

**INFLUENCE OF PUPILS' COUNCILS IN DECISION MAKING ON ACADEMIC
PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION
EXAMINATION IN KIENI WEST SUB-COUNTY, NYERI COUNTY, KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirement for the Conferment of
Master of the Degree of Educational Leadership and Management of Kenya Methodist
University**

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DECLARATION

This is my original work and has never been presented for any academic award in any learning institution to the best of my knowledge

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DEDICATION

I dedicate this thesis to my husband David Irungu, children Ian Gitonga, Lynne Wanjia, Alvin Mutua and Collins Muriithi for their support while undertaking my research.

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ABSTRACT

Decision making in schools occurs every day. In primary schools, decision making revolves around administration, curriculum and infrastructural development, all geared towards high academic achievement of pupils. In this study, public day primary schools in Kieni West Sub County, Nyeri County, were examined to determine the impact that student "councils" participation in decision-making had on academic performance in the Kenya Certificate of Primary Education Examination. In particular, the study evaluated how student council participation in administrative duties, discipline administration, and student welfare affected academic achievement in the schools. Path-goal theory guided the conceptualization of study variables. E-post facto research design was adopted, and 21 primary schools fully engaging pupils' councils targeted. The population targeted was 699 comprising of 21 head teachers, 216 teachers, 21 Board of Management board chairpersons and 441 pupils' councils' members. Simple random sampling method was applied in sampling respondents through 10% random selection to make a total sample size of seventy (70) participants comprising of 2 head teachers, 2 chairpersons of the Board of Management, 22 teachers and 44 pupils' council members. The study employed KCPE mean index data in the cohort periods 2010-2013 and 2016-2019 for secondary data. Questionnaires and interview guides were utilized to seek further information for validation. Content analysis was applied for secondary data, with primary data analysed through descriptive and inferential statistics aided by the Statistical Package for Social Sciences version 23, and presented in tables. Qualitative data was analysed through themes and presented through graphs and charts. The study results showed significant relationship between the study variables, with involvement in welfare activities decision making being the most significant factor influencing KCPE performance in the studied schools. Generally, pupils' councils' involvement in decision making process had a moderate effect on KCPE performance in the study area. Secondary data showed increase in KCPE performance after 2013 when the pupil's councils were established. Further, there was higher engagement in discipline, administration and welfare management meetings for the pupils' councils. Results showed that inclusivity of school management through pupils' councils enhanced self-efficacy among the pupils, leading to higher academic achievement and better KCPE performance in the primary schools. It is thus concluded that pupils' councils have a significant but moderate effect on KCPE performance in Kieni West Sub County public primary schools. The study recommended that first, pupils councils should be more engaged in discipline decision making, especially in designing punishment for offenders.

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ABBREVIATIONS AND ACRONYMS

BOM	:	Board of Management
CBC	:	Competency Based Curriculum
ECD	:	Early Children Development
GoK	:	Government of Kenya
IEBC	:	Independent Elections and Boundaries Board
KEPSHA	:	Kenya Primary Schools Head Teachers Association
MPs	:	Members of Parliament
NACOSTI	:	National Commission of Science Technology and Innovation
PM	:	Participative Management
PTA	:	Parents, Teachers Association
SPSS	:	Statistical Package for Social Sciences
TSC	:	Teachers Service Commission
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is important globally in the development of human capital for all nations. A country with a well-educated population is at an advantage of owning a resourceful citizenry that can actively engage in the economic and social development goals. Further, educated people enjoy better livelihoods and life achievements including good housing, shelter, health and investments (Pont, 2020). Today education is significant in active engagement of the global economy and society, enabling the learners to understand the world and connect with people from other nations (Emaimo et al., 2019). Education can also expand the territories for job opportunities globally, enhancing skills and capacities irrespective of national or cultural diversities.

Academic performance is the major education goal all over the world. (Pont, 2020). The school stakeholders' plans and strategies focus on the best achievement of learners in primary, secondary and tertiary levels. Academic performance may revolve around classroom tests outcomes, and national examinations grades like Kenya Certificate of Primary Education (KCPE) in Kenya (Aukot, 2017). According to Mati et al. (2016), education systems' major goal is ensuring high academic performance of pupils in primary schools. Through legislation, policy and resource allocation, governments strive to provide the best learning environment to achieve this goal. However, the major stakeholders are the learners who over time have been relegated in the education management processes.

