

**INFLUENCE OF STUDENTS' PARTICIPATION IN DECISION-MAKING ON
SCHOOL DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN
RONGAI SUB-COUNTY, NAKURU COUNTY, KENYA**

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of the Degree of Master of Education in Educational Leadership and Administration**

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DECLARATION

I declare that this thesis is my original work. To the best of my knowledge, this work has not been submitted to any other university for a degree. The information that have been cited from other sources has been duly acknowledged.

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DEDICATION

This work is dedicated to my dear parents, Grace Jane Wanjiku Njane and the late Michael Joseph Njane.

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ABSTRACT

This study assessed the influence of students' participation in decision-making on school discipline in public secondary schools in Rongai Sub-County, Kenya. It was guided by the following objectives: to examine how students' participation in classroom decisions influence discipline; to assess whether students' participation in making school rules and regulations affects discipline; to determine whether students' participation in co-curricular activities decisions influence school discipline in public secondary schools in Rongai Sub-County. The study was grounded in the theory of participation and adopted a mixed-method approach with a convergent parallel mixed design. The target population consisted of 29 public schools, 29 principals, 230 teachers, and 4998 students. Simple random sampling was used to select 9 out of 29 public secondary schools. All the 9 principals of the selected schools were automatically included in the study. The study used proportionate stratified sampling to select 144 out of 230 teachers. Proportionate stratified sampling was also used to select 357 out of 4998 students. Data collection instruments included questionnaires for students and teachers while interview guides were used to collect data from the schools' principals. Instrument validity was ensured through experts' review, and reliability was tested using Cronbach Alpha. Quantitative data were analysed using a Statistical Package for Social Sciences (SPSS) version 25 and presented in tables of percentages, mean and standard deviation. Qualitative data were analysed thematically and presented in narratives and direct quotations. Ethical principles guided the research process. Key findings revealed that teachers involved students in classroom decision-making to a moderate extent, an observation corroborated by the school principals. However, students' involvement in classroom decision-making was generally limited. Teachers indicated that students participate in setting rules and regulations to a moderate extent, but this view was contradicted by principals, who aligned with students in stating that their participation is minimal. Similarly, while teachers reported that students engage in decisions regarding co-curricular activities to a moderate extent, principals supported students' claims that their involvement remains low. The study recommended that principals should enhance collaboration between teachers and students, emphasizing active student participation to foster discipline in public secondary schools in Rongai Sub-County, Nakuru County, Kenya.

TABLE OF CONTENTS

DECLARATION.....	Error! Bookmark not defined.
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES.....	x
LIST OF FIGURES	xi
CHAPTER ONE.....	1
1.1 Introduction	1
1.2 Background to the Study	1
1.3 Statement of the Problem	6
1.4 Purpose of the Study.....	7
1.5 Objectives of the Study.....	7
1.6 Research Questions.....	7
1.7 Significance of the Study.....	8
1.8 Scope and Delimitations of the Study	9
1.9 Theoretical Framework.....	9
1.9.1 The Theory of Participation.....	Error! Bookmark not defined.
1.9.2 Strength of the Participation Theory	12
1.9.3 Weakness of the Theory of Participation	12
1.9.4 Application of Participation Theory	13
1.10 Conceptual Framework.....	14
1.11 Operational Definition of Terms	15
CHAPTER TWO: REVIEW OF RELATED LITERATURE	17
2.1 Introduction	17

2.2 Student Participation in Classroom Decision on School Discipline.....	17
2.3 Student Participation in Making School Rules and Regulations on School Discipline	22
2.4 Student Participation in Co-curricular Activities Decision on School Discipline.....	26
2.5 Summary of the Reviewed Literature and Research Gap.....	31
CHAPTER THREE:RESEARCH DESIGN AND METHODOLOGY	33
3.1 Introduction	33
3.2 Research Design	33
3.3 Location of the Study	33
3.4 Target Population	34
3.5 Sample Size and Sampling Procedures	34
3.5.1 Sampling of Schools.....	35
3.5.2 Sampling of Principals.....	35
3.5.3 Sampling of Teachers	35
3.5.3 Sampling of Students.....	36
3.6 Description of the Research Instruments.....	37
3.6.1 Students' Questionnaire.....	38
3.6.2 Teachers' Questionnaire	38
3.6.3 Principals' Interview Guide.....	39
3.6.4 Validity of the Instruments	40
3.6.5 Pilot Testing of the Research Instruments.....	40
3.6.6 Reliability of the Research Instruments.....	41
3.6.8 Reliability of Qualitative Instruments	41
3.7 Description of Data Collection Procedure.....	42
3.8 Description of Data Analysis Procedures.....	42
3.9 Ethical Considerations.....	43

CHAPTER FOUR: PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS.....	Error! Bookmark not defined.
4.1 Introduction	45
4.2 Response Rate.....	45
4. 3 Demographic Information of Teachers.....	46
Gender of Respondent Teachers.....	46
Age of Teacher Respondents	48
4.4 Influence of Students’ Participation in Classroom Decisions on Discipline.....	53
4.5 Students’ Participation in Making School Rules and Regulations on Discipline.....	63
4.6 Students’ Participation in co-curricular Activities Decisions on School Discipline	71
CHAPTER FIVE	79
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	79
5.1 Introduction	79
5.2 Summary of the Findings	79
5.3 Students’ Participation in Classroom Decisions.....	79
5.4 Students’ Participation in Making School Rules and Regulations	80
5.5 Students’ Participation in co-curricular Activities Decisions.....	80
5.6 Conclusion.....	80
5.7 Recommendations of the Study.....	82
5.8 Suggestions for Further Studies.....	Error! Bookmark not defined.
REFERENCES	84
Appendix 1 Krejcie & Morgan.....	96
Appendix 2: Cover Letter	96
Appendix 3: Informed Consent Form for Teachers.....	97
Appendix 4: Assent Form for the Students	98
Appendix 5: Students’ Questionnaire.....	99

Appendix 6: Questionnaire for Teachers.....	103
Appendix 7: In-Depth Interview Guide for Principals	106
Appendix 8: Budget.....	Error! Bookmark not defined.
Appendix 9: Research Work Plan	Error! Bookmark not defined.
Appendix 10: Map of Rongai Sub County	107
Appendix 11: Plagiarism Report	108
Appendix 12: Research Authorization County Director of Education.....	107
Appendix 13: Research License	108

LIST OF TABLES

Table 3.1: Target Population	33
Table 3.2. Sample Size Distribution	37
Table 3.2: Sample Size Distribution	34
Table 3.3: Reliability Test	39
Table 4.1: Response Rate	45
Table 4.2: Perception on participation of students in classroom decisions	56
Table 4.3: Participation in Making School Rules and Regulations on Discipline	64
Table 4.4: Students' Participation in Co-tracurricular Activities Decisions on School Discipline.....	72

LIST OF FIGURES

Figure 1.1. Conceptual Framework Showing Relationship among Variables	14
Figure 4.1. Gender of Respondents	46
Figure 4.2. Age of Respondents	46
Figure 4.3. Highest Level of Education	47
Figure 4.4. Number of Years Worked in the School.....	48
Figure 4.5: Gender of Student Respondents.....	51
Figure 4.6:Age of Students.....	52
Figure 4.7:Student Respondents Class	53

ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
BOM	Boards of management
MoE	Ministry of Education
NCRC	National Crime Research Centre
PTA	Parents, Teachers Association
SA	Strongly Agree
UNCRC	United Nations of Convention on the Rights of the Child
SPSS	Statistical Package for Social Sciences
HESA	Higher Education for Sisters in Africa
CDE	County Director of Education
SCDE	Sub-County Director of Education
NFHS	National Federation of State High School
KICD	Kenya Institute of Curriculum Development
KSSSC	Kenya Secondary Schools Student Council
MOEST	Ministry of Education, Science, and Technology
NACOSTI	National Commission of Science, Technology, and Innovation
TUCREC	Tangaza University College Research Ethics

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, the statement of the problem, research objectives, and research questions, significance of the study, scope and delimitation, theoretical framework, the conceptual framework, and the operational definitions of key terms used in this study.

1.2 Background to the Study

Students' participation in decision-making regarding school discipline is crucial for maintaining the smooth operation of schools. When students are effectively involved in decision-making processes, it can lead to better management of discipline within schools. In contemporary educational landscape, the involvement of students in the decision-making process has emerged as a pivotal determinant of discipline within schools. Extensive research underscores that when students actively engage in decision-making, it fosters a profound sense of motivation and ownership (UNICEF, 2020). Furthermore, scholars such as Owuor et al. (2022) contend that students' participation in collaborative governance cultivates a culture of adherence to established rules and regulations within educational institutions. In order for a school to function effectively, there is a need to consider the opinions of its students and incorporate them in decision-making.

Engaging students in decision-making goes beyond mere compliance; it gives the students the power to pursue individual and group goals. This inclusive approach not only fosters a conducive learning environment, but also nurtures a culture of mutual respect and responsibility among students. Encouraging students to participate in decision-making processes is therefore essential to developing a positive behavioural ethos in learning environments.

Eckstein and Noell (2016) argue that students' participation in decision-making positively influences school discipline by fostering a positive school culture and reducing instances of indiscipline. The aspect of students' participation emphasizes on the importance of school principals to encourage active students' engagement in decision-making to promote a positive school culture environment (Koech, 2020). The concept of student participation in decision-making has a foundation in the United Convention on the Right of the Child (UNCRC) of 1989. Article 12 advocates for children and young people's active participation as a right to participation in the decision-making process.

The study highlights impactful finding: when students feel included in classroom decisions, it fosters a sense of ownership and belonging. This inclusive approach does not only improve the learning environment but also enhances mutual respect and collaboration between students and teachers. By acknowledging students' input, teachers and principals create a balanced and conducive setting for effective learning and maintaining discipline. This shows that teamwork is critical for successful schools and a conducive atmosphere for students.

From a global perspective, studies have been conducted to understand the relationship between students' participation in decision-making on discipline in schools. The study of Mannion et al. (2018) in the United Kingdom revealed that students' participation in decision-making in the classroom enhances a friendly teaching and learning environment resulting in improved discipline. Students appreciate when teachers ask for their opinions on teaching and learning methods. Such space to consult students to give feedback on how they (students) feel about teachers' lesson delivery creates friendly and mutual respect.

In the United Kingdom, Hardwicke et al. (2022) observed a notable deficiency in students' opportunities to freely express their opinions regarding co-curricular activities

within their schools. Specifically, the study highlighted a case involving rugby, whereby it was a compulsory sport although not every student had interest in playing rugby. This underlines the necessity for schools to afford students the platform to voice their preferences and opinions in the decision-making process. This highlights a crucial need for greater collaboration and inclusivity within school decision-making processes to ensure the varied needs and preferences of students are adequately considered. Thus, school principals have a critical role to promote cohesiveness in schools by way of accommodating views from every stakeholder including students. Students have a right to be listened to and their views to be included in decision-making process.

In Tunisia, Abdelhafidh et al. (2021) in their study observed that when school principals encourage participation in decisions of co-curricular activities, students have the opportunity to enhance their communication, critical thinking, and conflict resolution skills. Consequently, these skills improvements contribute to enhanced discipline within the school environment. Furthermore, the study of Abdelhafidh et al. (2021) found students' social behaviour in particular, their aggressiveness tends to diminish when they participate in decisions in co-curricular activities.

In South Africa, public schools have been directed to form governing bodies that include student representation to participate in administration decisions (Mncube & Harber, 2014). This initiative aims to provide students with the freedom to speak their preferences and influence in shaping school policies and practices. For example, students can give feedback about lesson delivery, classroom group formation, and sitting arrangements among others. According to Chikoko and Chinamasa (2017), students' participation provides a sense of empowerment, self-esteem, engagement, and agency in their learning environment. It helps to build a positive school culture, improve student discipline, and reduce disciplinary issues. Students' council in schools is expected to manage students'

body in ensuring there is law and order in school. They collaborate with the school administration to ensure discipline is maintained and there is smooth running of the school.

A study conducted in Tanzania by Lumanjija and Mkulu's (2020), found out that student councils play a great role by helping school administration to enforcing rules and behaviour change among students. In addition, the study showed that students helped in enforcing school rules and regulations. This shows that the participation of student councils in decision-making is critical to school discipline.

Similarly, in Uganda, Nabasumba (2017) conducted a qualitative study in two primary schools in Kampala District. The study investigated students' participation in decision-making issues related to them in school. The study found that lack of clear frameworks, norms, and guidelines limited students' participation in decision making. In the absence of suitable procedures, school principals may subjectively assess students' possibilities for meaningful participation in decision-making. By establishing thorough and well-defined policies, students can have a true and significant role in moulding their school environment and decision-making processes. The findings of Nabasumba (2017) are echoed by K'odero (2022), whose study found that when rules and regulations are implemented unfairly, it can lead to reactions such as arson in school.

In 2009, Kenya Secondary Schools Student Council (KSSSC) was established to promote students' participation in decision-making processes and addressing issues of indiscipline, such as drugs and substances abuse, strikes, arson, and property damages (Masele, 2019). Before the establishment of student councils in Kenya, school management was primarily handled by the Board of Governors (BOGs) and Parents, Teachers Association (PTA). However, neither, the BOGs nor the PTAs had students' representation in their decision-making forums (Masele, 2019). Consequently, students' ideas were not

heard in critical decisions processes that directly affected them. Many schools relied on the prefect system as a forum for student leadership, but often, prefects prioritized the interests of the teachers and principals rather than representing the students' interests (Apollo, 2017).

In Rongai Sub-County, Kenya, Chebon's (2022) study found that schools where students were asked to share their views in meetings, students demonstrate positive attitudes toward rules and regulations they respond positively towards them. The study indicated that in such schools, cases of students' misbehaviour are minimal. A school requires a conducive learning environment to be able to offer successful education. Principals play a big role in ensuring students adhere to rules and regulations for safe learning environment. A previous study by Kiprop (2016) investigated principals' practices in the management of discipline in Rongai Sub-County. The study revealed that principals who act without involving students and consider students as subject without a voice have problems of discipline in their schools. The schools experience tension, stress and misunderstanding. Therefore, where views of students are not considered, indiscipline cases were witnessed. Similarly, Lagat et al. (2023) assessed whether students' council help to mitigate students' indiscipline in school. The study found that although students' council existed in schools, the role of the students' council was yet to show positive outcome and help in reducing instances of indiscipline in schools. Although the study focused on students' council involvement, discipline in schools have not improved in public secondary school in Rongai Sub-County. Thus, this study examined students' participation in decision-making on discipline in Rongai Sub-County, Nakuru County, Kenya.

1.3 Statement of the Problem

Studies across the globe have recognized that student participation in decision-making is essential in enhancing student discipline in schools (UNICEF, 2020; Owuor et al.2022). A study in Australia by Moore (2021) argues that principals who involve students in decision-making, such as creation of school rules, find it easier to manage discipline issues. Allowing students to participate in decision-making fosters a sense of responsibility, ownership, and respect for rules which enhances students' discipline.

In Kenya, student discipline in schools is taken very seriously. As a result, the government is making efforts to enhance learners' discipline by ensuring that teachers and school heads are well-trained in effective discipline management strategies in addition to equipping of schools with counsellors to support the handling of disciplinary issues (Nkarichia, 2023).

Despite the government's efforts to enhance discipline, public schools in Rongai Sub-County continue to struggle with persistent cases of indiscipline. A study by Ngonga (2018) revealed a rise in serious disciplinary issues, including rampages, arson, and property damage, which have posed significant challenges to the educational environment and disrupted effective teaching and learning. A report from Rongai Sub-County also revealed that school stakeholders, including parents, are complaining about the state of student discipline in schools (Sub-County Office Report, 2025). A study by Lagat et al. (2023) in the area revealed the severity of the situation, noting a 45.1% increase in indiscipline cases, with substance abuse contributing 34.9% and student strikes accounting for 54.3% of these cases.

It is worrying that if student discipline in the area continues to deteriorate, academic performance may decline, school property may suffer damage, and the overall learning environment may become unsafe. There has also been limited research assessing how

students' participation in decision-making influence school disciplines in public secondary schools in in the area. These gaps have raised the need for this study, which will assess the influence of students' participation in decision-making on school discipline in public secondary schools in Rongai Sub-county, Nakuru County, Kenya.

1.4 Purpose of the Study

This study aimed to investigate students' participation in decision-making on school discipline in public secondary schools in Rongai Sub-County, Nakuru County, Kenya.

1.5 Objectives of the Study

This study was guided by the following research objectives:

- i. To examine how students' participation in classroom decisions influence discipline in public secondary schools in Rongai Sub-County, Nakuru County.
- ii. To assess whether students' participation in making school rules and regulations influence discipline in public secondary schools in Rongai Sub-County, Nakuru County.
- iii. To determine whether students' participation in co-curricular activities decisions influence school discipline in public secondary schools in Rongai Sub-County, Nakuru County.

1.6 Research Questions

This study was guided by the following research questions:

- i. How does students' participation in classroom decisions influence discipline in public secondary schools in Rongai Sub-County, Nakukru County?
- ii. How does students' participation in making school rules and regulations influence discipline in public secondary schools in Rongai Sub-County, Nakuru County?

- iii. How does students' participation in co-curricular activities decisions influence discipline in public secondary schools in Rongai Sub-County, Nakuru County?

1.7 Significance of the Study

The study's findings could be significant to various school stake holders including policy makers, principals, teachers, students, parents and researchers. The findings of this study may guide policymakers in formulating inclusive discipline policies by highlighting how involving students in decision-making fosters responsibility, reduces indiscipline, and promotes a positive school climate, ultimately improving overall school governance and performance. The findings of the study might also help school principals adopt participatory leadership by involving students in decision-making, which can improve discipline, foster mutual respect, enhance school climate, and promote a more effective and inclusive management approach. The study's findings could help teachers recognize the value of student input in classroom management and learning. By involving students in decision-making, teachers can foster mutual respect, reduce behavioural issues, and create a more engaging, disciplined learning environment.

