeholders including pupils and administrators to lead safe, participative and productive school activities.

Secondly, learner engagement on governance is gaining momentum in primary schools in Nairobi County. They are actively involved in enforcing school rules and class management, discussing and setting class targets per subject, reporting on cases

of indiscipline and ensuring school properties are safe and secure. However, limits are on all issues pertaining to setting, administration and grading of examinations, teachers' indiscipline cases and management of school finances.

Thirdly, pupils' councils are ways of grounding the pupils' learning experiences to be in-line with the society's democratic and leadership trends. Primary schools in Nairobi County are on the correct path in instilling skills and positive attitudes to participate actively in democratic processes- specifically in the formation of the councils and many schools reflect democratic principles in governance. However, all stakeholders need to be more proactive to support CGC activities fully.

Lastly, there are some challenges facing schools in pursuit to comply with the Council formation guidelines. These challenges include; resistance from some educational stakeholders particularly the teachers, head teachers who have not fully adopted participatory approach to governance, financial constraints, and some schools don't have operational guidelines/ rules and lack of incentives to motivate the pupils' council leaders. The study having its anchorage on the Social Leadership Model advocates learners to continue being actively rooted and involved in school governance at a tender age to develop leadership, life and citizenship skills.

#### **5.4 Recommendations**

The researcher made the following recommendations based on the key research findings and conclusions:

- i. For pupils to actively participate in the democratic processes and eliminate issues that hinder pupils from fully participating in the PGC activities, class teachers should take at least one Life Skills lesson to better equip learners on issues pertaining to the CG guidelines particularly before elections. This will prepare pupils on council activities and the need to actively take part in it. This

requires the supervision and co-ordination of the head of the institution for it to be effective.

- ii. The MoEST should ensure schools have the capacity/ resources for effective policy implementation, documentation and for provision of PGC items to work effectively and foster conducive collaboration. Donor partners like UNICEF should be approached and encouraged to offer support on learner democratic participation and financial resources to support PGC activities from school to the national level.
- iii. The MoEST should include pupils' council activities in their school annual calendar of events as they do with the co-curricular activities. This will enable schools and other stakeholders to take the pupils council activities seriously, work within the timelines, ensure uniformity and have stronger sub-county and county PGCs.
- iv. There should be more seminars organised by SCDE for head teachers to identify deficiencies in compliance and the best way to guide pupils in the formation the councils. These seminars are important because the level of teachers' collaborative and support to pupils' council, the kind of leadership modelled by school administrators and thoughtfulness have a bearing on pupil officials' duties. Teachers should embrace peer collaborative interactions, progressive pedagogy, and collective exploration of attitudes and regard pupils as agents of change instead of resisting their suggestions.

### **5.5 Suggestions for Further Study**

Resulting from the limitations and delimitations o the study, the researcher suggests the following;

1. A study on the effectiveness of the head teachers and teachers' seminars/ workshops to get fine details on PGCs formation and activities.
2. A study on the effectiveness of life skills like conflict resolution, time management and problem solving for PGC leaders to determine how they influence their leadership skills.
3. A research study on parents, teachers, religious leaders' opinions and attitudes on the democratic formation of pupils' councils in Nairobi County.

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## APPENDICES

### Appendix I: Head Teachers' Questionnaire

The purpose of this questionnaire is to gather information about the Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County- Kenya. Information given through this instrument will be confidential for it is for research purposes only. Kindly respond by ticking in the boxes appropriately or writing the required information in the spaces provided. Your cooperation is highly appreciated.

#### Section A: General Information

This section's main purpose is to gather basic details of the respondents in school population, staff establishment and seminars attended on the formation and operation of PGC. Tick appropriately or write the needed information in the spaces provided.

1. Number of children enrolled: below 500 [ ], 500-999 [ ], 1000- 1500 [ ], above 1501
2. Number teachers: Below 20 [ ], 20- 30 [ ], Above 30 [ ]
3. Have you ever attended any seminar/ workshop on the formation and operations of the Pupils' Councils? Yes [ ], No [ ], Can't tell [ ]

#### Section B: Roll out and Democratic Formation of the PGC

1. Which one of these qualities of a pupil governing council leader do you encourage without unfairly locking out candidates in school elections?