There is an emerging focus in global education on the competence of pupils in elementary schools with the urge for these learners' engagement in decision making on the operations and

management of schools. This is through the works of pupil demonstrative organizations - such as pupil's assemblies, pupil parliaments and the prefectural forms. The rationale for pupils' representation is founded on a closer representation of the affected learners by the decisions made for them. Thus, there is effectiveness in decisions made and better achievements for the schools (Dinah et al., 2019). As such, school administrations and government ministries concerned with education have advocated for the establishment of pupils' councils to represent the learners in decision making organs (Kyalo et al., 2017). Today, it is now perceived as a pupils' right of representation and education laws enacted in effect. This led to the birth of children governance (pupils' council) in primary schools in Kenya.

In the global education context, a framework for pupils' councils has been formulated by the United Nations Convention on the Rights of Children (UNCRC). This framework elaborates the participation of the councils in school decision making and reforms processes. UNCRC article 12 articulates the importance of children's expressive views, right of free expression of concerns on pertinent matters, and due weight accorded for children's views based on age and maturity (Mockler & Groundwater-Smith, 2015). Further, upon United Nations general assembly adoption of the Child rights convention in 1989, researchers have laid emphasis on the participation of pupils as a right that must be ensured by schools (Shatilova, 2014; Da Wan et al., 2018; Pont, 2020). This shows the global cognition of pupils' councils as a right and benefit to learners and the learning process.

In conformity to children's school decision-making participation right, primary and secondary schools in different parts of the world are engaging pupils' councils in school management practices. Da Wan et al. (2018) indicated that in Malaysia, the increase in children involvement in decision making at school is founded on diffusion of democracy. Schools in the United States of

America also involve pupils in decision making processes with the expectation of meaningful contribution to establishment of codes of conduct structures. Administrators give learners an opportunity to express their thoughts and expectations.

In Europe, Shatilova (2014) contended that Finland's law expressly indicates rules for the learners' contribution in decision-making in schools. Finland's establishment 2012 is reflective of the child's right in contribution in school decision making process. They are accorded the right to participate in learners' relations, unions and councils. Further in Norway, all schools are required to have a council for learners elected by learners themselves, while in Singapore, several schools have learners' councils acting as a medium of communication. In the United Kingdom (UK), Wales enacted a statutory requirement in 2005 for all school councils in all primary and secondary schools. In England, Education Act (2002) gave the government controls to prescribe rules for school councils by instruction for public and private school systems. Notably, students' councils are well inculcated in the education systems in the western world.

In Africa, school management systems with learners' engagement have been developed in countries like South Africa, Nigeria and Ethiopia. Further, in Uganda, Egypt and Tanzania, schools have pupils' councils. The developments are founded on the principles of representative and cooperation governance (Dinah et. al., 2019). Mokaya et al. (2015) accord those new policies were introduced in South Africa on school participative decision making to pursue country goals of economic growth, democracy and equity. The intention of these policies was to create management paradigms for better engagement between governments, children, parents, institutional staff and other stakeholders.

In Namibia, Meintjes (2018) noted that learners' role in the management of schools has been outlined in the government's user guide on education and the code of conduct. School management boards elected democratically now comprise parents, students and teachers. The boards' mandate revolved around students' discipline, financial matters, appointment of workers and resources utilization. In East Africa, Maganga (2016) noted that Tanzania (a pioneer in pupils councils in Africa) there existed schools assemblies whose association and functions were stated in a state policy in education sector. According to Carr (2015), pupils' councils' provisions in schools is indicative of a child's right respect, while providing for his/her decision-making active participation opportunity. Thus, participation of pupils in school leadership is a recognizable trend in the African continent and the East African region.

In Kenya, pupils' councils are a new phenomenon. Before the enactment of the current 2010 constitution, entirely public primary schools were administered by School Management Committees (SMCs) selected by the minister for education whose members were drawn from various stakeholders in education sector, but no pupil representation. Thus, learners hardly participated in the main decision-making bodies in schools. Prefecture system of leadership was mainly practiced in primary and secondary schools (Aukot, 2017). Related reforms culminated to the enactment of the basic education Act of 2013 providing for inclusion of pupils in school management via council representatives in the SMCs (Republic of Kenya, 2013). This is indicative of the government's effort in recognizing the leadership role of pupils as observed in other countries around the globe.