The findings of the study are likely to empower students by showing the benefits of their involvement in decision-making, promoting responsibility, improving behavior, strengthening their voice in school matters, and fostering a more inclusive, respectful, and disciplined school environment. The parents might benefit from the findings of this study as it may help them understand the positive influence of student involvement in school decisions, encouraging them to support such initiatives at home and school, ultimately contributing to improved discipline and stronger parent-student-school relationships. Researchers may benefit from the findings of this study as it may provide valuable data and insights on student participation and discipline, offering a foundation for further

studies, comparative analysis, and the development of evidence-based strategies to improve school governance and student behaviour. The findings hoped to enhance the researcher's knowledge, strengthen her expertise in education policy and discipline, and provide a strong foundation for future research, training.

1.8 Scope and Delimitations of the Study

The study specifically investigated the influence of students' participation in decision-making. The focus of the study was on public secondary schools in Rongai Sub-County. The current research focused on principals, teachers and students in Rongai Sub-County. The study was delimited to students' participation in decision-making in classrooms, rules and regulations and co-curricular activities. Other aspects of school governance, student behaviour, or external factors that may influence school discipline were not covered in this study.

The study was also restricted to Rongai Sub-County, Nakuru County, Kenya. The findings were constrained to this specific geographic context and may not be generalizable to other regions or countries with different cultural, social, or economic contexts. The current study focused on students, teachers, and principals within Rongai Sub-County, Nakuru County, Kenya.

1.9 Theoretical Framework

This study was guided by the theory of participation theory as proposed by Laura Lundy in 2007. The researcher chose the theory of participation for the study as it is in line with the study objective on students' participation in decision-making.

1.9.1 Participation Theory

The participation theory by Lundy (2007) posits that participation of students in decision-making is important because it empowers them to speak out their views in the school. The theory lays emphasize on the importance to provide a safe environment for

students to be able to speak out their minds without fear of intimation or judgement. Furthermore, Lundy observes there is need for students to be offered an opportunity to be listened to. The argument is that it is not enough to give a chance to students to speak while there is no one to listen to what they are saying. Hence, the importance to speak to an audience whose aim is to discuss the issues together with students, and present the students' issues to be considered in the decision-making process.

Lundy points out that students' participation in decision-making can bring peace and harmony in a school and improve students' discipline because the school provides a space to speak out their views and demands. Moore's (2022) study, found that students liked their school because the school gave them freedom to express their opinions concerning change of jersey colour that they did not like. The school principal accepted to have it changed and this idea was implemented.

The theory of participation emphasizes on creating a safe and inclusive environment for students' participation in decision-making process. This ensures that all students regardless of their background or abilities have equal opportunity to contribute meaningfully. Therefore, by applying to this theory it is presumed that students' issues that make them uncomfortable in school can be addressed and their voices are heard. Each of the four tenets of participation theory are discussed as follows:

The tenet of "space" is focused on giving students a conducive environment to express themselves without feelings of being judged. Where the school environment is friendly and free of expression, students feel comfortable to express their ideas (Daniel et al., 2019). Students also know that their thinking is appreciated. The aspect of space ensures that students have a safe and inclusive environment to express their views in the classroom decisions. This helps to promote a sense of ownership and responsibility, which can lead to better discipline as students feel respected and valued.

The aspect of “voice” in the theory capitalizes on the fact that a school should be able to facilitate students to express their ideas and preferences. A school where students are allowed to voice their opinions on school rules and regulations helps to ensure that the rules created are realistic and are also considerate of their needs (Long & Grant, 2024). Students are expected to lead to higher acceptance and adherence of the rules and regulations that they have participated in creating. For example, in planning co-curricular activities, the students’ voice in choosing the co-curricular activities of their choices is very important. The participation of students is likely to foster a sense of community and belonging which can finally result to overall school discipline.

The tenet of “audience” implies that students have a right to speak and communicate to a particular person or people who have been mandated by the school to listen to them. To maintain discipline in school, students and teachers must work together by listening to one another. The school principal ensures that students’ views are listened to and acted upon. The theory further emphasizes the importance of schools ensuring that class teachers hold meeting with the students and discuss the issues of their concerns. The class teachers listen to students’ views for decision-making. Lundy postulated that proper engagements must include a deliberate audience with students. A student representative can be present during the decision-making process as a way of reminding the participants that students’ views are important and should be included (Kennan et al., 2019).

Participation theory encourages teachers to use forums of meeting with students and have action plans for implementation. The Lundy model stipulates that when school authorities genuinely listen to students, rules made during the decision-making processes, help to build trust and there is cooperation. This trust is crucial for maintaining discipline in school, because students are more likely to respect rules and regulations that have been developed through a participatory process (Gillet-Swan & Lundy, 2021).

The concept of “influence” according to Lundy (2007) ensures that students’ contributions to classroom decisions are not left at the level of representative but actually shape policies and practices of the school discipline in school. When students see tangible effects of their participation, they are more likely to engage positively and adhere to class norms. When students participate has a real influence of final rules and regulations demonstrate respect for their input. This can enhance students’ commitment to upholding the rules and regulations knowing their voices contributed to them. Allowing students to influence the planning and exaction of co-curricular activities helps them develop leadership and organizational skills. These skills can translate into improves discipline, as students learn to manage their time and responsibilities effectively.

1.9.2 Strength of the Participation Theory

The theory gives a clear framework and a systematic way in which a school can apply to sustain discipline in schools. The four tenets of the theory; space, voice, audience and influence are practical and serve as a guidance on how authorities can use them to improve school discipline. This makes it very easy to understand to apply it in a school context because each aspect of the theory can be applied in the school. Lundy’s theory is very comprehensive in that it gives students room to speak their views but also that these views are acted upon. The theory ensures that the ideas given by students are not left hanging, but rather the tenet of audience is to ensure those views are considered for decision-making process. In addition, since the theory has the component of influence which means Lundy considered that there should be concrete and clear impact of students’ participation in decision-making in schools in that the ideas are practically applied.

1.9.3 Weakness of Participation Theory

Although the participation theory offers a clear framework of involving students in decision-making, participatory theory has some notable weaknesses. Students’ levels of

maturity vary, and they may not always be able to make meaningful contributions to decision-making processes. As a result, some decisions may be taken without sufficient information, which could result in circumstances that weaken rather than strengthen discipline. Under normal circumstances, involving students in punishment to decisions can lead to conflict between teachers and students, particularly when opinions on what constitutes fairness and unfairness diverge, involve students in decision-making that involve discipline can bring conflict between students and teachers especially where views differ in terms of what is fair and not fair. In such a scenario, conflict may arise and the school atmosphere may be disturbed (Molloy, 2022). To mitigate the weaknesses of the theory of participation, the study focused on age-appropriate decision-making areas, ensured teacher guidance during data collection, and emphasized balanced inclusion to avoid conflict or unrealistic student expectations.

1.9.4 Application of Participation Theory

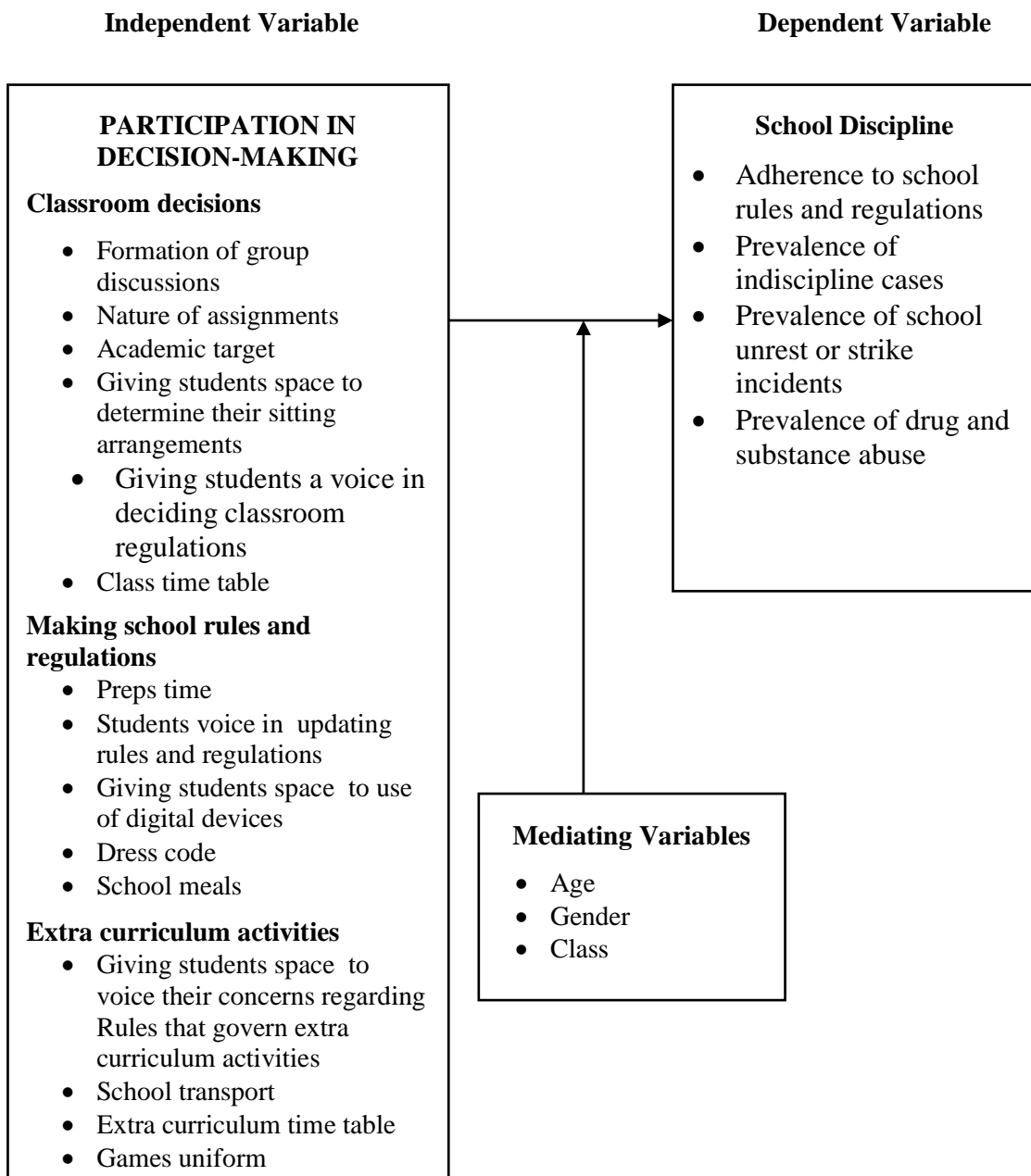
The participation theory is well-suited for this study as it underscores the importance of involving students in decision-making processes. Schools can create forums where students actively engage in policy discussion-making, especially when it comes to matters of discipline. Through highlighting students' right to free speech, the theory promotes the development of a welcoming and democratic classroom. The theory's key premise of "influence" is that educational institutions may create more successful policies by considering the requests of their students. This will increase the probability that students comply with the rules. Students' involving promotes inclusivity, particularly for quiet students whose voices are frequently ignored. Furthermore, participation theory demands that educators give low-achieving, quiet students extra attention because they may have less learning chances, but whose voices need to be heard.

1.10 Conceptual Framework

Figure 1 is a conceptual framework, providing a visual representation of the theoretical framework that guides this study, based on existing theories and the reviewed empirical evidence.

Figure 1.1.

Conceptual Framework showing Relationship among Variable



Students' engagement in decision-making is thought to impact school discipline in the conceptual framework represented in Figure 1. Participation in decision-making by students in this study involves participation in classroom decisions, participation in setting school rules and regulations, and participation in co-curricular activity decisions. Different parameters were used to evaluate each of these decision-making levels. Participation in classroom decisions includes group discussion formation, assignment nature, academic goal, seating and arrangements, and class time frame. Preparation time, updating rules and regulations, use of digital devices such as laptops, dress code, and school meals were used to assess participation in developing school rules and regulations. Participation in co-curricular activities included decisions that govern co-curricular activities, school transport, co-curricular time table, and games uniform, type of game, type of sport, and type of club.

The framework demonstrates that students' participation in classroom decision-making, making school rules and regulations, and co-curricular activity decisions have a direct influence on school discipline. Other characteristics, such as gender, age, or class, may, however, influence this relationship. As a result, meaningful students' engagement in decision-making must be implemented in order to influence school discipline.

1.11 Operational Definition of Terms

Classroom Decisions: These refer to decisions made concerning activities that take place in the classroom such as formation of group discussion, academic target, sitting arrangements, Classroom regulations and class timetable.

Co-curricular Activities: These refer to activities that are school-based but are not tied to the curriculum such as making decisions on making rules that govern co-curriculum activities, school transport, extra curriculum time table, games uniform, type of game, type of sport and type of club.

Prep: This is a term that means “preparation” and refers to designated study or reading time, typically scheduled before or after regular school hours. This may include an early study period before classes begin (morning prep) or supervised reading or revision time in the evening, commonly observed in boarding sch

School rules and regulations: These refer to the strategies, principles and orders designed in schools to ensure that the students have good conduct, which include determining time for preps, updating rules and regulation, use of digital devices and dress code as well as school meals.

School Discipline: This refers to the system that guides school rules and regulations among secondary school students to enable them to make reasonable decisions responsibly such as adherence to school rules and regulations, minimal indiscipline cases, minimal school unrest /strike incidents and minimal cases of drug and substance abuse

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents reviewed studies according to the objectives of the study. The chapter reviewed both empirical and conceptual studies from global, regional and contextual perspectives. The chapter ends with the identification of the gaps that the current study filled.

2.2 Influence of Student Participation in Classroom Decision on School Discipline

The participation of students in classroom decision-making ensures that students' voices are integrated into decision-making processes in the classroom. According to Hamad and Al-Abri (2019), classroom decisions, such as seating arrangements, academic goals, subject choices, assignments, attendance and policies should be made collaboratively between teachers and students to create a sense of belonging, ownership and engagement in the classroom learning activities. Therefore, this objective focused on decision-making in relation to classroom decisions on school discipline in Rongai Sub-County, Nakuru County, Kenya.

In the United Kingdom, a study conducted by Mannion et al. (2018) investigated the link between students' participation rights and their performance at school. A qualitative research method specifically ethnography design was used for the study. A sample of 7 schools from a target of 20 schools were selected comprising of 3 non-denominational and 4 denominational schools. Data collection was through focus groups, interviews and photos and images. In addition, the researchers also used audio recording whereby the data were later transcribed. The study findings revealed that students' participation in decision-making in the classroom enhanced friendly teaching and learning environment and resulted in

improved discipline. The study recommended that there was need to allow students to participate in the process of decision-making.

Mannon et al. (2018) study is similar to the current study in that it investigated students' rights to participation, however, the study is different in that it used qualitative method in particular ethnography design while the current study will use mixed method of convergent design. Also, the study's data collection was through focus groups and photo taking and images a qualitative method of collecting data, while this study collected data through a questionnaire of open and closed format, document analysis and interview guide. The different data collection assisted to strengthen the research study.

In Indonesia, Prasetyarini et al. (2021) explored teachers' perspective on the right of the child to participate in the seating arrangement. The study used qualitative design. The participants were high school teachers and students drawn from high school. The schools' categories were drawn from mixed government public schools, public and private schools and public and private Muslim schools. The sample size was selected through convenience whereby 30 students and 30 teachers were selected. Data collection was through questionnaires and interviews. The interviews were conducted to confirm the responses from the questionnaires. Data were analysed by coding, categorisation and organised into themes. Findings of the study indicate 81% of teachers stated that students have the right to select their own seating positions. The study also revealed that half of the teachers denied students the opportunity to choose who sat with them. The cited study revealed a methodological gap by relying solely on qualitative methods, potentially limiting data depth and breadth. The current study will employ both qualitative and quantitative approaches to leverage the strengths of each, ensuring more comprehensive and balanced data collection.

The study by Prasetyarini et al. (2010) is different from the current study in that the study used qualitative method while the current study used mixed method of convergent design. The sampling method used was non-probability of convenience to sample 30 students and 30 teachers. On the other hand, the current study used both probability and non-probability of simple random, proportionate and purposive sampling respectively.

In South Africa, Meintjies (2018) explored the practice of participative decision-making in schools, focusing on teachers' collegiality. The study used qualitative research design to explore the phenomenon and it was conducted in two schools in Cape Town. The study involved sampling of 2 head teachers, 9 heads of departments and 10 teachers sampled purposively by the researcher as participants of the study. The researcher used collective case study approach since this was a case study that involved collection of data from two schools. Semi structured interviews and focused groups to collect data were used for data collection. Analysis of the data were done by coding, categorising the coded data to find patterns and themes.

Meintjies' (2018) study highlighted the importance of a participatory approach in schools, where teachers have a meaningful voice in various decisions related to school functioning. This included decisions on classroom timetables, examination assessment analysis, and disciplinary procedures for students, professional workshops, and student attendance analysis meetings. Meintjies' study also demonstrated that participatory decision-making can contribute to improved teacher morale, ownership of decisions, and ultimately, improved student outcomes. Meintjies' findings highlighted the positive impact of participatory decision-making in schools touching on issues concerning the classroom, which enlightens the current study. However, Meintjies' study used qualitative study approach, while the current study used mixed method of convergent approach.