Good academic performance	[ ]	Leadership ability/ talent	[ ]
Popularity	[ ]	Good behaviour	[ ]

2. How will you rate the following steps in the school elections process to choose Council leaders? Very Effective [VE], Effective [E], Moderately Effective [ME] Not Effective [NE], Very Ineffective [VI]

<b>Steps in school elections process</b>	<b>VE</b>	<b>E</b>	<b>ME</b>	<b>NE</b>	<b>VI</b>
Awareness creation/ “voter education”					
Nomination and Campaign					
Secret ballot voting (at class & at school level)					
Induction, orientation of elected leaders					

3. To what extent are the following principles of democratic participation in your school to support council activities adhered to (In each statement mark one of the rating in the blank spaces; VG- Very Good Extent, G- Good Extent, P- Poor, VP- Very Poor, NR- No Response)

<b>Principles of democratic participation in governance</b>	<b>VG</b>	<b>G</b>	<b>P</b>	<b>VP</b>	<b>NR</b>
Ground rules are set at the beginning of an activity					
Power relations & decision making structures are transparent					
All pupils are treated equally and given equal opportunity					
Participation is voluntary & learners can withdraw at any time					
Pupils are entitled to respect for their views & experiences					
Pupils are involved right from the beginning of an initiative					
Pupils must understand the issue well before participation- what is it for and their role					

**SECTION C: Duties and responsibilities of Pupils Council Leaders**

4. Why should children be involved in school governance (tick only one)?

- a) It has positive impact on overall learner achievement [ ]
- b) Enhances teacher-pupil relationship and curb indiscipline [ ]
- c) Empowers children and improves service delivery [ ]
- d) Building learners self-esteem, life skills and talent development [ ]

5. Which one of these reasons is mainly cited by stakeholders to challenge learner participation in governance? (Tick only one of these)

<b>Reason challenging participation</b>	<b>Tick(√)</b>
Many pupils are irresponsible	
Pupils might start disrespecting the elders	
Pupils lack competence to participate in school governance	
Giving rights to school governance may take away their childhood	

**SECTION D: Role of School Managers in Enhancing Pupils' Council**

6. Which one of these items/ resources are provided by the BoM to support PGC

- (a) Suggestion box and notice board [ ]
- (b) Stationery and filing cabinet [ ]
- (c) Room/ PGC office [ ]
- (d) Badges [ ]

7. Do Pupils Council officials get support (under the following aspects) to carry out their duties well? Mark either yes or no in the blank spaces

<b>Support aspects</b>	<b>Yes</b>	<b>No</b>
CG officials get support from other children in executing their duties		
Administrators set time aside to listen to officials and other pupils		
Pupils are represented in the school decision making body (BoM)		
Views of students are considered and seriously acted upon		
There are appropriate internal structures to deal with variety of issues on PGC		
The PGC officials completes and achieves their activities and plans		

8. Are parents involved in the Pupils Council activities? Yes [ ] No [ ]

### **SECTION E: Contributors to PGC Functionality**

9. To what extent have the following contributed to the formation of and success of the Pupils' Council (mark only one in blank spaces either in VG -Very good extent, G- Good extent, Poor extent (**GE**),

<b>Structure and Process</b>	<b>VG</b>	<b>G</b>	<b>P</b>
It is known how one can become CG official			
Provisions for seminars, orientation and follow-ups are clearly spelt out			
There is a written document describing functions of PGC and officials (CG guidelines)			
Council meetings are effectively run, productive and enjoyable			
Structure of the Pupils Council is clear			
Establishment of the School Electoral Board			
Benchmarking and effective communication			
Effective monitoring, evaluation of CG activities			
Internal structures and processes are appropriate to the operation of the CG ( meeting time, minute taking, issues to be discussed)			

10. What are the administrative and school based challenges facing the formation and operations of the pupils' governing council.....

.....

11. In your view what can be done differently in Nairobi to make CG more effective?.....

.....

**Thanks so much for your cooperation**

## Appendix II: Questionnaire for Teachers in charge of Pupils' Council

This questionnaire is intended to gather information about the Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County. Information given through this instrument is confidential for it is for research purposes only. Kindly respond by ticking in the boxes appropriately or writing the required information in the spaces provided. Your cooperation is highly appreciated.

### Section A: Implementation of democratic practices

1. In which year did your school hold the first PGC elections.....
2. Which one of these qualities of a children government leader do you encourage without unfairly locking out candidates in school elections? (Mark only one)
 

Good academic performance	[ ]	Personality/ talent	[ ]
Popularity	[ ]	Good behaviour	[ ]
3. How are the following groups of learners represented in the student council (in each group tick in one box only). Give your opinion on the basis of the following scale with 'Excellent' being the highest.