Decision making is pertinent to the entire process of schools' administrative and management functions oversight. According to Kilonzo et al. (2017), administration is a key function in learning institutions. Main administrative tasks for school administrators revolve around: learning

supervision, class management, resource mobilization, allocation and management; operations and control standards; management of staff- both teaching and non-teaching; teaching practice and pedagogies. Engagement of pupils in curriculum and lesson organization in the school creates effective learning processes, outcomes and better performance in school-based and national examinations, the key goal of education.

Discipline among learners is paramount in all learning environment including school (Muthoni, 2017). The deployment and adoption of school rules and regulations is critical in discipline management. Related rules and regulations provide a framework of discipline control, learning effectiveness and school administration. At the centre of discipline framework is the pupil, and as a key stakeholder needs to be engaged at some level of formulation and implementation. This can be effectively achieved through pupils' representatives, the pupils' councils. Shatilova (2014) contended that there was a link between discipline, school culture and environment. Thus, for favorable learning environment and high academic achievement, a definite close and standard of persuasion must exist. In ensuring self-restraint in schools, scholarly discourse has sought to identify most efficacious methods. Recognized methods include utilization of rewards and punishments (Ogol & Thinguri, 2016). In schools where these are effectively implemented, the discipline measures enhance pupils' focus on education goals and better performance.

Pupils' welfare is critical in ensuring a conducive learning environment. Miruka (2014) noted that in recent times, scholarly views indicate a necessity for stakeholders' inclusion in decision making process, particularly on the issues pertaining to their welfare. These stakeholders include: board of management; the head teacher; teachers; parents; and the pupils. Mati et.al. (2016) underscore that pupils can be involved through pupil councils' engagement in decision making on matters that affect student's life and learning. Quinn and Owen (2016) posited that the pupils' voices could be

understood where they have a contributory opportunity in school decision making. This enhances their learning outcomes by being motivated as part of the school community active members.

A critical stakeholder in pupils' education is the parent. Parental involvement in pupil's school life is critical for good results in academic performance. It involves the vigorous appointment of parentages in supportive their children in the education process both at family and school. Parents provide initial education and counselling for the children at the early ages before and during primary school education. The parents play an important role of instilling discipline, responsibility and the motivation for education in school (Noel et al., 2016).

1.1.1 Involvement of Pupils' Councils in Decision Making and Academic Performance

Globally, varied factors affect the academic achievement of pupils directly or indirectly. Some of these factors further influence the operations of the primary schools (Ngaara, 2015). Muthoni (2014) recognized aspects of leadership and decision making, the culture and climate in the schools, learners and teachers' behavior. Further, influencers such as parental support and involvement in school activities and their socio-economic background compound the challenges. Institutionally, poor management of finances and school facilities were found to affect academic functions and performance of pupils. However, schools that engaged pupils' councils are more likely to achieve better KCPE results and a positive impact to school life and administrative functions.

According to Mncube (2017), learners' participation in decision making globally shows its significance in school operations and learning outcomes. The significance and effectiveness of this phenomenon has been rooted on family influence in countries like Britain. Further, most schools engaging pupils in decision making are proactive in the initiative. Correspondingly, the school

staff including teachers as well as home support from parents and the community engages the young learners in participatory decision-making forums. Through this initiative, the learners are able to understand their, networking thinking, negotiating and decision-making abilities. According to Oni (2015), involvement of learners in decision making in European schools has been a success in ensuring high academic achievement.

In the African perspective, primary schools have been noted to perform poorly due to varied factors including indiscipline. Notably, exclusion of learners' involvement in decision making creates a draconian system that leads to revolt by pupils and a negative motivation to learning leading to poor academic output. However, there are times when the government steps in and issues instructions. As an illustration, consider South African secondary schools, where the majority is expected to involve students in all administrative decision-making processes as a means of reducing indiscipline (Meintjes, 2018). Glover (2015) contends that a critical thought on learners' exclusion in decision making in the schools revolve around perception barriers linking immaturity to the learners, views of learners being problematic, school culture and teachers' orientation.

Dinah et al. (2019) viewed that positive effects were noted on learners feeling more confident, enhanced pedagogies, effective discipline management and more positive community relationships. The involvement of pupils' governance decision making could further enhance legitimacy for the schools in the education sector. The effect of pupils' councils' involvement in school decision making process was assessed in the current study focusing on primary schools in Kieni West Sub County, Nyeri County.