In Rwanda, Gakwerere et al.'s (2020) study focused on classroom management strategies and student dropouts in 45 secondary schools. Purposive and simple random sampling techniques were used. The researcher used cross-sectional design. Yamane's formula was used to select a sample size of 101 out of 135. The participants included head teacher, discipline masters and representative of teachers. Gakwerere et al.'s (2020) study found a correlation between classroom decision-making and school discipline, with classroom siting arrangements influencing student behaviour.

The current study is related to Gakwerere et al.'s (2020) study, in that it focuses on the importance of student engagement in classroom decisions influencing school discipline. However, Gakwerere et al.'s (2020) study differs from the current study in that it used cross-sectional design specifically correlational survey approach. The current study used mixed method of convergent design approach to determine the point of convergence and divergence.

In Kenya, Wambua et al. (2017) carried out a study in Machakos on the influence of principals' involvement of secondary school students in decision-making on discipline. The study used a descriptive design approach. Stratified proportionate was used to categorise schools into various levels of national schools, extra county, county, boys' and girls' school and co-education schools. Proportionate sampling was used to select 118 principals, 300 teachers and 13 student leaders from each category of schools. Data were collected by use of questionnaires and focus groups. Reliability and validity were through test-retest while the analysis of avarice was done to test the confidence level.

Wambua et al.'s (2017) study established that students have preferences in classroom decisions. For example, they want to have a say over class size, and the type of discipline administered to those who disobey teachers and prefects as well as managing class

timetables. The study recommended that students' participation in decision-making should be informed by the level of maturity of the students and students' voice should be respected. The study by Wambua et al. differs from the current study in that it used system theory to investigate, while the current study used participation theory. The study used stratified proportionate sampling for principals, whereas the current study sampled principals purposively given that they were expected to have unique information. Furthermore, data collection from principals in previous studies was primarily conducted through interview guides alone. In contrast, the current study employed questionnaires and interview guides, a mixed-method approach that enhances the reliability and depth of the data collected. Questionnaires allowed for broad, quantifiable insights from a larger sample, while interviews provided rich, detailed perspectives from school principals. This combination enabled triangulation of data, improved validity, and ensured a comprehensive understanding of how students' participation in decision-making influences discipline in public secondary schools.

In Rongai Sub-County, Kenya, Chebon (2021) conducted a study on the effectiveness of disciplinary strategies used to manage student discipline. The research used descriptive design for the study. Behavioural theory was used to guide the study. The target group included schools, principals, deputy principals and teachers. To select the sample size of the study, schools were stratified in four divisions and then stratified proportionate was used to select the participants in each category. Purposive sampling was used to select the 12 head teachers, 12 deputies and 12 secondary schools from the selected schools. A simple random sampling was used select 30% of teachers. Data collection involved the use of self-administered questionnaires and interview schedules while data analysis was done using descriptive statistics and narratives.

The findings indicated that disciplinary strategies play a key role in enhancing students' discipline. In addition, the findings showed students like to obey classroom rules and regulations. The study by Chebon is similar to the current study since it used quantitative and qualitative design. Additionally, the study investigated effectiveness of the disciplinary strategies used to manage students' discipline while the current study investigated the influence of students' participation in decision making on discipline in secondary schools.

2.3 Influence of Students Participation in Making School Rules on Regulations on School Discipline

Rules and regulations are the major indicators of what is expected of students in a particular school. According to Fekadu (2018), rules are a set of guiding principles that instruct and enjoin students to behave in a certain way while abstaining from other behaviour. Regulations can be considered to focus on daily activities that instruct students on what they ought to accomplish at a specific time.

In Australia, Selwyn and Bulfin (2016) conducted a study in three schools on students' decision-making regarding rules and regulations governing the use of technology in schools. The study employed a case study design. Data were collected in two phases over a period of two years: between September and December 2015, and between February and June 2016. The researchers used self-administered online questionnaires to collect the data. The study findings indicated rules and regulations were important guiding principles in a school and students need to be involved in formulating them. The study recommended the involvement of students in decisions regarding digital technology use in schools. The work of Selwyn and Bulfin (2016) significantly contributes to current research by exploring student participation in school-level decision-making. However, it revealed a methodological gap, as the study employed a case study design using only questionnaires

for data collection. The current study addressed this gap by adopting a mixed-methods approach, incorporating both qualitative and quantitative techniques. Specifically, data were collected using both questionnaires and interviews, enhancing the depth and breadth of the findings and allowing for a more comprehensive understanding of student involvement.

In Ethiopia, Fekadu (2019) studied the impact of school rules and regulations on students' perceptions of promoting good behaviour in a secondary school. The respondents were students in grades nine, ten, eleven, and twelve. Stratified and random sampling were used to select 438 students. The research instruments were administered through email. The Pearson chi-square was used for inferential analysis. The study's findings revealed a link between students' attitudes towards school rules and regulations and the promotion of good behaviour, which the current study will attempt to address. This study is different from the current study in that the study targeted participant from one school while the current study will target 29 public secondary schools. The study was also conducted in grades nine, ten, and twelve. This also marks a population gap since the current study was conducted in public secondary schools. In the current study, the data were analysed using the Statistical Package for Social Science rather than chi-square. Further, the current study was conducted in Rongai Sub-County, Nakuru County, Kenya as opposed to Dire Dawa in Ethiopia creating a geographical gap.

In Uganda, Christiana et al. (2022) conducted a study on influence of school administration on school discipline in secondary schools. The study used a descriptive and correlational design. The sample size was 348 out of a target population of 1682. To collect the data both random and non-random sampling techniques were used. Purposive sampling was used to sample 6 head teachers and 6 deputies. Convenient sampling was used to sample 72 teachers. Simple random sampling was used to select 60 prefects, and 204 students respectively. The study discovered that school rules and regulations had a

significant influence on the discipline of students in secondary schools. The study by Christiana et al. (2022) highlighted the importance of school rules and regulations in improving school discipline, which is what the current research will investigate. However, the study did not analyse the influence of school rules and regulations on students' discipline from the perspective of the students, rather from the perspective of the administration, thus creating a study gap. The current study looked at the influence of student decision-making on discipline in Rongai Sub-County, Nakuru County, Kenya.

In North Rift Kenya, in peri-urban mixed secondary schools, Hellen (2020) explored the attitudes of students toward rules and regulations in secondary schools. The study used a qualitative methodology study in particular case study design. The study had 6 participants sampled using non-probability sampling, particularly purposive technique. There were 3 boys and 3 girls, selected.

According to the findings of Hellen's (2020) study, the school did not have a process of including students in decision-making. Students like to be included in decision-making processes about school rules and regulations. Hellen's (2020) study is related to the current study and provides significant insights into students' views regarding school rules and regulations. However, the study differs from the current study in that the study used a qualitative design focusing on a small population of six participants since it was a case study. The current study will bridge the gap by using mixed method design. Using a mixed methods design enhances the study by combining quantitative breadth with qualitative depth, allowing for richer insights, data triangulation, and a more comprehensive understanding of students' participation and discipline. The study used non-probability technique and the current study bridged the gap by using both probability and non-probability technique to sample participants thus, strengthening the research findings.

A study conducted by Mati et al. (2016) assessed students' involvement in decision-making and their academic performance in Embu West Sub-County of Kenya. The research used survey design. Sampling technique included random sampling to select 4 public day schools out of 12 schools. A proportionate sampling was used to select students who participated in the study from each school. A questionnaire with open and closed-ended questions were used to collect data from students, teachers, and principals while focus group discussion was used to gather data from parents with the aid of research assistants. Document analysis was also used to collect information on the performance of students. The study findings established that students' participation in key decisions that involve the process of their education is a source of motivation that compels them to own the set rules and therefore abide by them. The current study is related to Mati et al. (2016) since it highlights the importance of students' involvement in decision-making. The current study, however, differs in that the researcher focused on students' engagement in decision-making on academic impact, whereas the current study focused on participation in decision-making on discipline which is the knowledge gap that the current study will bridge. In addition, the current study location was in Rongai Sub-County, Nakuru County as opposed to Mati et al. (2016), whose location was in Embu County.

Kiprop (2016) carried out a study on the role of principal's leadership practices in managing discipline in Rongai Sub-County, Nakuru County. The study examined how teachers, students, and parents agreed or disagreed that principal management and leadership qualities were important in school discipline management. The study used a survey design. The population of the study included all the teachers, students, and parents from all of the public secondary schools in Rongai Sub-County. Stratified and random sampling were used to sample 12 public schools. Random sampling was used to select 40 students and 100 teachers respectively. Additionally, convenient sampling was used to

sample 20 parents. Data were collected through questionnaires and analysed through SPSS version 25. The findings of the study established that principals' leadership practices play a key role in maintaining discipline in school. The study recommended the need to for principal to involve have all stakeholders in students' discipline and wellbeing. This study differs from the current study because the study adopted a survey design while the current study used mixed method of convergent design. The current study sampling method included purposive sampling for principals since they are believed to possess unique information as opposed to the Kiprop's (2016) study that did not sample principals creating a methodological gap in sampling.

2.4 Influence of Student Participation in Co-curricular Activities Decision on School Discipline

Co-curricular activities are out-of-class activities that students engage in and are essential component of a student's educational experience. The National Federation of State High School Associations observed that students who participate in co-curricular activities have better attendance records, lower dropout rates, and fewer disciplinary problems than students who do not participate (NFHS, 2016). The focus of this objective is, decision-making in relation to co-curricular activities in Rongai Sub-County, Nakuru County. The study concentrated on the time table for the co-curricular activities, rules governing the co-curricular activities, school transport, games uniform as well as type of games, sport, and clubs.

Research conducted in the United States by Rao (2022) sought to examine the impact of co-curricular activities on educational and academic outcomes. The researcher was interested in finding out weather high school students who engage in co-curricular activities perform better academically than those who do not participate. The study involved the

collaboration of a school counsellor and 77 students. The findings from the research indicated a positive correlation between involvement in co-curricular activities and academic achievement. High school students who actively participate in co-curricular activities tend to exhibit higher academic performance, increased class attendance, and greater self-confidence.

Furthermore, it was observed that intensified engagement in co-curricular activities is associated with a decrease in drug and alcohol habit, as well as a decline in behavioural and disciplinary issues. However, it's important to note that the study by Rao (2022) primarily concentrated on the influence of co-curricular activities on academic performance and related outcomes. While it provided valuable insights into these areas, it did not explore the decision-making process of students regarding their involvement in co-curricular activities, nor did it extensively investigate the aspects of discipline. The current research aims to address these gaps in the existing literature, thereby contributing to a more comprehensive understanding of the relationship between students' choices regarding co-curricular activities and the influence of these activities on their discipline and overall educational experience.

In the United Kingdom, Magaji et al. (2022) conducted experimental research to examine the impact of attending a science club after school attendance among stage 3 and 4 students in a co-education academy. The respondents were divided into two groups: control and experimental, with 17 and 140 individuals, respectively. Data were gathered through observation, questionnaires, and focus group test results. Although participants in the experimental group who attended the science club after classes showed improved academic performance, the majority of them had acquired non-academic skills such as collaboration and teamwork, leadership and communication skills, and confidence in learning, according

to the study. The findings revealed a substantial relationship between club attendance and student discipline. However, study was conducted in United Kingdom whereas the current study was conducted in Kenya, in Rongai Sub County in public secondary schools.

In Nigeria, Akinrinmade and Abiodun (2017) conducted a study on influence of co-curricular activities on graduate employability. The study implored descriptive survey research design specifically ex-post facto method. Multi-stage technique was used for sampling. A sample size of 385 masters' students was used for the study. Data collection was through questionnaire while data analysis was through measures of central tendency mean and mode. The study findings revealed graduate involvement in co-curricular activities influence high employability tendencies. In addition, the findings indicated the involvement of graduate in co-curricular activities facilitate acquiring of skills for job competencies. The study recommendation was to have graduates involved in co-curricular activities decision-making to enable them acquire skills for employment.

Although the study investigated influence of graduate involvement in co-curricular activities for employment, the study sheds light on the aspect of involvement in decision-making and how the process can bring positive changes. However, the study differs from the current study on research design. The study used descriptive survey of ex-post facto, while the current study used mixed method specifically convergent mixed method design.

In Rwanda, Bonaventure and Claire (2020) conducted a study to establish the influence of co-curricular activities on students' discipline. The study used correlation research design. Solvin's formula and purposive sampling methods were used to select 200 respondents out of 398. Primary data were collected using questionnaires and interviews. Descriptive statistics such as mean, percentages, and frequencies were used to analyse quantitative data while qualitative data were analysed using a thematic approach. The study

established that there was a significant relationship between co-curricular activities and students' discipline. The study findings showed a high relationship between co-curricular activities and discipline. Although the current study and the study of Bonaventure and Clair (2020) appear to be comparable, there is a gap in the research design. The study used correlational design, while the current study used mixed method approach of convergent design in which the results were merged to identify convergent and divergent data.

In Uganda, Sulaiman et al. (2017) studied discipline and co-curricular activities in secondary schools. Random sampling was used to select a sample size of 369 respondents. Data collection was through questionnaires. The study findings indicated that there is an association between extra-curricular activities and discipline. However, the study failed to investigate how students were involved in the process of decision-making in taking part of the said activities. This differs from the current study in that the current study investigated how students participated in decision-making of the co-curricular activities they are involved in and how such involvement influenced their discipline in school. Furthermore, the current study use mixed method of convergent design in which data from different sources were triangulated for better understating of the research study.

In Kenya, Tum (2021) conducted a study exploring the role of non-academic staff in shaping the lives of students through their involvement in co-curricular activities. The study employed descriptive and naturalistic design. Both qualitative and quantitative approaches were used. Random and purposive sampling techniques were used to select 206 students from tertiary institutions. Data were collected by use of a questionnaire and interviews. The study by Tum (2021) is similar with the current study. Both studies employed a mixed-method approach, utilizing random sampling techniques, questionnaires, and interviews for data collection. Data were analysed and presented using

descriptive analysis and statistical methods. However, a notable gap exists in the research design. Tum (2021) adopted a descriptive survey combined with a naturalistic design, which primarily relied on observation. This approach, while valuable for capturing natural behaviours, lacked the systematic integration of qualitative and quantitative data that characterizes a convergent mixed-method design used in the current study. The convergent design strengthens the reliability and validity of findings by allowing for the comparison and corroboration of results from different data sources. Additionally, Tum's focus on tertiary institutions limits the applicability of the findings to younger student populations, whereas the current study specifically targets public secondary schools within Rongai Sub-County, Nakuru County, Kenya, thereby offering more context-relevant insights into student participation and school discipline at the secondary level

In Rongai Sub-County Njoroge et al. (2014) conducted a study focusing on the activities of the Young Farmers' Club (YFCK). The primary objective was assessing the influence of YFCK activities on secondary school students' performance in the Kenya Certificate of Secondary Education (KCSE) examinations. The study targeted a population of 1,506 across 30 public schools within the region. A purposive sampling technique was employed to select eight schools, and 13 agriculture teachers were purposively sampled. The study's findings revealed that there was no significant difference between the means score in agricultural performance of students actively participating in YFCK activities and those who were not. The study findings revealed the academic performance record of students but the study did not investigate the process of involving students' in decision-making in the YFCK activities, leaving a knowledge gap. Hence, the current study sought to address students' participation in decision making on discipline particularly on the co-curricular activities such as clubs within the schools.

2.5 Summary of the Reviewed Literature and Research Gap

This chapter has offered a comprehensive review of the existing literature related to influence of students' participation in decision-making on school discipline. It encompassed global, continental, and national perspectives, providing a well-rounded understanding of the subject matter that serves as a foundation for the current study's research objectives and questions. While most of the reviewed studies focused on secondary schools, aligning with the scope of the current study, several critical gaps were identified, including methodological, knowledge, conceptual, and contextual gaps. For instance, Mannion et al. (2018) conducted a study in four schools in the United Kingdom to investigate the participation rights of young people and their influence on performance. However, due to its limited geographical scope and sample size, there are contextual and methodological gaps in the study. In contrast, the current study was conducted in Kenya and sampled nine schools, focusing on how students' participation in classroom decisions influenced school discipline in secondary schools in Rongai Sub-County, Nakuru County, Kenya.

Similarly, Meintjies (2018) sought to establish the influence of teachers' participation in decision-making on classroom management in South Africa, revealing both contextual and conceptual gaps due to the location and the specific focus on teachers' participation in classroom management. The current study, however, addressed students' participation in classroom decisions, rules and regulations, and co-curricular activities involvement, specifically within secondary schools in Rongai Sub-County, Nakuru County, Kenya. Additionally, the study by Hellen (2020) explored students' attitudes toward rules and regulations in one secondary school in Kenya, but its methodological limitations included a small sample size and the exclusive use of qualitative data. The current study addressed these gaps by selecting a larger sample and combining both quantitative and qualitative research designs, enhancing the rigor and generalizability of the findings. While some

previous studies have examined how classroom decisions, school rules and regulations, and co-curricular activities influence discipline in terms of performance, most of them adopted an authoritative perspective, focusing on the school administration (Christiana et al., 2022; Sewyn & Bulfin, 2016; Gakwerere et al., 2020). The current study aimed to bridge these gaps by assessing student participation in decision-making and its influence on school discipline with a focus on classroom decisions, rules and regulations, and co-curricular activities in Rongai Sub-County, Nakuru County, Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that was used in this study. This consisted of the research design, study's location, target population, sampling procedures, data collection, data analysis, and ethical considerations.