E- Excellent, VG- Very Good, G- Good, P- Poor, VP- Very Poor

Category	E	VE	G	P	VP
Boys					
Girls					
Challenged					
Lower primary					
Middle upper					
Upper primary					

**SECTION B: Duties and Responsibilities of PGC Leaders**

1. To what extent are the elected children leaders in your school able to carry out the following duties and responsibilities to enhance governance of the school?

VG- Very Good Extent, G- Good Extent, SE- Some Extent, P) Very Poor Extent (VPE)

Duty/ responsibility	VG	GE	SE	P	VPE
a) Organising co-curricular activities and fun days					
b) Linking other pupils to the administration					
c) Detecting & reporting cases of child abuse/ neglect					
d) Overseeing smooth operations of clubs & societies					
e) Formulation of school code behaviour & rules					
f) Enhancing peace building & conflict resolution					
g) Supervising classes in absence of teachers					

2. Which one of the following is the main reason cited by pupils for rejecting to take part in pupils governing council activities?

Reason for failing to take part in council activities	Mark(√)
Discouragement from parents and peers	
More demanding academic work	
Inadequate knowledge & skills to participate in council activities	

Any other (please specify) .....

.....

.....

.....

**SECTION C: Roll of School Managers in Enhancing PGC**

3. Do your school BoM provide the following items to support PGC activities?

Provision of Basic Necessities for CG to use	Yes	No
Badges		
Room/ PGC office		
Notice board		
Stationery		

4. How do you rate school managers' commitment in supporting the PGC?

Category	VG	G	P	VP
Sub County Director of Education				
Quality Assurance and Standards Officer				
Kenya Primary Schools Heads Association				
Head teacher				
Board of Management				

**Section D: Contributors to the Pupils' Council Functionality**

5. What evidence do you consider when assessing PGC officials' commitment and participation skills .....

.....

6. What are the challenges facing Pupils Governing Councils in your school? .....

.....

.....

**Thanks so much for your co-operation**

### Appendix III: Pupils Governing Council leaders’ questionnaire

The purpose of this questionnaire is to gather information about Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County- Kenya. Information given through this instrument will be confidential for it is for research purposes only. Kindly respond by ticking in the boxes appropriately or writing required data in the spaces provided. Your cooperation is highly appreciated.

1. Which month of the year do you conduct elections to get Council leaders?  
 January [    ], February [    ], October [    ]
2. Which officials are elected by: (Write the title of only official)
  - (a) All the school children.....
  - (b) By the class.....
3. Which one of these qualities of a children government leader is mainly considered without unfairly locking out candidates in school elections?  
 Good academic performance [    ]                      Personality/ talent [    ]  
 Popularity [    ]    Good behaviour [    ]
4. How will you rate the following steps in the electioneering process to choose PGC leaders? Very Effective [VE], Effective [E], Moderately Effective [ME], Not Effective [NE], Very Ineffective [VI]

Steps in school electioneering process	VE	E	ME	NE	VI
Awareness creation/ “voter education”					
Nomination and Campaign					
Secret ballot voting (at class & at school level)					
Induction, orientation of elected leaders					

5. How often do you meet as a children government council? (Tick only one)

- Daily [ ]                      Weekly [ ]                      Fourth nightly [ ]  
Monthly [ ]                      Termly [ ]

6. How do you rate the attendance of CG leaders in their meeting? (Tick only one)

- Very good [ ]                      Good [ ]  
Not good [ ]                      Poor [ ]

7. Do the head teachers take seek your suggestions and views on major issues touching on school governance? Yes [ ]                      No [ ]

8. Why should children be involved in school governance? Tick (✓) only one of the following

- It offers leadership and life skills [ ]  
Helps teachers to curb indiscipline in school [ ]  
Children have so much to share and it is fun [ ]  
Empowers children and can contribute to greater achievements [ ]

9. What challenges have you often faced as a leader since you were elected? .....

.....  
.....  
.....