Kieni West Sub County has 52 primary schools in the region (Appendix VI). All the schools have policies align to pupils' councils are required by the Ministry of Education directives, upon

implementation of Pupils Councils Act 2013. However, how the councils operate and their impact on pupils' academic performance in schools and national exams has not been widely examined by scholars. Kieni West public primary schools were ranked among the poorly performing schools Nyeri County in the years 2010 to 2012. In 2016, the schools' KCPE results was also low in 2016. Thus, this performance has not significantly improved after the establishment of the Pupils Act (2013). The quest to institute the influence of pupils' councils in decision making on KCPE among these schools motivates this study.

Based on the foregoing background is a realization of the entrenchment of pupils' councils in the education system by the Kenyan government. Accentuating this progress is provision of the national elections commission in conducting democratic elections for the council leaders, which also prepares the pupils for democratic processes in future. Notably, pupils' councils have been heralded to enhance school and pupil management for better national examination outcomes and a disciplined future human resource. Important to this study is to evaluate the influence of pupils' participation in decision making on KCPE performance among public day primary schools in Kieni West Sub- County, Nyeri County, Kenya.

1.2 Statement of the Problem

Since enactment of the Primary Education Act 2010, school heads and teachers strive to implement the laws and regulations all over Kenya, with challenges experienced in the process (Muthoni, 2014). Ideally, schools are supposed to have pupils' councils that are functional to help in discipline management, effective school learning environment and pupils' welfare. The expected result is that pupils feel as part of the school learning process, become more confident and this eventually improves their academic performance. In developed countries, pupils' councils have

enhanced the learning outcomes with examples of Finland and the United Kingdom (Shatilova, 2014).

The success of pupils' council's decision-making engagement in enhancing KCPE performance in Kenya has not been recorded conclusively. Various studies including Dinah et al. (2019) and Kimweli (2013) have shown that there have been challenges inherent in implementation of pupils' councils. The quest for this study is thus to establish whether KCPE outcomes have improved upon the engagement of pupils in administrative, discipline and welfare management decision-making in the schools. The current situation in public primary schools is that albeit the establishment of pupil's councils' rampant cases of indiscipline are still reported to affect the academic performance of pupils, more so in KCPE (Nekesa, 2018). This negates the influence of pupil's councils on learners' KCPE performance in primary schools.

A baseline survey in Kieni West Sub County conducted in 2019 showed that pupils' council policies were present in all 52 schools but only 21 schools had fully engaged the school councils. Kieni West Sub County education board report (2017) indicates that there has been remarkable improvement in the primary schools with functional pupils' councils in KCPE standing in Nyeri County in 2016. However, there was limited scholarly information available relating KCPE performance to pupils' councils' involvement in decision making processes as well as comparative studies on the two cohort periods- before and after enactment of the Pupils' Councils Act 2013. This study thus sought to address this gap through evaluation of public day primary schools in Kieni West Sub County.

1.3 Purpose of the Study

The main goal of this study was to evaluate the influence of involvement of pupils' councils in decision-making on academic performance of KCPE among public day primary schools in Kieni West Sub County Nyeri County.

1.4 Objectives of the Study

Specifically, this study sought to:

- i. Evaluate the influence of the involvement of pupils' councils in decision making regarding administrative tasks on academic performance in KCPE in Kieni West Sub County.
- ii. Evaluate the influence of the involvement of pupils' councils in decision making regarding discipline management on academic performance in KCPE in Kieni West Sub County.
- iii. Assess the influence of the involvement of pupils' councils in decision making on pupils' welfare matters regarding academic performance in KCPE in Kieni West Sub County.
- iv. Evaluate the influence of parental involvement on pupil's councils' decision making regarding KCPE academic performance in Kieni West Sub-County.

1.5 Research Hypothesis

- i. H_{01} : There is no significant influence of the involvement of pupils' councils in decision making regarding administrative tasks on academic performance in KCPE in Kieni West Sub County
- ii. H_{02} : There is no significant influence of the involvement of pupils' councils in decision making regarding discipline management on KCPE academic performance in Kieni West Sub County
- iii. H_{03} : There is no significant influence of the involvement of pupils' councils in pupils' welfare regarding decision making on academic performance in KCPE in Kieni West Sub County

- iv. Ho₃: There is no significant intervening influence of parental involvement on pupil's councils decision-making on KCPE academic performance in Kieni West Sub-County.