3.2 Research Design

A research design serves as a blueprint that guides a researcher in structuring and conducting a study (Miksza & Kenneth, 2018). This study utilized a convergent parallel mixed methods research design. In this approach, both quantitative and qualitative data are gathered simultaneously but analysed separately, with the findings then combined or integrated (Rosenkranz, Wang & Hu, 2015). This design enables the collection of detailed, in-depth data, offering a well-rounded view of the research issue. The advantage of using a convergent mixed methods design in this study was that it facilitated a more thorough and nuanced understanding of how decision-making impacts school discipline in public secondary schools in Rongai Sub-County, Nakuru County, Kenya. The design entailed gathering and analysing both qualitative and quantitative data simultaneously, followed by combining and integrating the results to reach significant conclusions (Creswell, 2011).

3.3 Location of the Study

This study was carried out in public secondary schools in Rongai Sub-County, located in Nakuru County, Kenya. Rongai Sub-County borders Baringo County to the north and Nakuru Municipality to the south. It is divided into five wards: Mosop, Solai, Visoi, Menengai West, and Soin. According to a 2021 quality assurance report from Rongai Sub-County, the area has experienced repeated instances of student unrest and frequent riots,

leading to property damage, student suspensions, and school closures. These issues influenced the choice of this region for this study.

3.4 Target Population

The target population refers to the whole group of individuals or events that have common characteristics and from which a researcher may generalize the findings of a study (Cohen et al., 2007). In this study, the target population comprised of 29 principals, 230 teachers and 4998 students in all 29 public secondary schools in Rongai Sub-County in Nakuru County (MOE, Nakuru County, 2023). Teachers were chosen for the study because of their direct engagement with students both inside and outside the classroom. Their insights were crucial for understanding the dynamics of student decision-making and its influence on discipline. The targeted groups were expected to have rich information on students' participation in decision-making and its influence on discipline. The data presented on Table 1, shows that the target population of the study.

Table 3.1

Target Population

Target Group	Number
Principals	29
Teachers	230
Students	4998
Total	5257

3.5 Sample Size and Sampling Procedures

According to Cresswell (2012), a sample is a subset of the whole population that the researcher targets to investigate and it is used to generalize about the target population. Sampling involves the researcher coming up with a procedure for selecting items for the

population (Kothari, 2004). In this study, both probability and non-probability sampling methods were used.

3.5.1 Sampling of Schools

The study used stratified random sampling technique to select the schools that were included in the research. The researcher stratified the schools into girls' and boys' schools and employed stratified random sampling to obtain a sample from each stratum. The researcher got a list of public secondary schools from the TSC office in Rongai sub-county, Nakuru County. This list was comprised of 29 public primary schools. The schools were selected and assigned numbers. The researcher then selected the numbers assigned to schools randomly until 9 schools were attained, which was 30% of the targeted schools. This number was appropriate for the study, following the recommendation of Gay (2000) who posits that in social science research, a sample size of 10-30% is generally considered adequate, depending on the population size. Therefore, selecting a 30% sample was appropriate given the relatively small population of schools in this study.

3.5.2 Sampling of Principals

All principals from the sampled public secondary schools were automatically included in the study due to their pivotal leadership roles. They were considered to possess critical, experience-based insights into school governance and student discipline, making their input highly relevant and valuable to the objectives of the study.

3.5.3 Sampling of Teachers

The teachers that took part in the study were stratified into male and female groups. This was done to ensure fair representation for both genders. The researcher ensured that the number of male and female teachers from each selected school was proportionate to the total population of male and female in that school. To realize this, proportionate sampling

was done with the help of the formula designed by Yamane (1967) to calculate the sample size of teachers per school as follows:

$$n = \frac{N}{1+N(e)^2}$$

Whereby:

n= is the sample size

N= is the size of the population (230)

e= is the desired level of confidence (0.05)

The sample size was computed as follows:

$$n = 230 \div (1 + 230 \times 0.05^2)$$

$$n = 230 \div (1 + 1.6275)$$

$$n = 144 \text{ teachers}$$

Therefore, the calculated sample size for teachers was 144. The researcher used stratified random sampling to select these teachers from nine public secondary schools. This was achieved by stratifying the teachers into male and female groups (strata), and then applying simple random sampling within each stratum. To do this, the names of teachers were written on papers and assigned numbers (ONE and TWO). The papers were folded and placed in a box, from which names were drawn at random. Teachers whose names were marked with the number ONE were selected for the study. This approach ensured fair representation of both genders in the sample.

3.5.3 Sampling of Students

The researcher used proportionate sampling to select the students to take part in the study. The sampling technique was appropriate because it enabled the study to select students from each school based on the number of students. This was achieved by using the Yamane (1967) formula to calculate the sample size of the students.

$$n = N \div (1 + Ne^2).$$

n= the sample size

N= population size

e= the level of confidence

The sample size of 357 was selected from the 9 schools. The 357 students were distributed proportionally among the 9 selected public secondary schools. To ensure equal gender representation of students, the researcher stratified the students into male and female groups (strata), and then applying simple random sampling within each stratum. To do this, the names of students were written on papers and assigned labels (yes and No). The papers were folded and placed in a box, from which names were drawn at random. Students whose names were marked with the label “Yes” were selected for the study. This approach ensured fair representation of both genders in the sample.

Table 3.2

Sample Size Distribution

Target Group	Sample Size	Sampling Technique
Principals	9	Automatic inclusion
Teachers	144	Proportionate stratified sampling
Students	357	Proportionate stratified sampling
Total	510	

3.6 Description of the Research Instruments

Data for the study was collected using two types of instruments, namely; questionnaires for teachers and students, and an interview schedule for principals. The questionnaires were used to gather quantitative information from students and teachers while the interview guide was mainly used to collect qualitative data from principals.

Kothari (2014) observes that a questionnaire is a cost-effective and efficient method for data collection from a large number of respondents.

3.6.1 Students' Questionnaire

The students' questionnaire consisted of four sections, A, B, C, D and E. Section 1 had three items and collected data on the students' biographic information. Section B, C and D had items in a five-point Likert scale. Each item was responded to as strongly agree (SA), agree (A), not sure (NS) disagree (D) and strongly disagree (SD). Section B had 9 items and sought to examine how students' participation in classroom decisions influence school discipline. Section C had 10 items. This section sought to assess the extent to which students' participation in making school rules and regulations influence school discipline. Lastly, section D sought to determine the extent to which students' participation in co-curricular activities decisions influence school discipline in Rongai Sub-County, Nakuru County, Kenya. Scores obtained for each subscale were used to compute a mean score for each specific skill which was used to rate the extent of the students' participation in the specific attribute. The mean scores ranged from 1 to 5 which were divided into high, moderate and low. The maximum score was 5 while the minimum was 1. The respondents who scored below 3.0 were said to have a low extent of participation of the attribute being measured, 3.0 – 3.9 indicated moderate extent and scores of 4.0 and above were considered an indication of high extent of the attribute (Welch, 2010).

3.6.2 Teachers' Questionnaire

The teachers' questionnaire consisted of four sections A, B, C and D. Section 1 had four items and collected data on the teachers' biographic information. Section B, C and D had items in a five-point Likert scale that ranged from; strongly agree (SA), to strongly disagree (SD). Section B had 9 items and sought to examine how teachers' perceptions on students' participation in classroom decisions influence school discipline. Section C had 10

items. This section sought to assess the teachers' perceptions on students' participation in making school rules and regulation and school discipline and, lastly, section D sought to determine the teachers' perceptions on the extent to which students' participation in extra-curricular activities influence school discipline. Scores obtained for each subscale were used to compute a mean score for each specific skill which was used to rate the extent of the students' participation in the specific attribute. The mean scores ranged from 1 to 5 which were divided into high, moderate and low. The maximum score was 5 while the minimum was 1. The students who scored below 3.0 were said to have a low extent of participation of the attribute being measured, 3.0 – 3.9 indicated moderate extent and scores of 4.0 and above were considered an indication of high extent of the attribute (Welch, 2010).

3.6.3 Principals' Interview Guide

The interview guide is a research instrument used to collect data by talking to the respondent face to face Mutula et al. (2018). The researcher sought information from principals about demographic data and study objectives on influence of student participation in decision making and school discipline. The research instrument allowed the researcher to conduct structured talks with respondents as well as probing to acquire a better understanding of the phenomenon under study. There were four sections in the interview guide. Section 1 contained demographic information such as gender, sex, qualifications, and years of experience. The second section sought data based on objective one which is influence of student participation in classroom decisions on school discipline. Section three sought information on objective two which is influence of students' involvement in making school rules and regulations on school discipline and the last section four sought information on the extent to which students' participation in co-curricular activity decisions influence school discipline.

3.6.4 Validity of the Instruments

Bora (2018) defines the validity of a research instrument as its ability to accurately target and measure the intended construct. Similarly, Bolarinwa (2015) emphasizes that the extent to which data is replicated in a study reflects how well it captures the phenomenon being examined. Orodho (2018) explains that face validity examines the consistency of research styles, formatting, and the clarity of sentence construction, while content validity determines whether the data collection tools accurately reflect the content the study aims to measure. In this study, face validity was evaluated through expert feedback from supervisors and experts in Educational Management at Tangaza University. They reviewed the instruments for clarity, layout, and relevance, providing assessments and recommendations that were incorporated into the study. Similarly, content validity, which ensures that the items within the measurement tools are representative of the area they are intended to address, was ascertained by ensuring careful choice of indicators was established and by aligning the items with the research objectives.

3.6.5 Pilot Testing of the Research Instruments

According to Creswell (2018), pilot testing is used to identify potential challenges participants may encounter when responding to research items. To assess the validity and reliability of the research tools, a pilot study was conducted at two public secondary schools not included in the main study's sample of nine schools. The researcher selected these two schools to match the characteristics of those participating in the actual study. For the pilot, 10% of the sample size of 357 students was used, which equated to 36 students. This approach aligns with Mugenda and Mugenda's (2019) recommendation that 1-10% of the

pre-test sample is sufficient. Following the pilot testing, the research instruments were retained with only minor adjustments made to some items.

3.6.6 Reliability of Questionnaires

Reliability indicates the degree to which a measurement instrument can produce consistent results under the same conditions (Selvam, 2017). According to Patrick (2021), a research instrument is considered reliable when the coefficient value is 0.7 or above. In this study, the test-retest technique was used to assess consistency across different administrations (Wambiya, 2014). The Cronbach's alpha coefficient method was employed to determine the internal consistency of the pilot-tested questionnaires, that is, the nine items of question one, using the Statistical Package for the Social Sciences (SPSS), version 29. Cohen *et al.* (2018) stated that the Cronbach's alpha reliability coefficient ranges between 0 and 1. They indicated that a value between 0.6 and 0.7 reflects an acceptable level of reliability, while a value of 0.8 or higher indicates a very good level. After the pilot study, a reliability coefficient of 0.8 was obtained, which was considered reliable; therefore, the instruments were used for the main study.

3.6.8 Reliability of Interview Guides

The reliability of qualitative data were observed by ensuring the credibility and dependability of interview guides for principals. Credibility, as noted by MacMillan and Schumacher (2010), ensures that the study reflects the experiences of those being studied and that the results can be trusted. Thus, the researcher took time during interviews to ensure that participants get enough time to explain what they have to say. The researcher further endeavored to seek confirmation from the interviewees, which allowed for the recording of accurate data. Regarding consistency, the researcher reviewed the raw data and the summary of the findings to check for and address any inconsistencies that could have been present.

3.7 Description of Data Collection Procedure

The researcher submitted the formal letter from Tangaza University Research and Ethics Committee, along with a signed copy of the proposal, to the National Commission for Science, Technology, and Innovation (NACOSTI) in Kenya. This submission allowed the researcher to obtain a permit to conduct research in Nakuru County. The Tangaza University formal letter and the NACOSTI permit were then presented to the Nakuru County Director of Education to request authorisation for data collection in public secondary schools within Rongai Sub-County. After securing the necessary approvals, the researcher visited the schools to meet with the principals and coordinate the scheduling and administration of the study instruments.

After obtaining the necessary documentation and authorisation to conduct the research, the researcher began the data collection process with principals, teachers, and students. Participants who agreed to take part in the study were provided with a consent form to sign. The researcher conducted interviews with the school principals, while teachers and students completed self-administered questionnaires. Upon completion, the researcher collected the filled in copies of the questionnaires from each school and prepared to analyse the data.

3.8 Description of Data Analysis Procedures

Data analysis process includes organisation and scrutiny of the large data collected into a very systematic way to give the intended meaning (Mugenda & Mugenda, 2013). The researcher analyzed the quantitative data obtained through closed-ended questionnaires using Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics

(frequencies and percentages) were used in the analysis of the quantitative data. After the analysis, the researcher used tables and graphs to present the data. The qualitative data from interviews and open-ended questions was analyzed in themes according to the research questions and reported in narratives and direct quotations.

3.9 Ethical Considerations

The researcher was expected to follow ethical considerations which are critical aspect of any research study. According to Creswell (2018), ethical considerations in research involve protecting the rights of participants, maintaining confidentiality and privacy, and avoiding harm to participants. Matula et al. (2018) emphasise that although ethical considerations are crucial in all research designs, it is more sensitive in qualitative design since the researcher encroaches into a person's life. Researchers have an ethical responsibility to obtain informed consent from participants, safeguard voluntary participation, and ensure that participants are not coerced or deceived during the research process.

Before data collection, the researcher sought a letter of recommendation from the Tangaza University that was used to seek a permit for data collection from the National Commission for Science, Technology and Innovation (NACOSTI) in Kenya. The letter from NACOSTI was used to obtain permission from the Nakuru County Director of Education (CDE) to conduct research in the public schools in Rongai Sub-County. According to Denscome (2020), a researcher should be able to give participants a brief on what is required of them, how the data will be used, and the potential implications of taking part in the study. To participate in the study, individual teachers were required to sign a consent form to show they understood fully the requirement of the research and they are not coerced to take part. The students' parents or guardians were also signed an assent form to ensure ethical compliance and safeguard minors. The researcher also assured participants

about their privacy, anonymity, and confidentiality before and after the research. Respondents were given the option to pull out of the study at any moment. Anonymity was ensured using special codes to refer to schools and participants.

Studies conducted involving students have various risks including privacy and confidentiality of disclosing information that can harm them. The researcher observed strict confidentiality protocols including ensuring storage with access to limited authorised personnel only while hard copies kept in locked storage to ensure secure protection of the data collected. Polit and Beck (2017) emphasise the importance of disseminating all important information to the participants which included knowing that the findings of the study will only be used for the research purposes. The findings were not manipulated, and they were reported as they were obtained from the respondents. The researcher ensured the competence and credibility of the research process.

In every study, there is need to consider the community and the benefit from the research carried out. Recent studies emphasise the significance of community cohesion and social support networks in promoting mental health and resilience (Holt-Lunstand et al., 2020). Therefore, there was every need to prioritise the needs of the community and involve them to create harmony.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents data analysis, interpretation and discussion of the study findings. The chapter is divided into sections, including the response rate of the study participants, demographic data and the presentation, interpretation and discussion of the findings, which are done based on the study objectives.

4.2 Response Rate

The primary data were collected from the teachers, students and principals. The researcher distributed 357 questionnaires to students out of which only 343 were fully filled and returned for analysis which translated to a response rate of 96.02 %. Further, 144 questionnaires were distributed to teachers and 121 questionnaires were collected back, filled for analysis, indicative of 84 % response rate. The study also targeted 9 head-teachers for interviews. A turn up of the 9 key informants was observed, indicating a 100% response rate. The rates indicated were above 50% statistical significance as proposed by Aaron (2019). The significance level was affirmed by the percentage, indicating the confident of the true population whose value lies within the margin of error. This was an excellent participation, showing that all participated very well, which is an acceptable response in the social sciences as approved by (Aaron, 2019).

Table 4.1

Response Rate

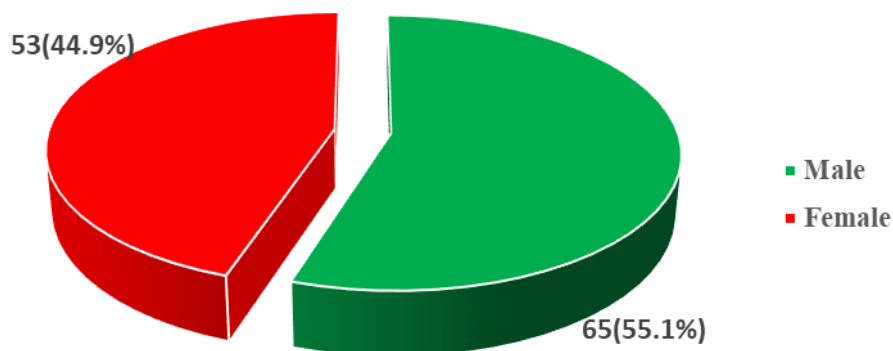
Respondent	Tool	Returned/Turn Up (f)	Response Rate (%)
Students	Questionnaires	343	96.02
Teachers	Questionnaires	121	84
Head-teachers	Interviews	9	100

4. 3 Demographic Information of Teachers

This section presents data on the background information of the teachers who were engaged in the study which was conducted in Rongai Sub-County, Nakuru County. It addresses the areas including gender, age, level of education, and work experience for teachers. Figure 4.1 shows the gender of teachers who responded to the questionnaire.