**Thanks so much for your cooperation**

## **Appendix IV: Interview Guide for the SCDE**

**Section A:** Self-introductions

**Section B:** An interview on “Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County- Kenya.”

1. Do all school in your sub-county have a copy of the MoEST guidelines on CG?
2. Do all schools in your sub-county hold elections to form PGC? (If not why?)
3. When do you hold the sub-county school pupils’ council elections?
4. In your view are all categories of learners represented in school elections?
5. How often do you organize seminars on PGC activities?
6. Who are normally elected (officials) and will you suggest the same to continue?
7. How was the primary schools governance situation before introduction of PGC?
8. How has the PGC enhanced the way primary schools are governed?
9. What characterizes effective learner participation in your sub-county schools?
10. Why should primary school children be involved in school governance?
11. What measures have you put in place to ensure BoM members, learners and teachers adhere to the guidelines on children government/ pupils’ councils?
12. Who in your opinion among the county director of education, head teachers and teachers need to work more to enhance PGCs in your sub-county?
13. In your view what can be done to make PGC more effective?
14. What functions are the pupils’ councils not allowed carrying out?
15. What are the challenges facing children governments in your sub-county?

**Thanks for your co-operation and your time**

## Appendix V: Focus Group Discussion Guide

### Section 1: Self-introductions and warm up (5-10 min)

- The researcher will explain to the participants their roles and the intention of the FGD (what will be discussed).
- Participants to regard themselves as representatives of others not in the group.
- There is no express right or wrong others. However, Honest answers expected
- Confidentiality to be upheld
- The researcher's role is to roll out the areas of discussion and guide it.

### Section 2: discussions (40-50 min)

- i. Which pupils' council officials do you vote for as (a) a school (b) a class
- ii. What qualities of a good leader do you consider when electing PGC officials?
- iii. Which method of voting do you use in your school?
- iv. Are all groups/ categories of learners represented in the pupils' councils?
- v. To what extent do your schools adhere to the practice of democratic and fair elections of PGC leaders under the following sub-headings?
  - Awareness creation/ "voter education"
  - Nomination and Campaign
  - Voting process
  - Orientation of elected leaders
  - Supervision of CG activities
- vi. What are the responsibilities of the PGC leaders in school governance?
- vii. How is the governing council assisting in the way your school is governed?
- viii. What are the challenges facing PGC?
- ix. What recommendations can you give to enable PGC to function well?

### Section3: Conclusions- vote of thanks and prayers (3-5 min)

Institution (CODE NAME).....Primary School

Number of Males in the group: .....Females: .....

## **Appendix VI: Participant anonymity/ Confidentiality Sheet**

Having discussed with the researcher the objectives of the research and fully understood, I hereby commit myself to maintain confidentiality and expect the same from the researcher. I further confirm as it has been confirmed to me that the information that I will provide is for research purposes only, and that my identity will remain anonymous in the final work.

Name ..... Sign .....

### **Parental consent**

**Dear parent,**

I am a student at Kenyatta University undertaking a master's degree in education. I am conducting research on '**Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County- Kenya.**' I request that you allow your child to be part of study respondents to help me gather appropriate data on said topic. I promise to uphold research ethical considerations to the letter.

Thanks in advance.

Yours faithfully,

Charles Miregwa.

Parent/ guardian's sign

.....

## Appendix VII: Authorization letters & Research permit


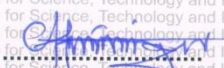

**THIS IS TO CERTIFY THAT:** **Permit No : NACOSTI/P/18/75844/26814**  
**MR. CHARLES ONKUNDI MIREGWA** **Date Of Issue : 27th November,2018**  
**of KENYATTA UNIVERSITY, 21104-505** **Fee Received :Ksh 1000**  
**NAIROBI, has been permitted to conduct**  
**research in Nairobi County**

**on the topic: PUPILS GOVERNING**  
**COUNCILS AND THEIR INFLUENCE ON**  
**GOVERNANCE IN PUBLIC PRIMARY**  
**SCHOOL IN NAIROBI COUNTY - KENYA**

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

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

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




**THE SCIENCE, TECHNOLOGY AND**  
**INNOVATION ACT, 2013**

**The Grant of Research Licenses is guided by the Science,**  
**Technology and Innovation (Research Licensing) Regulations, 2014.**


**CONDITIONS**

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

**National Commission for Science, Technology and Innovation**  
**P.O. Box 30623 - 00100, Nairobi, Kenya**  
**TEL: 020 400 7000, 0713 788787, 0735 404245**  
**Email: dg@nacosti.go.ke, registry@nacosti.go.ke**  
**Website: www.nacosti.go.ke**



**REPUBLIC OF KENYA**



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

**RESEARCH LICENSE**

**Serial No.A 22047**

**CONDITIONS: see back page**



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

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

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

Ref. No. **NACOSTI/P/18/75844/26814**

Date: **27<sup>th</sup> November, 2018**

Charles Onkundi Miregwa  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Pupils governing councils and their influence on governance in Public Primary School in Nairobi County - Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **26<sup>th</sup> November, 2019**.