1.6 Justification of the Study

In today's world, inclusivity has been heralded as a precursor to effective management and performance in many organizations. As key stakeholders in education, pupils need to be given a voice and allowed to participate in school administrative functions. As targets to policy and strategy development in learning and academic performance, pupils could highly influence the learning environment, and their engagement in decision making levels allow for inclusive representation and better implementation of strategies for learning.

In developed countries, involvement of pupils in school administration has been observed by scholars to promote disciplinary measures, cohesive classroom environment and motivation for academic achievement. In Kenya, the pupil's council Act was enacted in 2013 with the expectation of a positive influence on social and cognitive development of learners at elementary level. After implementation, it was anticipated that Kenya as a whole would see an improvement in KCPE performance. Head teachers should adopt a democratic management style where teamwork is encouraged rather than acting like technocrats in order to promote successful decision-making in schools. Bottom-up strategies are used in this (Ndiku et al., 2009). However, the majority of Kenya's public elementary schools, particularly in Nyeri County, have poor student council participation in decision-making. This study's focus is on determining whether KCPE performance has improved as a result of the student councils' creation in Kieni West Sub County. The study's findings will guide ways for enhancing KCPE performance by integrating the viewpoint of the learners with school administration procedures.

1.7 Limitations of the Study

There were limitations faced while carrying out this study including unwillingness to take part in the study due to sensitivity of the subject matter. However, the academic purpose of the study was assured to the respondents. This was hoped to positively change the attitude of the participants. In addition, the study relied on respondents' perceptions regarding the study subject. Thus, the study requested frank answers from the respondents.

1.8 Delineations to the Study

The research was conducted among 21 public day primary schools where pupils' councils were functional in Kieni West Sub County. Inclusivity approach of these primary schools was availability of data on pupil councils' existence from the MOE in Nyeri County. Exclusion criteria are on private and boarding primary schools in Kieni West Sub County. The study also confined itself to the two cohort periods 2010-2013 and 2016-2019. The study focused on participants directly involved in the actual learning process, these were head teachers, teachers, pupils as well as school management (Board of Management). Other school stakeholders were excluded since the study would get sufficient information from the identified participants.

1.9 Significance of the Study

In today's modern education set-up, key stakeholders in education remain the learners and their engagement as well as inclusion in the learning management process is critical for success in

education. Involvement of pupils in learning management through the pupils' council has gained traction in elementary education globally, Kenya included. It is believed that student's engagement in learning management ensures inclusive participation and better school academic performance. To evaluate the Kenyan situation, public day primary schools in Kieni West Sub County were targeted. The study area is arid and semi-arid with occurrences of food insecurity and drought over the years, with many households experiencing poverty. Water is a critical challenge, especially in dry seasons and pupils are greatly affected in the home and school environment. This to some extent impacts on academic performance of the students.

Study findings were slated to benefit several stakeholders. The school heads and teachers in the public primary schools would find this study crucial in enhancing frameworks for pupils' inclusion in management issues since they are key stakeholders in any reforms and development decisions at the schools. The parents and management committees would find the study crucial as it illuminates the right and importance of pupils' inclusion in school decisions that affect them, therefore enriching motivation for pupils' democratic participation and representation. Further, future researchers would find the study useful in their research works.

1.10 Assumptions of the Study

In carrying out this research, some assumptions were made. It was assumed that that all public primary day schools in Kieni West Sub County have functional pupil's councils. It was as well assumed that students were aware of their right of opportunities for participation in decision making. Further, study findings were generalizable to other primary schools beyond the study location, and relevant to education stakeholders.

1.11 Operational Definition of Terms

Administrative Tasks:	Refers to supervisory and management activities that take place in primary schools for effective learning and academic performance under leadership.
Attitude:	This refers to perceptions about others in the school community.
Decision making:	refers to the decisions taken by the primary school administrators on the issues pertaining to the day-to-day operation of schools regarding the best course of action.
Democracy in Education:	School leadership structure availing opportunity for pupils' initiative, independence and responsibility inclusion in school management.
Head Teacher:	Person(s) appointed by Kenya's Teachers Service Commission for the responsibility of the daily running of primary schools.
Influence:	The contribution of pupils' councils to learning outcomes.
KCPE performance:	The measurement of learners' achievement in Kenya Certificate of Primary Education.
Pupil Council:	A pupil body elected by other pupils for their learning welfare.
Pupil' involvement:	Pupil's participation in school decision making process.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents past studies related to pupils' councils and academic performance. It entails a conceptual discussion on academic performance and decision making in schools. It further comprises of the empirical review and study gaps, the theoretical and conceptual framework for the study.