Figure 4.1

Gender of Respondent Teachers

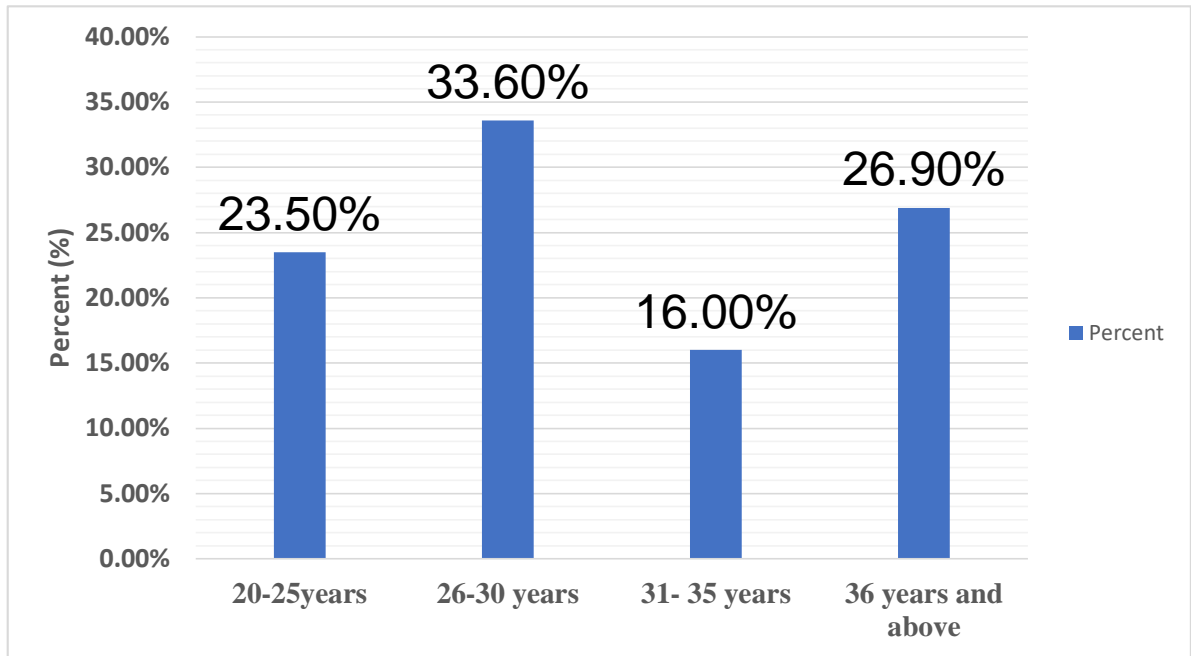


The findings in Figure 4.1 indicated that the majority of the respondents (teachers) were male 65 (55.1%). There were 53 female participants, representing 44.9% of the sample. This indicates that both male and female teachers participated in the study, although the number of male teachers was higher. The inclusion of both genders ensures a balanced representation, which is important for the validity and generalizability of the research

findings. Analysis was also done on the age of respondents (teachers) and results are indicated in Figure 4.2.

Figure 4.2

Age of Teacher Respondents

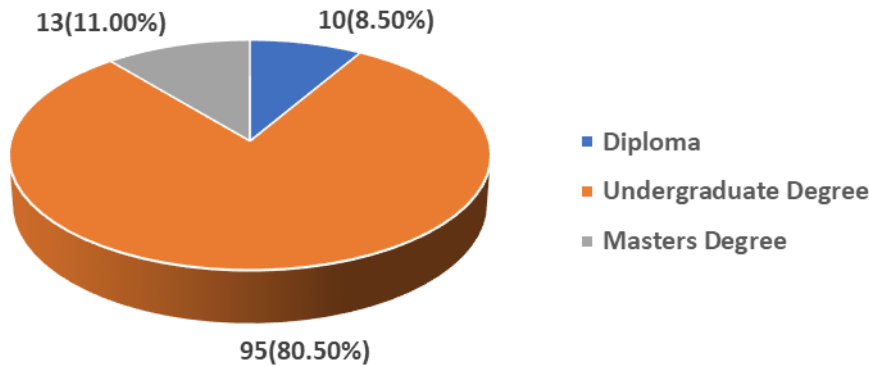


In the analysis as indicated in Figure 4.2, the highest 40 (33.6%) reported age of 26 - 30. This was followed closely by teachers above age of 36 years and above who accounted for 32 (26.9%). Respondents between the age of 20-25 years accounted for 28 (23.5%) while those between 31-35 years constituted 19 (17.5%) teachers. This demonstrates that majority of the teachers in Rongai Sub-County consisted of a younger population who are still energetic but they may not have adequate experience in regards to students' discipline.

Data were further analysed on the highest level of education of teachers. The results are indicated in Figure 4.3.

Figure 4.3

Highest Education Level of Teachers

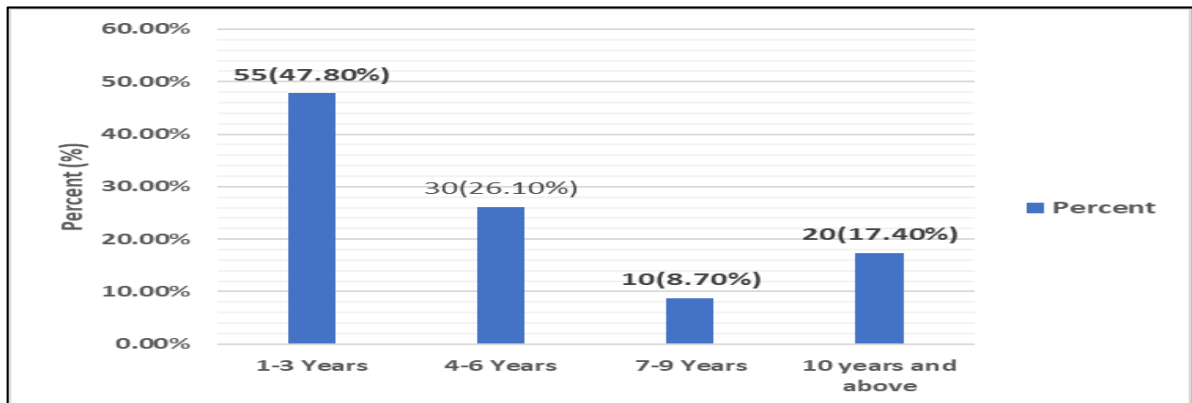


The investigation on the education level of teachers presented on Figure 4.3 shows that majority of the participants had studied up to undergraduate degree level 95 (80.5%) followed by the master's degree holder 13 (11.0%) while diploma holders the lowest 10 (8.5%). The study findings revealed that the majority of teachers in Rongai Sub-County, Nakuru County held bachelor's degrees. This indicates that most teachers had attained the minimum professional qualifications required to perform their duties effectively. A higher level of education equips teachers with not only subject knowledge but also pedagogical skills, including classroom management and student behavior strategies. Well-trained teachers are more likely to implement appropriate disciplinary measures, foster positive student-teacher relationships, and create structured learning environments. Therefore, the presence of adequately educated teachers contributes significantly to the effective management of discipline in schools, which in turn enhances the overall learning atmosphere.

Finally, data were analyzed on years the respondents have worked in their respective schools. The results are indicated in Figure 4.4.

Figure 4.4

Number of Years Worked in the School



On work experience, the result of the study indicates that majority of the respondents had worked for a duration of 1-3 years 55 (47.8%), followed by 4-6 years 30 (26.1%) while 20 (17.4%) had worked for 10 years and above. The lowest number of teachers 10 (8.7%) had worked between 7-9 years This demonstrates that most of the teachers in the selected schools of Rongai Sub-County had been working for less than 3 years, which shows they had little experience in dealing with discipline issues in the schools. The study revealed that the mean years of work experience among teachers in Rongai Sub-County was approximately 5.13 years. This average suggests that the teaching workforce is relatively young in terms of professional experience. While the majority of respondents (47.8%) had only 1–3 years of experience, the mean is slightly higher due to the presence of a smaller group of more experienced teachers, particularly those with over 10 years of service. Despite this, the mean still indicates that most teachers had limited practical experience, which may affect their ability to effectively handle complex issues such as student discipline. This highlights a potential need for targeted professional

development and mentorship programs to support less experienced teachers in managing school discipline challenges.

4.4 Demographic Information of Student Respondents

Data were analysed on the gender distribution of respondents and results indicated in Figure 4.5.

Figure 4.5

Gender of Student Respondents

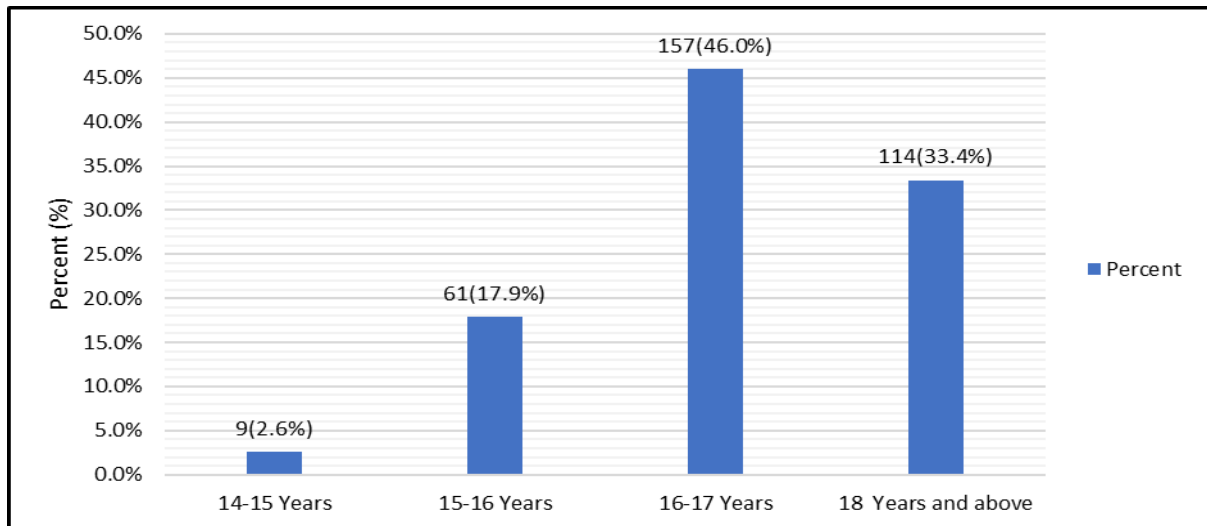


The analysis presented in Table 4.5 revealed that the majority of the students were female who constituted 232 (68.6%) while 106 (31.4%) were males. These findings show that both girls and boys participated, though females were more in number than girls. The higher number of female participants suggests that girls may be more engaged in school activities, including decision-making processes. Their active involvement could positively influence school discipline by fostering inclusivity, responsibility, and balanced perspectives in managing behavioral issues. Correcting data from both genders provided balanced opinions that helped enrich the study findings.

A summary of the age of students is presented in Figure 4.6.

Figure 4.6

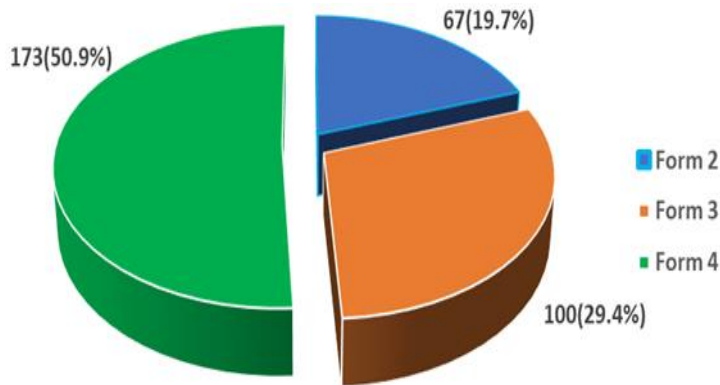
Age of Students



The analysis of respondents by their age showed that the majority 157 (46. %) were aged 16-17, followed by those of 18 years and above 114 (33.4%) followed by those of 15-16 years old 61(17.9%) and lastly only those between 14-15 years were the least 9 (2.6%). A reasonable population of the students were aged 16 years and above. The Estimated Mean Age was 16.9, which supports the statement that a reasonable proportion of students were 16 years and above. The age of the students therefore is significant in determining the level of their discipline in school. Thus, the information they provided helped in enriching the study. Data were also analysed on the class/form the respondents hailed from. The results are presented in Figure 4.7.

Figure 4.7

Student Respondents Class



Analysis on the form level by the respondents revealed that majority 173 (50.9%) were form four students, followed by form three 100 (29.4%) while the lowest were from form two 67 (19.7%). The study findings indicated that most students were the upper classes and stayed longer in the school, which helped the study to achieve its objectives in Rongai Sub-County, Nakuru County. Similarly, the population signifies that most students complete their secondary studies due to certainty in discipline.

Data were also analysed on principals' experience to find out whether they had acquired more knowledge and skills over the period of their service, which could have helped them, apply various techniques in the management of discipline among the learners. Table 4.2 shows the summary of the findings.

Table 4.2

Distribution of Principals and according to Experience (n=9)

	F	%
1-3 years	1	11.1
4-6 years	5	55.6

7-9 years	1	11.1
10 years and above	2	22.2

Table 4.2 shows that slightly more than half of the principals 5(55.6%) had served in leadership positions for 4–6 years, while 2(22.2%) had been in such roles for 10 years or more. These findings suggest that most principals in public secondary schools have accumulated substantial experience, equipping them with the skills and insight necessary to manage student discipline effectively. Experienced principals are more likely to foster inclusive decision-making structures, allowing students to participate in school governance and disciplinary processes. Such participation not only empowers students but also promotes a sense of responsibility and ownership, which can lead to improved discipline. Conversely, principals with limited experience may lack the capacity to engage students meaningfully in decision-making or handle complex behavioural issues consistently. This supports Welsh’s (2023) assertion that practical knowledge gained over time is essential in managing learners effectively. Therefore, the experience of school leaders is a critical factor influencing both the management of student discipline and the extent to which students are involved in shaping a positive school environment.

4.4 Influence of Students' Participation in Classroom Decisions on Discipline

The first objective sought to examine how students' participation in classroom decisions influence discipline in public secondary schools in Rongai Sub-County. Data were collected from both teachers and students. Data were collected using a questionnaire with Likert scale items with a range of scores from 1-5; 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree and 5 - Strongly Agree, for both independent and dependent variables. Descriptive statistics were used to summarise the data using tables of frequencies and percentages. Qualitative data from school principals were also analysed. The results are presented in Table 4.2.

Table 4.2
Perception on Participation of Students in Classroom Decisions

Statement Students (n=343)	SD (1)	D (2)	N (3)	A (4)	SA (5)	N	\bar{x}
	f (%)	f (%)	f (%)	f (%)	f (%)		
I am involved in the formation of group discussion	10.5%	8.5%	9.6%	42.3%	29.2%	343	3.71
I am involved in selecting the type of assignments that we are given	32.1%	25.1%	14.3%	17.2%	11.4%	343	2.51
I am involved in setting academic targets	8.7%	9.3%	12.0%	36.7%	33.2%	343	3.76
I make suggestions on how classroom seating arrangements should be	31.8%	23.0%	17.2%	18.1%	9.9%	343	2.51
I am involved in giving feedback on lesson delivery by teachers	16.3%	22.7%	21.6%	23.3%	16.0%	343	3.00
I participate in making the class timetable	49.4%	27.5%	8.8%	7.9%	6.4%	342	1.94
I am allowed to make subjects choices	9.0%	5.2%	11.4%	33.5%	40.8%	343	3.92
Students give views on class noise makers	19.4%	19.6%	29.9%	20.5%	10.6%	341	2.83
I participate in giving views on class harassment	47.4%	28.1%	7.9%	7.6%	9.1%	342	2.03
Aggregate Mean Score (\bar{x}) = 2.90, Standard Deviation = .68							

Statement Teachers (n=121)							
Teachers involve students in the formation of group discussions.	1(0.8%)	0(0.0%)	12(9.9%)	52(43.0%)	56(46.3%)	121	4.34
Teachers discuss with students the nature of assignments	2(1.7%)	9(7.4%)	18(14.9%)	68(56.2%)	24(19.8%)	121	3.85
Teachers and students discuss setting academic targets.	1(0.8%)	2(1.7%)	8(6.6%)	54(44.6%)	56(46.3%)	121	4.34
Teachers listen to recommendations from students on how classroom seating arrangements should be.	4(3.3%)	13(10.7%)	25(20.7%)	55(45.5%)	24(19.8%)	121	3.68

The results from Table 4.2 indicate that majority of the students (42.3% and 29.2%) agreed and strongly agreed respectively that they are involved in the formation of group discussions. Similarly, majority of teachers (43% and 46.7%) agreed and strongly agreed respectively share the same view they involve students when forming group discussions. Qualitative data from school head-teachers also confirmed that formation of class discussion groups as one of the areas in which students are engaged. Indeed, one of the school principals emphasized, thus:

Actively involving students in the formation of discussion groups significantly enhances the effectiveness and productivity of discussions. When students have a voice in shaping their groups, resistance is minimized, engagement levels increase, and a sense of ownership is fostered. This collaborative approach creates a supportive and inclusive learning environment where students feel more comfortable sharing ideas, seeking clarification, and actively participating in discussions. As a result, improved academic performance is often recorded. Therefore, I consistently emphasize to both teachers and students that the formation of discussion groups should be as collaborative and student-centred as possible to maximize learning outcomes (Head-teacher 3, August 11, 2024).

According to Chiriac and Karin (2018), effective group discussion is anchored on students' participation in their making and they are likely to comply with the rules of engagement.

On selection of nature of assignments given, majority of students (32.1% and 25.1%) strongly disagreed and disagreed respectively that they are involved. To the contrary, majority of the teachers (56.2% and 19.8%) agreed and strongly agreed respectively that they discuss with students the nature of assignments. Data from the

interview with school principals also concur that students are engaged in coming out with assignment schedules. The views of teachers and school principals differ with that of students indicating a serious disconnect when it comes to giving of assignments which can be a potential source of conflict and indiscipline. Shiva (2023) opines that failure to fully engage students in nature of assignments given creates anxiety when it comes to presenting of the assignment as it could be both difficult and too much to bear within limited timeline. Moreover, failure to effectively manage assignments given to students including examinations has been reported to cause anxiety among students which has been a recipe of unrest (Otundo,2021).