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

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

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

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

**COUNTY COMMISSIONER**  
Approved **NAIROBI COUNTY**  
P.O. Box 30124-00100, NBI  
6/12/2018 TEL: 341666



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

Telegrams: "SCHOOLING", Nairobi  
Telephone: Nairobi 020 2453699  
Email: [rcenairobi@gmail.com](mailto:rcenairobi@gmail.com)  
[cdenairobi@gmail.com](mailto:cdenairobi@gmail.com)

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

When replying please quote

Ref: **RCE/NRB/RESEARCH/1 VOL. I**

DATE: **6<sup>th</sup> December, 2018**

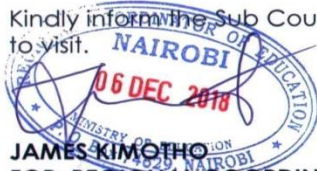
Charles Onkundi Miregwa  
Kenyatta University  
P O Box 43844-00100  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on "***Pupils governing councils and their influence on governance in Public Primary School in Nairobi - Kenya***".

This office has no objection and authority is hereby granted for a period ending **26<sup>th</sup> November, 2019** as indicated in the request letter.

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



**JAMES KIMOTHO**  
**FOR: REGIONAL COORDINATOR OF EDUCATION**  
**NAIROBI**

C.C

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



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

---

**Our Ref: E55/CE/28871/2015**

**DATE: 18<sup>th</sup> October, 2018**

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,

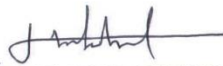
**RE: RESEARCH AUTHORIZATION FOR MR. MIREGWA CHARLES ONKUNDI  
– REG. NO. E55/CE/28871/15**

I write to introduce Mr. Miregwa Charles Onkundi who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Educational Management, Policy & Curriculum Studies.

Mr. Miregwa intends to conduct research for a M.Ed. thesis Proposal entitled, "Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County-Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

*for*   
**PROF. PAUL OKEMO  
DEAN, GRADUATE SCHOOL**

EO/tww

**LETTER TO THE SUB-COUNTY DIRECTOR OF EDUCATION**

CHARLES O. MIREGWA,

P.O. BOX 21104-00505,

NAIROBI.

MOBILE PHONE: 0724 145 246

EMAIL: [charlesmirewa@gmail.com](mailto:charlesmirewa@gmail.com)

DATE: .....

THE SCDE,

.....SUB-COUNTY, NAIROBI.

Dear Sir/ Madam,

**RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SUB-COUNTY**

I am a self- sponsored student at Kenyatta University pursuing a master of education degree in educational research, evaluation and assessment. As part of the course requirement, I have to carry to carry out a research on an educational issue. I am intending to study ‘**Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County- Kenya.**’ The purpose of this letter is to seek permission to gather relevant data in your sub-county. I promise to abide by the required rules and regulations as well as the research ethical considerations.

Attached are the copies of the authorisation from the relevant offices.

Thanks in advance for your cooperation.

Yours faithfully,

*Miregwa.*

Charles Miregwa.

**LETTER TO THE HEAD TEACHER**

CHARLES O. MIREGWA,  
P.O. BOX 21104-00505,  
NAIROBI.  
MOBILE PHONE: 0724 145 246  
EMAIL: [charlesmirewa@gmail.com](mailto:charlesmirewa@gmail.com)  
DATE:.....

THE HEAD TEACHER,  
.....PRIMARY SCHOOL,

Dear Sir/ Madam,

**RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a self- sponsored student at Kenyatta University pursuing a master of education degree in educational research, evaluation and assessment. As part of the course requirement, I have to carry out a research on an educational issue. I am intending to study ‘**Pupils Governing Councils and their Influence on Governance in Public Primary Schools in Nairobi County- Kenya.**’ The purpose of this letter is to seek permission to gather relevant data in your school. I promise to abide by the required rules and regulations as well as the research ethical considerations.

Attached are the copies of the authorisation from the relevant offices.

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Yours faithfully,

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Charles Miregwa.