2.2 Academic Performance in KCPE

Performance in this regard indicates the extent to which a person accomplishes specific learning objectives that are focused during educational activities in learning institutions like school, college, and university (Bossaert et al., 2011). In education, academic performance is the outcome of learning processes to which targets are set. It is the achievement of learners in the various academic subjects (Emaimo & Okorie, 2019). Based on this definition, academic achievement is a multifaceted construct comprising different domains of learning.

According to Dinah et.al (2019), there are many Sub-Sahara African schools using examinations to determine the achievement of the object of specific learning tasks. Tests made by teachers in schools entail examinations at the end of the learning term, usually three in a year. The tests instruments at times reflect the content covered in the syllabus. Ngaara (2015) notes that the first and second term tests inform the teachers and learners about performance, thus helping them better prepare for the end of year promotional or main examination in the third semester. This test enables transition to the next grade/class, and for final year students to secondary and other post primary education levels (Nzioki, 2015). Though, all quizzes form a part of determinative assessment of academic performance. Within primary level education, the three tests do not constitute to certification of the children.

According to Simba (2019), academic achievement is crucial for learners because it determines a young person's effective development in today's society. Students who perform well in school have a better chance of adjusting to adulthood and achieving economic and professional success. Academic success is crucial for primary school students' transition to secondary schools and other higher learning institutions, which shapes their future in life (Maganga, 2016). As a result, educational systems assign cognitive goals that either have a broad application to all study areas or involve a more focused acquisition of knowledge and understanding, such as language and numeracy.

According to Carr (2015), academic performance is the main concern for students, teachers, parents, and other stakeholders in the education sector. All subjects and educational levels at the primary, intermediate, and postsecondary levels are of interest. High academic achievement among the students is a sign of efficient teaching and learning, whilst low performance suggests the opposite. According to Kilonzo (2015), there has been a lot of focus on achieving high academic standards in exams and obtaining high academic credentials, which would allow school-leavers to continue their study or find employment in African nations like Kenya.

Exams and certification are crucial components of education and training programs in Kenya. They serve as a tool for evaluating academic performance for the sake of further study, training, or employment. Exams are a big part of the Kenyan educational system since schools' success is determined by how well students perform on national exams (Kilonzo, 2015). According to Muthoni (2016), both consumers and providers of education services in Kenya and other developing countries at large continue to place a high priority on the pursuit of high-quality education. Murunga (2017) goes on to say that there is intense rivalry and that the standard of

outcomes in any test is equivalent to the academic performance that a student or learner achieves after taking it.

Indicators for academic performance are normally used while applying the concept in various academic fields. According to Akrofi (2020), there are general indicators of academic achievement based on procedural and declarative knowledge in education systems. Others are based on curriculum such as grades and points in educational achievement. Further, there are cumulative indicators for group examinations such as university degrees and primary, secondary and college certificates and diploma (Srinivas & Venkatkrishnan, 2016). Common to all, intellectual capacity of a person is exhibited. Teachers and education officials therefore typically measure achievement using classroom performance, graduation rates and results from standardized tests.

The mastery of curriculum can be established through national exams like the KCPE in Kenya. High scores in the national exam are an indicator of high-quality education. According to Akrofi (2020), a number of elements, such as class attendance, early revision, prioritizing learning needs, in-depth learning, learning in small groups, mind mapping, learning from failures, time management, and family support, contribute to excellent academic accomplishment. Additionally, Walberg's theory of academic accomplishment proposes that both the immediate psychological settings and those students' psychological traits (cognitive, behavioral, and attitudinal) have an impact on educational achievements (Kilonzo, 2015).

Studies endeavor to evaluate the academic performance aspect in primary education. Laurent (2015) study in Rwanda evaluated the factors affecting the academic performance of primary school pupils. The study found that the experience of teachers, access to teaching and learning materials, coaching hours, commitment of teachers and pupils and parents' involvement affected

the academic performance of pupils. Notably, pupil centric factors were not the focus of the study, a divergent approach in this current study.