Regarding setting of targets, majority of students (36.6% and 33.2%) agreed and strongly agreed respectively that they are involved in setting of academic targets. Similarly, 44.6% of teachers agreed, while 46.3% strongly agreed with the same statement. The school principals also were of the view that when students are involved in setting academic targets, they are likely to own the goals set and will almost definitely work towards meeting them eliminating resentment. One of the interviewees explained:

The setting of academic targets in my school is a structured and collaborative process carried out during academic clinics. These sessions bring together parents, teachers, and students to engage in meaningful discussions about academic progress, strengths, and areas for improvement. Through this interactive approach, realistic and achievable goals are set, ensuring that students receive the necessary support and motivation to enhance their performance. This partnership fosters a sense of shared responsibility and accountability, creating a supportive learning environment that encourages continuous academic growth and success (Head-teacher 1, August 15, 2024).

Arguing on similar vein, Susan (2022) posits that collaborative setting of academic targets motivates students and is associated with performance improvement and overcomes resentment.

On involvement of students in making decision on sitting arrangement in the classroom, majority of students (31.8% and 23%) strongly disagreed and disagreed respectively that they are involved in the process. To the contrary, majority of teachers (45.5% and 19.8%) respectively are of the view that they seek opinions of teachers when it comes to decisions of the sitting arrangement. Views of the school head-teachers point out seating arrangement is at the discretion of the teacher. The findings make a point of divergence as views of the teacher and students do not concur. According to Gremmen et al (2024) seating arrangement is part of the critical classroom management practice, often ignored by the teachers. Yet, it affects learning social and physical environment central to discipline and performance of students.

In regard to involvement of students in giving feedback on lesson delivery by teachers, the response by students–(16.3% and 22.7%) strongly disagreed and disagreed respectively that they are involved in giving feedback. Almost a similar number of teachers (23.3% and 16%) strongly agreed and agreed respectively that they are involved in giving feedback. It seems students are divided on this matter which is further attested by the indicated 21% of students who are non-committal on the same. However, majority of the teachers (44.2% and 23.3%) agreed and strongly agreed respectively that students are involved in giving feedback on teacher’s lesson delivery. However, data from the interview indicated that students hardly take part in giving effective feedback on quality of lesson delivery.

Head-teachers elaborated that:

Class monitors are expected to fill a form on class attendance by teachers as a means of monitoring curriculum implementation. However, they hardly give feedback on quality of lesson delivery despite encouraging them to do so. Perhaps they fear backlash and intimidation from teachers (Head-teacher 2, August 15, 2024).

Denying students opportunity to provide feedback on quality of delivery of the lesson may inhibit quality teaching which may frustrate attainment of set academic targets. According to Mandouit and Hattie (2023) providing students with opportunity to provide feedback informs the use of more effective instructional methods crucial to attainment of set education and performance goals.

Concerning involvement of students in making the class timetable, majority of students strongly disagreed (49.4%) and disagreed (27.5%) that they are involved. Teachers are somewhat of similar opinion with 17.4% and 29.8% strongly disagreeing and disagreeing respectively that they engage students in making class timetables. Moreover, 21.5% were non-committal which indicates that students are hardly brought on board. School principals were concurring that making of classroom timetable is a staff and official affair. The findings are consistent with Akech, Ngwacho and Nyatuka (2022) who posited that students are hardly involved in making of school routine including timetables which is a recipe of chaos and indiscipline. According to Stenberg (2021), students should be fully involved in making of entire school programmes to avert resentment.

Opinion was also sought on participation of students in subject selection. The responses revealed that majority of the students (33.5%) and (40.8%) agreeing and strongly agreeing respectively that they are allowed to make decisions on subject choices. Teachers also concurred with 34.7% agreeing and 56.8% strongly agreeing that student are allowed to make subject choices. Qualitative data from interview also corroborated that students are allowed to make subject choices. One of the respondents stated that;

Although most subjects are compulsory, we provide students with the flexibility to select subjects within designated clusters that align with their interests, strengths, and abilities. This approach ensures that learners can make informed choices that enhance their academic engagement and overall performance. For instance, in my school, students have the option to choose one subject from Business, Computer Studies, and Agriculture, allowing them to explore fields that resonate with their aspirations. Additionally, they can select between Physics and Biology based on their academic inclinations and career goals. By granting students the freedom to choose subjects that align with their preferences, we foster motivation, enhance commitment to learning, and ultimately contribute to improved academic outcomes

(Head-teacher 8, August 16, 2024).

Consistent with these findings is study in Rwanda by Kizito et al (2022) who reported that 80% of students were allowed to make subject choices which is important in connecting them to preferred careers.

Respondents were also asked about students' involvement in giving views about noise making. The results indicated that 6.7% of teachers strongly disagreed with engaging students in such discussions, while 9.2% disagreed. Additionally, 15.0% of respondents had no opinion on the matter. On the other hand, a significant portion of teachers supported this approach with (40.0%) agreeing and (29.2%) strongly agreeing that discussing noise-making with students is an effective strategy. To the contrary, majority of teachers (40.0%) and (29.2%) agreed and strongly agreed respectively that students' views are sought on noise making. The reported divergent of views may point at likely conflict on how noise making is handled in the class. Data from interviews also reveal divergence of views with some head-teachers saying it's the discretion of class teachers to handle noise making in the

best way possible. Another school head-teacher elaborated that; “you cannot consult students in everything and noise making has to be controlled with or without the student’s input”. Lack of adequate engagement of students in developing strategies to manage noise may escalate to resentment when stern measures are taken. According to Bulunuz, Coskun Onan & Bulunuz (2021) engaging students in noise making control strategies is a necessary classroom management aimed at creating a suitable school learning environment.

Respondents were also asked about the extent to which students are involved in expressing their views on class harassment. The majority of students (47.4%), strongly disagreed, while 28.1% disagreed, indicating that they do not actively participate in discussions on this issue. To the contrary, majority of teachers (43.4%) and 36.4% strongly agreed and agreed respectively that students participate in giving views about class harassment. This is another point of divergence. The findings may point out that students may be dissatisfied with the level at which they participate in giving views about class harassment. Students need to be fully engaged especially harassment control measures especially on sensitization on school rules and regulations means of reporting the incidences and consequences thereof. Arguing on similar vein, Fazal and Syed (2017) underscores the need to fully engage students in harassment control measures to ensure serene and risk-free environment to effectively pursue education goals.

Overall, the composite score suggests that learners' involvement in decision-making at the classroom level is relatively low ($\bar{x} = 2.93$, $s = 0.67$). According to the findings, students’ involvement in decision making at classroom level is minimal. The findings further show that students’ perception on their involvement is at a lower level compared to the teachers who rate at moderate extent ($\bar{x} = 3.84$, $s = .70$). According to Kuhn et al, (2021) teachers tend to rate participation higher than the students. Kuhn et al (2021) further explains that views of student tend to be more informative as they are the recipients of any

engagement initiative therefore, they are in a better position to express an opinion on extent of their involvement in decision making. Accordingly, it can be concluded that students are not adequately involved in decision making in classroom decisions. The findings are consistent with views of Andersson (2019) and Keusu and Alhatron (2020) who aver that despite policy provisions on student participation in decision making, the practice has been elusive.

The findings reveal that students' participation in classroom-level decision-making remains limited in public secondary schools in Rongai Sub-County. While students are moderately involved in forming discussion groups and setting academic targets, areas shown to foster ownership and discipline, their participation is significantly lower in key areas such as assignment planning, class timetables, seating arrangements, and feedback on lesson delivery. Notable discrepancies exist between student and teacher perceptions, highlighting a disconnect in engagement practices. These gaps may hinder the development of a supportive and disciplined learning environment. The evidence suggests that meaningful student involvement enhances responsibility, reduces resistance, and supports effective discipline. Thus, strengthening student participation mechanisms could be a vital strategy for improving discipline and academic performance in schools.

4.5 Students' Participation in Making School Rules and Regulations on Discipline

The second research objective assessed whether students' participation in making school rules and regulations influenced discipline in public secondary schools in Rongai Sub-County, Nakuru County. The rating scale on a Likert scale ranged from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The responses obtained were used to compute frequencies and percentages as well as an aggregate mean score (\bar{x}) and standard deviation (s) for all the items used to rate the influence of students' participation in making school rules on discipline. The results were presented in Table 4.3.

Table 4.3

Participation in Making School Rules and Regulations on Discipline

Statement	Students (n=343)	SD (1)	D (2)	N (3)	A (4)	SA (5)	n	\bar{x}
		f (%)	f (%)	f (%)	f (%)	f (%)		
1.	I am involved in setting time for morning and evening preps.	130(38.0%)	83(24.3%)	38(11.1%)	58(17.0%)	33(9.6%)	342	2.36
2.	I participate in updating school rules and regulations.	152(44.3%)	88(25.7%)	44(12.8%)	40(11.7%)	19(5.5%)	343	2.08
3.	I am involved in making rules on the use of digital devices like phones and laptops and websites.	207(60.3%)	65(19.0%)	28(8.2%)	26(7.6%)	17(5.0%)	343	1.78
4.	I participate in developing rules for dressing code.	129(37.6%)	97(28.3%)	63(18.4%)	35(10.2%)	19(5.5%)	343	2.18
5.	I give suggestion on type of shoe colours, length of hair and fingernails.	192(56.0%)	76(22.2%)	27(7.9%)	26(7.6%)	22(6.4%)	343	1.86
6.	I am involved in formulating the school menu.	180(52.5%)	83(24.2%)	36(10.5%)	23(6.7%)	21(6.1%)	343	1.90
7.	I am allowed to give my opinion on school rules and regulations	131(38.2%)	66(19.2%)	55(16.0%)	59(17.2%)	32(9.3%)	343	2.40
8.	I am involved to setting rules and regulations on school assignments	148(43.3%)	77(22.5%)	44(12.9%)	52(15.2%)	21(6.1%)	342	2.18
9.	I am involved in deciding punishment for late comers	195(56.9%)	76(22.2%)	33(9.6%)	18(5.2%)	21(6.1%)	343	1.82
Aggregate Mean Score (\bar{x}) = 2.90, Standard Deviation (s) = .68								

Statement	Teachers (n=121)							
1.	Teachers involve students in setting time for morning and evening preps.	11(9.2%)	23(19.2%)	17(14.2%)	52(43.3%)	17(14.2%)	120	3.34
2.	Students participate in updating school rules and regulations.	17(4.0%)	27(22.3%)	23(19.0%)	42(34.7%)	12(9.9%)	121	3.04
3.	Students are given the opportunity to recommend best practices for the use of digital devices like phones and laptops and websites.	19(15.8%)	32(26.7%)	28(23.3%)	27(22.5%)	14(11.7%)	120	2.87
4.	Students participate in developing rules for dressing code.	23(19.2%)	31(25.8%)	29(24.2%)	27(22.5%)	10(8.3%)	120	2.75
5.	Students are allowed to suggest shoe colours, length of hair and fingernails.	35(28.9%)	36(29.8%)	21(17.4%)	16(13.2%)	13(10.7%)	121	2.47
6.	Students are involved in formulating the school menu	22(18.2%)	37(30.6%)	31(25.6%)	24(19.8%)	7(5.8%)	121	2.64
7.	Teachers listen to opinion of student on school rules and regulations	15(12.5%)	16(13.3%)	21(17.5%)	50(41.7%)	18(15.0%)	120	3.33
8.	Teachers and students agree on rules and regulations for school assignments	11(9.1%)	14(11.6%)	24(19.8%)	47(38.8%)	25(20.7%)	121	3.50
9.	Teachers involve students in deciding punishments for latecomers	15(12.6%)	25(21.0%)	19(16.0%)	42(35.3%)	18(15.1%)	119	3.19
Aggregate Mean Score (\bar{x}) = 3.03, Standard Deviation (s) = .86								

The findings in Table 4.3 reveal a clear disconnect between student perceptions and principal reports. Majority of the student respondents (38.0%) strongly disagreed and (24.3%) disagreed, indicating they were not involved in determining morning and evening prep schedules. This suggests that they feel excluded from this decision-making process. However, one school principal claimed that students are indeed involved in planning the school routine, including prep schedules. This discrepancy may indicate either a lack of genuine student participation or poor communication about their role in these decisions. It raises concerns about student voice and representation in school governance, highlighting the need for clearer engagement strategies. In relation to these findings, a study by Kagendo (2021) examined the influence of student participation in decision-making on student discipline in secondary schools in Tharaka-Nithi and Nairobi counties, Kenya. The study found that schools with moderate levels of student involvement in managing the curriculum, student welfare, and other areas experienced better student discipline, with fewer incidents of strikes and indiscipline. This suggests that when students are actively engaged in decisions affecting their school life, including study routines, they are more likely to feel a sense of ownership and responsibility, leading to improved behaviour and reduced cases of indiscipline.

Regarding the participation of students in updating of school rules and regulations, 44.3% of students strongly disagreed and 25.7% disagreed that they are involved in the process. To the contrary, 34.7% of teachers strongly agreed and 9.9% agreed and respectively that students are involved in updating of schools' rules and regulations. Similarly, school principals are of the view that students are involved in updating school rules and regulations. The contrast points at possibility that students are not adequately involved in formulation and updating of school and regulations. The findings are consistent with observation of Omija, Ngwacho and Nyatuka (2022) who reported that students are

hardly involved in making decisions on school rules which attracts resentment and resistance leading to incidences of discipline.

The aggregate mean score of 3.03 indicates a moderate level of student involvement in setting prep times and updating school rules. However, the relatively high standard deviation of 0.86 suggests varied responses, reflecting inconsistent practices and perceptions among respondents.

Teachers were asked to give their opinion on whether students are given an opportunity to recommend best practices for the use of digital devices like phones and laptops and websites. According to the findings, 60.3% of students strongly disagreed while 19% disagreed that they are involved in making decision on use of digital devices. Similarly, 15.8% of the students strongly disagreed that they were involved in making decisions on use of digital devices. The school principals also reported that students cannot be involved in all aspects of management. Kiprop (2021) also noted that student's involvement in decision making is not wholesome and often rare and tokenistic which is a recipe of resentment and possible indiscipline.

Students were asked on their opinion on whether students views were considered when developing rules on dress code. According to the findings, high number of students, (37.6% and 28.3%) strongly disagreed and disagreed respectively with the statement. Similarly, (19.2% and 25.8%) of teachers strongly disagreed and disagreed respectively that students are involved in making decisions on dress code. The school principals also reported that dressing code was decided long ago hence no need of consultation. One of the school head-teachers elaborated that; "schools have long held culture which is not easy to change." Arguing on similar vein, Kabia, Shem and Machyo (2021) point out that dress code for a school is mandatory practice based on school norms.

Respondents were asked for their perspectives on students' opinions are regarding shoe colours, hair length, and fingernail length. According to the findings, majority of the students (56.0%) and 22.2% strongly disagreed and disagreed respectively that students are consulted. Majority of teachers (28.9% and 29%) strongly agreed and disagreed respectively that students are involved in making decisions about colour of shoes, length of hair and finger nails. Data from school principal also corroborate that some decisions are definite and rigid based on standards and culture of the school community. Perhaps this rigidity of the school norms with limited room for negotiation may be the recipe for consistent indiscipline reported in schools. The issue of grooming in schools in Kenya has been controversial with students petitioning to be let free to adopt their choice of lifestyles (Oruma, 2020).

Respondents were asked whether students are allowed to give their views on school menu. An overwhelming majority of students (52.5%) strongly disagreed and 24.2% disagreed agreed that they are involved in making decision over the school menu. Similarly, majority of teachers concurred with (18.2% and 30.6%) strongly disagreeing and agreeing respectively that students are involved in making decision on the menu. School principals also pointed out that school menu is predetermined due to cost implication otherwise yielding into the demands of students may perhaps be untenable. One of the school principals elaborated:

The type of menu that students may request is not feasible due to budgetary constraints, as accommodating their preferences would require additional resources that exceed the school's financial capacity. Any attempt to modify the menu based on student opinions would inevitably lead to increased costs, resulting in higher levies that many parents may struggle to afford. Given the need to maintain affordability while ensuring that all students receive a nutritious meal, the school has

opted to retain *githeri* as the primary dish. This decision is made pragmatically, prioritizing financial sustainability and equitable access to meals rather than engaging in extensive debate over menu options (Head-teacher 7, August 18, 2024).

The study also showed that majority of students (38.2%) and 19.2% strongly disagreeing and disagreeing respectively that their opinion is sought on school rules and regulations. The results contradict with the views of teachers with the majority consisting of 41.7% and 15.0% agreeing and strongly agreeing respectively. Additionally, the school principals also support that student opinions are sought on school rules and regulations. The principals elaborated on the approach taken to familiarize students with school regulations that:

At our school, we take students through the school rules and actively seek their opinions to ensure they fully understand the norms and expectations. By involving them in this process, we create a sense of ownership and responsibility, which significantly enhances discipline. When students are well-informed about what is expected of them, they are more likely to adhere to the rules, fostering a more orderly and respectful learning environment (Head-teacher 6, August 16, 2024).

Nevertheless, the contrasting views of teachers and school principals on one hand and students on the other hand is an indicator of potential disconnect on how students are involved in formulation of school rules and regulations. Indeed, according to Kiprop (2021) and Amija, Ngwacho and Nyatuka (2022) students are to a very low extent consulted on rules and regulations. Yet, it has been attested involvements of students in formulation of rules and regulations is a significant predictor of student discipline according to Amija et al (2022).

The study further revealed that majority of students (43.3%) and 22.5% strongly disagreed and disagreed respectively that they are involved in setting rules and regulations on school assignments. To the contrary, 38.8% and 20.0 % of teachers strongly agreed and agreed respectively that students are involved in setting rules on assignments. The schools' principals also acknowledged that they encourage the teachers to agree with students on how to conduct effective assignments. However, the results point out students are not content with extent of their involvement in the way assignments should be conducted. According to Emmer, Evertson (2013) effective classroom management entails involving students in all aspects of classroom instruction to achieve designated academic goals.

Finally, the respondents were asked their opinion on whether students are involved in deciding the punishment to be meted out to late comers. According to the findings, majority of students strongly disagreed (56.9%) and disagreed (22.2%) that students participate in deciding punishment for late comers. To the contrary, majority of teachers strongly agreed (35.3%) and agreed (15.1%) that students are engaged in deciding the punishment to administer to late comers. Furthermore, there was a noticeable difference between the views of students and teachers, suggesting that students were dissatisfied with the extent to which they were involved in determining appropriate punishments. Failure to consult students in matters of discipline is contrary to the provisions of the Basic Education Act (2013) which provides full involvement of students in decision making especially through student council to avert indiscipline.

When composite score was calculated, results indicated that on average, students are involved to a low extent $\bar{x} = 2.04$, $s=.81$ in making rules and regulations. However, data from teachers when the composite score is computed students are involved in making rules and regulations to a moderate extent ($\bar{x} = 3.03$, $s=.86$). According to Kuhn et al, (2021) teachers tend to rate participation of students in the management of the school higher than

the students. However, it is still indicative that students are not fully involved in making decisions. The findings corroborate with views of school principals who opined that schools are usually pre-set and therefore students may only be consulted when new clauses are introduced. The principals concluded that students can only be involved to some extent but not whole some. Arguing on similar vein, Akech, Ngwacho and Nyatuka (2022) on a study on involvement of students in making school rules the input of students is not full which limits ownership of the regulations- a recipe for resentment.

The findings reveal a significant disconnect between students' perceptions and those of teachers and principals regarding involvement in school decision-making. While teachers and principals believe students are moderately engaged in setting rules for prep time, dress codes, school menus, digital device use, and discipline, the majority of students report low or no involvement. The aggregate mean score ($\bar{x} = 2.04$, $s = .81$) from students suggests minimal participation, whereas teachers rated involvement higher ($\bar{x} = 3.03$, $s = .86$). These discrepancies highlight a need for more genuine, inclusive student engagement in school governance to foster discipline, ownership, and a positive learning environment.

4.6 Influence of Students' Participation in co-curricular Activities Decisions on School Discipline

The third research objective sought to determine whether students' participation in co-rricular activities decisions influence school discipline in public secondary schools in Rongai Sub-County, Nakuru County. The sampled teachers and students were presented with nine items on a five-point Likert scale and were requested to indicate the response that best represented their opinions on the rating scale. The rating scale ranged from Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The responses obtained were used to compute frequencies and percentages as well as an aggregate mean score (\bar{x}) and standard deviation (s) for all the items used to rate the influence of students'

participation in co-curricular activities decisions on school discipline. The results are presented in Table 4.4.

Table 4.4

Students' Participation in Co-curricular Activities Decisions on School Discipline

Statement Students (n=343)	SD (1)	D (2)	N (3)	A (4)	SA (5)	N	\bar{x}
	f (%)	f (%)	f (%)	f (%)	f (%)		
1. I participate in making decisions on co-curricular activities rules and regulations.	(31.5%)	(25.1%)	(15.7%)	(20.1%)	(7.6%)	343	2.47
2. I participate in deciding the type of transport to be used for co-curricular activities.	(41.5%)	(28.7%)	(15.2%)	(8.2%)	(6.4%)	342	2.09
3. I participate in making a timetable for co-curricular activities.	(40.9%)	(30.1%)	(12.3%)	(10.2%)	(6.4%)	342	2.11
4. I participate in selecting the games uniform.	(38.2%)	(28.0%)	(14.0%)	(12.2%)	(7.6%)	343	2.23
5. I am free to join a game of my choice.	(7.0%)	(3.5%)	(8.7%)	(25.4%)	(55.4%)	343	4.19
6. I am free to change a sport activity to another.	(7.3%)	(7.6%)	(12.5%)	(32.9%)	(39.7%)	343	3.90
7. I am free to join a club of my choice.	(6.1%)	(4.7%)	(12.0%)	(25.1%)	(52.0%)	342	4.12
8. I am involved in deciding the number of games to be introduced in school	(27.4%)	(25.9%)	(23.3%)	(12.0%)	(11.4%)	343	2.54
9. I am involved in setting rules and regulations for cultural displays	(35.1%)	(23.4%)	(25.7%)	(7.0%)	(8.8%)	342	2.31
Aggregate Mean Score (\bar{x}) =2.04, Standard Deviation (s) =.81							

Statement Teachers (n=121)							
1. Teachers encourage students to participate in making decisions on co-curricular activities rules and regulations.	(5.0%)	(10.0%)	(17.5%)	(45.0%)	(21.7%)	119	3.69
2. Students decide the type of transport to use for co-curricular activities.	(13.2%)	(40.5%)	(21.5%)	(12.4%)	(10.7%)	119	2.66
3. In my school, students participate in making a timetable for co-curricular activities.	(11.7%)	(42.5%)	(20.8%)	(15.8%)	(8.3%)	119	2.66
4. Students participate in selecting games uniform.	(12.5%)	(30.0%)	(17.5%)	(26.7%)	(11.7%)	118	2.95

5. Students are free to join a game of their choice.	(3.3%)	(2.5%)	(5.8%)	(28.1%)	(57.9%)	118	4.38
6. Teachers allow students to change a sport activity	(5.0%)	(4.1%)	(9.1%)	(38.8%)	(40.5%)	118	4.08
7. Teachers allow students to freely choose a club of their choice	(0.8%)	(4.1%)	(4.1%)	(32.2%)	(56.2%)	118	4.42
8. Teachers and students agree on the number of games to be introduced in school	(7.5%)	(14.2%)	(21.7%)	(33.3%)	(20.0%)	116	3.46
9. Teachers and students decide on rules and regulations for cultural display.	(6.6%)	(15.7%)	(21.5%)	(31.4%)	(22.3%)	118	3.48
Aggregate Mean Score (\bar{x}) = 3.53, Standard Deviation (s) = .64							

On whether teachers encourage students to participate in making decisions on co-curricular activities rules and regulations, majority of students (31.5% and 25.1%) strongly disagreed and disagreed respectively that they participate on co-curriculum activities rules and regulations. On the other hand, majority of the teachers (45.0%) strongly agreed and (21.7%) agreed that teachers encourage students to participate in making decisions on co-curricular activities rules and regulations. In support of the same, one of the school principals responded; “I always encourage the games department to set ground rules with students when it comes to co-curricular activities to ascertain discipline at times especially when students compete with other schools.” However, the views of students are a pointer that they are not adequately involved in rules and regulation to be observed in extra curriculum activities. Martin (2015) advises that students should be involved in all decisions on all aspects of cocurricular activities to allow them to own the activities.

Views of respondents were sought on whether students participate in deciding the type of transport used for extra-curricular activities. Majority of students (41.5% and 28.7%) strongly disagreed and disagreed respectively that they participate in deciding on type of transport to be used for co-curricular activities excursions. Similarly, teachers concurred as (13.2% and 40.5%) strongly disagreed and disagreed respectively with the

statement. Data from interview also indicated that means of transport is a sensitive issue because cost and safety implications especially if the school does not own a bus. One of the school head-teacher added. “My school has a bus therefore means of transport is obvious hence no need of consultation.”

Views were also sought from respondents on whether students participate in making a timetable for co-curricular activities. Majority of students (40.9% and 30.1%) strongly disagreed and disagreed respectively that they participate in making time table for extra curriculum activities. Similarly, teachers concurred as (11.7% and 42.5%) strongly disagreed and disagreed respectively with the statement. Data from interview also indicated that means of schools have traditional routines for both curricular and co-curricular activities depending on school norms and practices. However, this is an area where students can be involved especially if there are some changes to be made. Assante and Gabriela (2023) point out that involving students in making decisions on co-curricular activities enhance quality and effective participation of students in the activities.

Opinions were also sought on participation of students in selecting the colour of games uniform. According to the students, majority of the students (38.2% and 28.0%) strongly disagreed and disagreed respectively that students are involved in the choice of games un informs. Similarly, majority of teachers (12.5% and 30.0%) strongly disagreed and disagreed respectively. Perhaps lack of involvement in choice of games uniform is because the type of uniforms including games uniform is often predetermined. According to Vavrik (2024) choice of school uniforms is one of the areas where students are least involved.

With regard to students selecting games of their own choice, majority of students (25.4% and 55.4%) strongly agreed and agreed respectively to do games of their own

choice. Similarly, teachers also concurred with students' views with (28.1% and 57.9%) strongly agreeing and agreeing respectively that students are allowed to do games of their own choice. Data from interviews indicated that with games and sports, students are expected to major on their interest and talents depending on type of games available in the school. According to Wilson (2019), allowing students to participate in games and sport they are good at improves self-concept, motivation and discipline. Participation in sports may also provide students with unique development opportunities that positively impact in the student's social self-concept (Wilson, 2019).

Respondents were asked to state their opinion on whether students are allowed to change sporting activity. Majority of the students (32.9% and 39.7%) strongly agreed and agreed respectively with the statement. Teachers were also indicated that students are allowed to change sport activity with (38.8%) agreeing and (40.5%) strongly agreeing. Qualitative data from interviews also indicate that students are free to change sport depending on potential and interest which improves motivation and discipline. Indeed, allowing students to change sport is in line with dynamic interest of students of associated with better performance outcome in both curricular and co-curricular activities. According to Deya (2017) allowing student to pursue the game of their choice enhances motivation and discipline.

Respondents were asked to state their opinion on whether students are allowed to choose clubs of their choice. Majority of the students (25.1% and 52.0%) strongly agreed and agreed respectively with the statement. Teachers also stated that students are allowed to choose clubs of their choice with (32.2%) agreeing and (56.2%) strongly agreeing. Qualitative data from school principals also indicate depending on clubs available in the school, students are allowed to make choice on the clubs to enrol. One of the head-teachers elaborated that, "In my school there are about 12 active clubs and every student has a choice

to join any depending on personal interests. Moreover, clubs have stipulated rules and regulations which help to instil discipline among members.” According to Cabrejas and Mendoza (2023) allowing students freely to join clubs enhances holistic development of the child which is the overall goal of education.

Respondents were asked whether students are allowed to make decision on the number of games to be introduced in the school. Majority of the students reported that their views are not considered with (27.4% and 25.9%) strongly disagreeing and disagreeing respectively. However, (33.3% and 20.0 %) of the teachers agreed and strongly agreed respectively that students are involved in deciding the number of games. One of the school head-teachers responded that, “sometimes it is difficult to involve students because introduction of new games may need more resources that the school does not have.”

Further, respondents were asked whether students take part in deciding rules and regulations in cultural day. Majority of the students reported that their views are not considered with (35.1% and 23.4%) strongly disagreeing and disagreeing respectively. However, (31.4% and 22.3%) of the teachers agreeing and strongly agreeing respectively that students take part in deciding rules and regulations in cultural day. School principals also stated that in such occasion’s teachers are responsible and agree on ground rules with students. Perhaps students are not engaged to their satisfaction which perhaps needs an improvement. According to Kiprop (2021) when it comes to setting rules students hardly fully participate which can create resentment.

Composite score corroborates that student’s participation in co-curricular activities is marginal ($\bar{x} = 2.89$, $s = .68$). However, for teachers, the composite score indicate that teachers are of the view that participation of students in extra- curricular activities is to a moderate extent ($\bar{x} = 3.53$; $s = .64$). As stated earlier in the past analysis, teachers rate

participation of students in school activities highly as compared to students as alluded by Kuhn et al (2021). Otherwise, studies report by M'muyuri, Kibaara and Severina (2021) and Kamau (2017) also reported that students are hardly involved in making decisions on extra curriculum activities.

The findings indicate that students' participation in decision-making regarding co-curricular activities in public secondary schools is generally low. Significant disparities emerged between students' and teachers' perceptions, with teachers often rating student involvement more positively than students themselves. While both groups agreed on students' freedom to choose sports and clubs, they diverged on issues like setting rules, timetables, and selecting uniforms or transport. Interviews with school principals also reflected limited student engagement in sensitive or resource-dependent decisions. Overall, the low composite score from students suggests marginal involvement, highlighting a need for more inclusive and transparent decision-making practices in co-curricular activities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this section of the investigation, summary of findings, conclusions and recommendations from the results are presented. The study was carried out to investigate students' participation in decision-making on school discipline in public secondary schools. The chapter also present the conclusion of the study, recommendations and suggestions for further studies.

5.2 Summary of the Findings

The summary of findings is presented according to the three study objectives; sstudents'' participation in classroom decisions, students' participation in making school rules and regulations, and students' participation in co-curricular activities decisions and school discipline in public secondary schools.

5.3 Students' Participation in Classroom Decisions

The first objective sought to examine influence of student's participation in classroom decisions on student's discipline. The findings revealed a clear difference in perception between students and teachers regarding student involvement in classroom decision-making. While students felt that their participation was minimal, indicating a low level of engagement, teachers provided a contrasting perspective, suggesting that students were included to a moderate extent. This disparity highlights a possible gap in communication or expectations between the two groups regarding the decision-making process in the classroom. The principals were also of the view that students are involved in making classroom decisions which is critical in maintaining students' discipline.

5.4 Students' Participation in Making School Rules and Regulations

The findings of the second objective on students' participation in making school rules and regulations showed that teachers believe students are moderately involved in decision-making. However, this view was contradicted by school principals, who noted that most rules are predetermined and rooted in school culture. Students echoed the principals' position, indicating minimal involvement in rule-making. This limited participation may negatively impact student discipline. When students are excluded from creating the rules they are expected to follow, they may feel disconnected, leading to resistance, resentment, and increased indiscipline. Meaningful involvement fosters a sense of ownership, which promotes compliance and responsible behaviour.

5.5 Students' Participation in Co-curricular Activities Decisions

The third objective sought to examine the influence of student participation in co-curricular activities. Students reported that their involvement in decision-making regarding these activities is relatively low. School principals agreed, noting that the structure and organization of co-curricular programs are largely dictated by the school's resources, traditions, and predetermined systems. Nonetheless, students are allowed some autonomy, such as choosing their preferred sports and clubs. This limited participation, however, may affect discipline. When students are not meaningfully involved in shaping activities that influence their social and emotional development, they may become disengaged, leading to frustration or behavioral issues. Greater involvement fosters a sense of ownership, which can enhance responsibility, motivation, and overall discipline.

5.6 Conclusion

Regarding the first objective of the study which sought to examine how students' participation in classroom decisions influence discipline, It was concluded that students' participation in classroom-level decision-making influences discipline of students though

the participation is limited in public secondary schools in Rongai Sub-County. The study concluded that while students are moderately involved in forming discussion groups and setting academic targets, their participation is significantly lower in key areas such as assignment planning, class timetables, seating arrangements, and feedback on lesson delivery which may hinder the development of a supportive and disciplined learning environment that consequently hinder the discipline of students.

Based on the second objective, the study concludes that students' participation in making school rules and regulations positively influences discipline in public secondary schools. It was further concluded that while school staff believe students are moderately involved in decisions regarding reading schedules, dress codes, digital device use, and disciplinary measures, students report minimal or no involvement. This gap suggests a need for more inclusive and meaningful student engagement in school governance to enhance ownership and reinforce discipline.

Regarding the third objective, student participation in decision-making on co-curricular activities, the study concludes that such participation positively influences student discipline. However, overall student engagement in these decisions remains low. The study found that while students are allowed some autonomy in choosing sports and clubs, their involvement in more sensitive or resource-dependent areas (such as transport, uniforms, and scheduling) is limited. This marginal participation undermines inclusivity and transparency in school governance, which can negatively affect students' sense of ownership and, consequently, their discipline. Enhancing student involvement in all aspects of co-curricular activities is therefore essential for fostering responsibility and improving school discipline.

5.7 Recommendations of the Study

This study, based on the findings, made several recommendations including recommendations for policy, recommendations for practice and the recommendations for further research.

5.7.1 Recommendations for Policy

The study recommends that the government should develop and enforce a comprehensive policy mandating structured student participation in classroom and school-level decision-making processes. This policy should include clear guidelines on student engagement in forming discussion groups, setting academic targets, giving feedback on instruction, and contributing to decisions on assignments, seating arrangements, and timetables. A framework for meaningful involvement, particularly through student councils, should be institutionalized to foster inclusivity, responsibility, and ownership. Strengthening these participatory structures will enhance student discipline, promote transparency, and improve academic outcomes by reducing resistance and promoting a more supportive school environment.

5.7.2 Recommendations for Practice

The study recommends that school principals should establish clear, structured mechanisms that meaningfully engage students in decision-making processes, especially in areas affecting their daily school experience such as prep times, dress code, digital device use, and disciplinary actions. To bridge the perception gap between students and staff, principals should foster open dialogue and consultative forums, such as functional student councils, ensuring student voices are genuinely considered. This inclusive approach promotes a sense of ownership, reduces resistance to rules, and enhances discipline and harmony within the school environment.

5.7.3 Recommendations for Further Research

This study recommends that further research should be carried out to assess how student involvement in the formulation and review of school rules and regulations influences academic performance in both public and private primary schools. This would help validate and cross-check the study's findings across different educational settings.

Future research could compare the influence of student participation in decision-making on school discipline across different counties as this would provide a broader understanding of regional differences in student involvement and its impact on discipline.

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APPENDICES

Appendix 1: Cover Letter

Tangaza University

P. O. Box 15055

Nairobi, Kenya

Dear Participant,

Re: Collection of Survey Data

Dear sir/Madam

I am a Masters student at Tangaza University College. I am conducting a research study on *“Influence of Students’ participation in decision making on school discipline in Rongai Sub County Nakuru County”*. This is a requirement for completion of the said degree. The research is aimed finding out whether students’ participation in decision making can influence school discipline. The information that will be gathered from you will be used purely for academic purposes and shall be treated with confidentiality. I therefore kindly request your participation in this study.

Thanking you in advance.

Yours faithfully,

Sr. Mary Njane

Appendix 2: Informed Consent Form for Teachers

My name is Sr. Mary Wambui Njane a Master's degree student in Education Leadership and Administration at Tangaza University. I would like to invite you to participate in a research study, which is a requirement for the completion of my studies. The research study aims to assess the influence of students' participation in decision-making and school discipline in Rongai Sub-County, Nakuru County, Kenya. Participation in this study is entirely voluntary, and the responses that you provide will be confidential and anonymous. Therefore, you will not be required to indicate your name or school's name on the questionnaires.

If you have any questions or concerns about this study and your participation in it, please contact me via email: mrywmb20@gmail.com or 0728514205

If you have fully read and understood the statement above and agree to participate in this study, please sign below. Also, kindly keep a copy of this informed consent for your future reference.

Signature of Participant: _____ Signature _____ Date: _____

Name of Researcher: _____ Signature _____ Date: _____

Appendix 3: Assent Form for the Students

Re: Request for Assent - Participation in Research Study

Dear Parents/Guardians,

I trust you are well. I am Sr. Mary Wambui Njane a Masters student at Tangaza University. I am writing to seek for permission for your child to participate in the research study whose aim is to investigate the influence of students' participation in decision making on school discipline Rongai Sub-County, Nakuru County, Kenya. The purpose of the study is to find out whether students' participation in decision making has any influence on school discipline in public secondary school in Rongai Sub County in Nakuru County.

Since the study will involve students from public secondary school whose age is between 14 to 18 years, I humbly request your assent as a parent/guarding to allow your child to participate in this research study. I would like to inform you that the participation is voluntary and your child will be free to withdraw any time from study. So they should not feel coerced to participate. The researcher will ensure the safety and confidentiality of your child during the whole process of the research study. If you find this request in order with you, kindly allow your child to participate in this research by signing the form. Kindly, send the assent form back to school the soonest possible by requesting to your son to assist you to bring back to school.

Should you have any question or concern about the study please contact me through this email: mrywmb20@gmail com. Or 0728515205.

Thank you very much.

Name of the students _____

Date _____

Parent's signature _____

Date _____

Appendix 4: Students' Questionnaire

Introduction

This research is for academic purposes only. Please provide honest answers to the items. Your identity will remain anonymous and do not indicate your name or school's name anywhere in the questionnaire.

- ✓ Respond by a tick (✓) as appropriate.
- ✓ Answer all questions.

Section A: Demographic Data

1. Kindly indicate your gender

Male []

Female []

2. In which class are you?

Form two []

Form three []

Form four []

3. Indicate the type of your school

Boys []

Girls []

Mixed []

Section B: Students' Participation in Classroom Decisions

This section seeks to examine how students' participation in classroom decisions affects school discipline in secondary schools in Rongai Sub-County, Nakuru County, Kenya. Using the following key, please indicate in the boxes using a tick (✓) the degree to which you agree with the following statements: - **1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].**

Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
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1.	I am involved in the formation of group discussion					
2.	I am involved in selecting the type of assignments that we are given					
3.	I am involved in setting academic targets					
4.	I am given space to determine their seating arrangements					
5.	I am involved in giving feedback on lesson delivery by teachers					
6.	I participate in making the class timetable					
7.	I am allowed to make subjects choices					
8.	Students give views on class noise makers					
9.	I participate in giving suggestions on type of punishment to noise makers					

Section C: Students' Participation in Making School Rules and Regulations

This section seeks to assess the extent to which students' participation in making school rules and regulations affects school discipline in secondary schools in Rongai Sub-County, Nakuru County, Kenya. Using the following key, please indicate in the boxes using a tick (√) the degree to which you agree with the following statements: - **1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].**

	Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
1.	I am involved in setting time for morning and evening preps.					
2.	I am given a voice in updating school rules and regulations.					
3.	I am involved in making rules on the use of digital devices like phones and laptops and websites.					
4.	I participate in developing rules for dressing code.					
5.	I give suggestion on type of shoe colours, length of hair and fingernails.					
6.	I am involved in formulating the school menu.					
7.	I am involved in giving views on how to use website in school					
8.	I am allowed to give my opinion on school rules and regulations					

9.	I am involved to setting rules and regulations on school assignments					
10.	I am involved in deciding punishment for late comers					

Section D: Students' Participation in Co-acurricular Activities Decisions

This section seeks to determine the extent to which students' participation in extra-curricular activities decisions affect school discipline in Rongai Sub-County, Nakuru County, Kenya. Using the following key, please indicate in the boxes using a tick (✓) the degree to which you agree with the following statements:

1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].

	Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
1.	I in making decisions on co-curricular activities rules and regulations.					
2.	I participate in deciding the type of transport to be used for co-curricular activities.					
3.	I participate in making a timetable for co-curricular activities.					
4.	I participate in selecting the games uniform.					
5.	I am free to join a game of my choice.					
6.	I am free to change a sport activity to another.					
7.	I am free to join a club of my choice.					
8.	I am involved in deciding the number of games to be introduced in school					
9.	I am involved in setting rules and regulations for cultural displays					

Section E: Status of Students' Discipline in Schools

This section seeks to rate students' discipline in school, using the scale from 1-Strongly Disagree to Strongly Agree. Using the following key, please indicate in the boxes using a tick (✓) the degree to which you agree with the following statements: - 1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].

	Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
1.	Students arrive on time for classes.					
2.	Students consistently wear the correct school uniform.					
3.	Students follow instructions given by teachers.					
4.	Students maintain respectful behaviour towards their peers.					
5.	Students refrain from using inappropriate language in school.					
6.	Students keep the school environment clean and tidy.					
7.	Students avoid engaging in fights or physical altercations.					
8.	Students complete their homework and assignments on time.					
9.	Students show respect for school property.					
10.	Students demonstrate positive behaviour during school assemblies and events.					

Thank you for your participation.

Appendix 5: Questionnaire for Teachers

This research is for academic purposes only. Please provide honest answers to the questions. Your identity will remain anonymous and do not indicate your name or school's name anywhere in the questionnaire.

- ✓ Respond by either writing a statement or a tick (✓) as appropriate.
- ✓ Answer all questions.

Section A: Demographic Data

1. Kindly indicate your gender

Male []

Female []

2. Age:

20 – 25 years []

26- 30 years []

31- 35 years []

36 and above years []

3. What is the highest level of education that you have completed?

Diploma []

Undergraduate Degree []

Master's Degree []

PhD []

4. How many years have you served as a teacher in this school?

1-3 years []

4-6 years []

7-9 years []

10 years and above []

Section B: Students' Participation in Classroom Decisions

This section seeks to examine how students' participation in classroom decisions affects school discipline in secondary schools in Rongai Sub-County, Nakuru County, Kenya.

Using the following key, please indicate in the boxes using a tick (✓) the degree to which you agree with the following statements:

1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].

	Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
1	Teachers involve students in the formation of group discussions.					
2	Teachers discuss with students the nature of assignments					
3	Teachers and students discuss setting academic targets.					
4	Teachers listen to recommendations from students on how classroom seating arrangements should be.					
5	Teachers allow students to give feedback on lesson delivery by teachers.					
6	Teachers allow students to give ideas in making class timetables.					
7	Teachers involve students in subject selection					
8	Teachers listen to students' suggestions on class size					
9	Teachers discuss with students on class noise makers					
10	Teachers listen to views of students on class harassment					

Section C: Students' Participation in Making School Rules and Regulations

This section seeks to assess the extent to which students' participation in making school rules and regulations affects school discipline in secondary schools in Rongai Sub-County, Nakuru County, Kenya. Using the following key, please indicate in the boxes using a tick (✓) the degree to which you agree with the following statements: - **1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].**

	Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
1	Teachers involve students in setting time for morning and evening preps.					
2	Students participate in updating school rules and regulations.					

3	Students are given the opportunity to recommend best practices for the use of digital devices like phones and laptops and websites.					
4	Students participate in developing rules for dressing code.					
5	Students are allowed to suggest shoe colours, length of hair and fingernails.					
6	Students are involved in formulating the school menu					
7	Teachers listen to views of students on use of school website					
8	Teachers listen to opinion of student on school rules and regulations					
9	Teachers and students agree on rules and regulations for school assignments					
10	Teachers involve students in deciding punishments for latecomers					

Section D: Students' Participation in Co-curricular Activities Decisions

This section seeks to determine the extent to which students' participation in extra-curricular activities decisions affect school discipline in Rongai Sub-County, Nakuru County, Kenya. Using the following key, please indicate in the boxes using a tick (✓) the degree to which you agree with the following statements: - **1-Strongly Disagree [SD]; 2-Disagree [D]; 3-Neutral [N]; 4-Agree [A]; 5-Strongly Agree [SA].**

	Statement	1 [SD]	2 [D]	3 [N]	4 [A]	5 [SA]
1	Teachers encourage students to participate in making decisions on co-curricular activities rules and regulations.					
2	Students decide the type of transport to use for co-curricular activities.					
3	In my school, students participate in making a timetable for co-curricular activities.					
4	Students participate in selecting the colour of games uniform.					
5	Students are free to join a game of their choice.					
6	Teachers allow students to change a sport activity					
7	Teachers allow students to freely choose a club of their choice					
8	Teachers and students agree on the number of games to be introduced in school					
9	Teachers and students decide on rules and regulations for cultural display.					

Thank you for your participation.

Appendix 7: In-Depth Interview Guide for Principals

Section A: Demographic Information

1. Kindly tell me your qualifications
2. How long have served as a principal?
3. How long have you been a principal in this school?
4. Have you had any training in decision-making? (If yes, please specify).

Section B: Classroom Decisions

5. How do students participate in classroom decision-making?
6. Which elements of classroom decisions are students involved in?
7. How does students' participation in classroom decisions enhance discipline in this school?

Section C: Making School rules and regulations

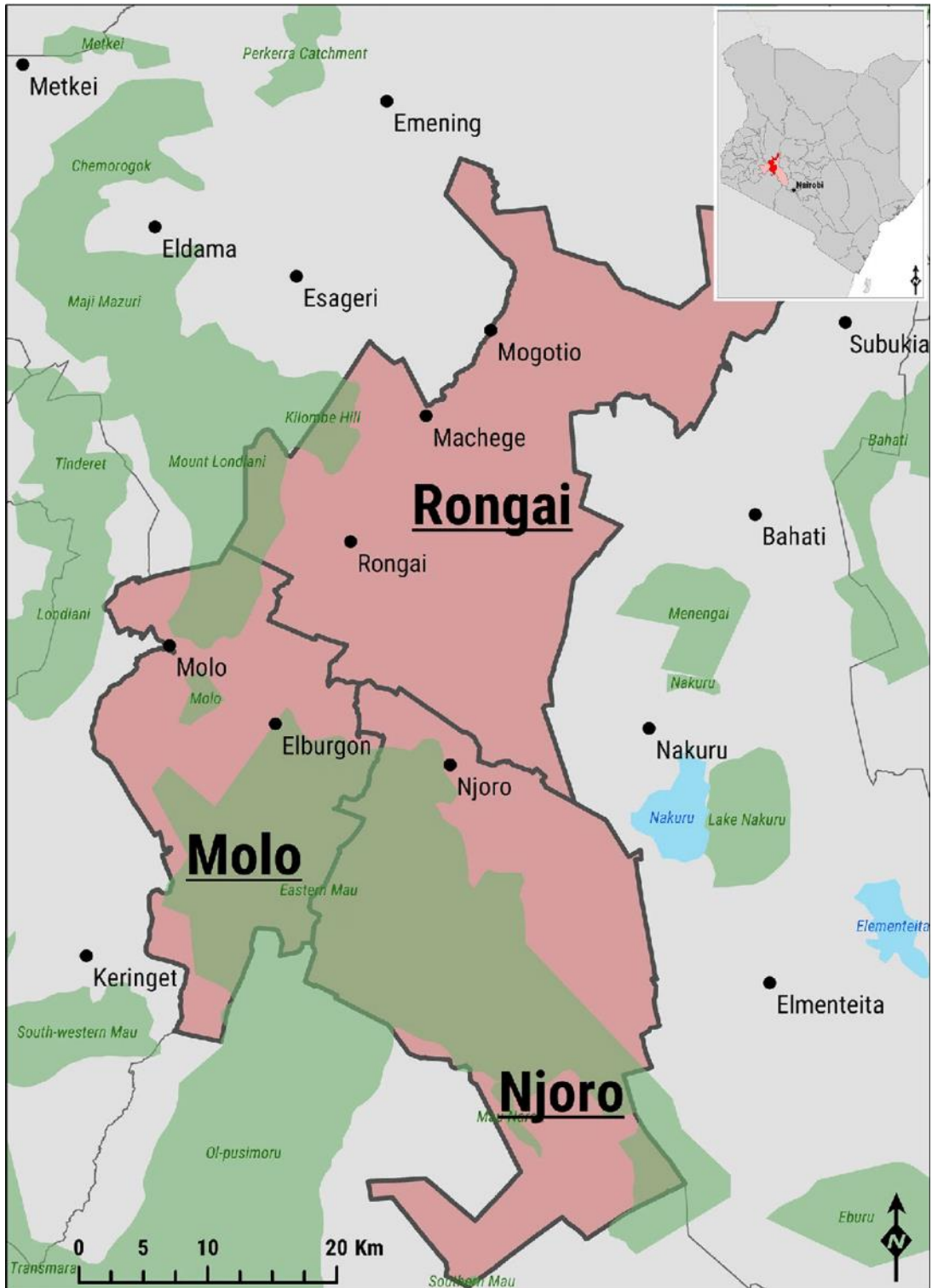
8. How does your school involve students' participation in updating school rules and regulations?
9. Which elements of school rules and regulations are students involved in making decisions?
10. Which of these elements has helped to enhance discipline successfully?

Section D: Extra Curriculum activities

11. Which co-curricular activities decisions do students participate in?
12. Do you find the students engage in co-curricular activities by allowing them to participate in decision-making? (Please explain).

Thank you for your participation.

Appendix 10: Map of Rongai Sub County



Appendix 11: Plagiarism Report

Turnitin Originality Report

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INFLUENCE OF STUDENTS' PARTICIPATION IN DECISION-MAKING ON SCHOOL DISCIPLINE IN RONGAI SUB-COUNTY, NAKURU COUNTY, KENYA
 By Sr.mary Wambui Njane

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Appendix 12: Research Authorization County Director of Education



**MINISTRY OF EDUCATION
State Department for Basic Education**

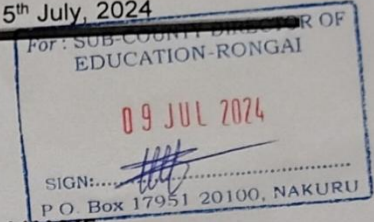
Telephone: 0722810864
Email: cdenakurucounty@gmail.com

COUNTY DIRECTOR OF EDUCATION,
NAKURU COUNTY
P.O BOX 259
NAKURU

When replying please Quote:

Ref No. CDE/NKU/GEN/4/1/21 VOL IV/III

Date: 5th July, 2024



TO WHOM IT MAY CONCERN

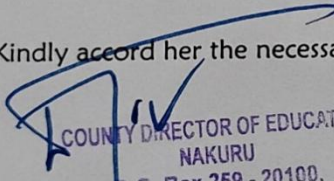
RE: RESEARCH AUTHORIZATION – MS. MARY WAMBUI NJANE.

Reference is made to the above named individual letter dated 5th July, 2024 seeking permission to conduct research in Nakuru County having been approved by NACOSTI through Research Reference No. 777479 and license No. NACOSTI/P/24/37234 dated 4th July, 2024.

Permission is hereby granted to her to carry out research on topic “INFLUENCE OF STUDENTS’ PARTICIPATION IN DECISION – MAKING ON SCHOOL DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN RONGAI SUB-COUNTY, NAKURU COUNTY, KENYA ” for the period ending 4th July, 2025.

The findings of the research to be shared with this office when through with the research.

Kindly accord her the necessary assistance


COUNTY DIRECTOR OF EDUCATION
NAKURU
P.O. Box 259 - 20100,
NAKURU
VICTORIA W. MUTITU
COUNTY DIRECTOR OF EDUCATION
NAKURU

Appendix 13: Research License

 <p style="text-align: center;">REPUBLIC OF KENYA</p> <p style="text-align: center;">National Commission for Science, Technology and Innovation Ref No: 777479</p> <p style="text-align: center;">RESEARCH LICENSE</p> <div style="text-align: center;">  </div> <p style="text-align: center;">License No: NACOSTI/P/24/37234</p> <p style="text-align: center;">Applicant Identification Number: 777479</p> <p style="text-align: center;">NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p> <p style="text-align: center;">See overleaf for conditions</p>	 <p style="text-align: center;">NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.</p> <p style="text-align: right;">Date of Issue: 04 July 2024</p> <p style="text-align: center;">Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p style="text-align: center;">Verification QR Code</p> <div style="text-align: center;">  </div>
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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
 Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was the established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

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 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
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 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
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