In Kenya, KCPE performance is critical in modern day life today. Kilonzo (2015) cites that the Math, English, Kiswahili, Social Studies, Religious Education (Christian, Islamic, and Hindu), and Science are the topics that are examined. Both English and Kiswahili have two parts: 'Lugha' and 'Insha' in Kiswahili and Grammar and Composition in English. A small amount of Kenyan history, civics instruction, the current County government structure, and all of the religious studies are included in social studies. Students who are deaf or hard of hearing can elect to take their exams in Kenyan Sign Language rather than Kiswahili. A subject can receive up to 100 points. Therefore, a candidate can only receive a maximum of 500 marks. If by chance someone receives more than 400 points, they have excelled and are admitted to a school supported by the government.

Achievement in KCPE determines if a learner will be able to continue with education for example attending a university. Therefore, KCPE performance defines opportunity for higher education and vocational career after education (Maganga, 2016). Murunga (2017) noted that poor KCPE achievement undermines the chances of pupils to transit to secondary school and university. It is slated to also minimize job placement opportunities and in the process limits participation in future national development. According to Government of Kenya

(GoK, 2014), achievement in academic is crucial for every education consumer in Kenya. As such, it requires in-depth evaluation whenever it's not productive in terms of quality grades after covering prescribed curriculum. However, though KCPE performance can be influenced by many factors, among them decisions made in schools.

2.3 Pupils Council and its role in Schools

A group of students who have been democratically chosen to serve as the voice of all students in the school is known as a pupil council. It serves as a platform for students to communicate their requirements, find solutions to issues, identify their skills, and develop their capabilities (Kyalo et al., 2017). The group members work together to plan activities, confront and solve issues, and develop leadership abilities by putting useful activities into practice during the academic year. Each member of the learners' council has a distinct function to play. The members of the student councils perform a variety of tasks and are in charge of organizing different classroom activities, upholding order and discipline both inside and outside the classroom, keeping the classroom clean, and taking part in school-wide beautification initiatives (Meintjes, 2018).

The council members also collaborate to create a library and publish a class bulletin, claims (Carr, 2015). Along with other students in the class, they assist in problem-solving under the instructor's supervision. Additionally, they ensure that the furniture and all other classroom supplies are kept in good condition. The council members frequently plan school events including competitions and tournaments with class involvement. By making others aware of the problems of the needy kids in the class, they also provide assistance and support. They are crucial platforms for student collaboration and activity coordination in primary schools.

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A number of African countries have also embraced pupils' councils. Nigerian pupils' councils are well established and referred to as pupils' representative council, aimed at illuminating significance of academic and moral standards among primary schools. In sub-Saharan Africa, well established councils are evident in Tanzania, Uganda and South Africa (Mule, 2015). In Uganda, the councils' leadership is grouped into two- the executive and the Judiciary, and heralded as a pillar of academic excellence (Laurent, 2016).

In Kenya, pupil councils have taken root in the primary education system. Upon the enactment of pupils' council Act 2013, progress has been realized on formation. Nekesa (2018) uses the recent National Children's Government Congress in Nairobi, which featured nominations, elections, a children's government parliamentary session, and an oath-taking ceremony, as an example of this. This event brought together elected primary school representatives from Kenya's 47 counties. The event marked a milestone in nationalization of pupil councils in Kenya, with expected marked results in better discipline and higher academic performance for the pupils in KCPE as well as social development (Dinah et al., 2019). However, implementation remains progressive necessitating regular evaluation of success or failure.

The importance of pupils' councils cannot be over emphasized. Wambua et al. (2017) assert that through student councils, learners not only become participants in the educational process but also benefit in the following ways: give them a voice that enables them to participate actively in education; deepen the social values that go along with the teaching of religion and translate them into action to form learners into upstanding citizens; encourage students to engage in activism, volunteerism, exploration, and dialogue. According to Maganga (2016), pupil councils encourage cooperation among students as well as amongst the organizations who make up the school community, including teachers and parents. The councils also impart the idea that all students,

boys and girls alike, have the capacity to direct initiatives that benefit themselves, the school, and the neighborhood.

Today's students are expected to choose their instructors. Since the leaders must be vetted by the teachers and head teachers before the students begin running for office, the selection process can be considered to have been interfered with (Mncube, 2017). Although the students will elect the leaders they want, school administration has some impact. Before students choose their leaders, the school administration and teachers conduct a screening process that may impede student autonomy (Murunga, 2017). Due to the meddling, this in turn affects the school's disciplinary policies.

Nekesa (2018) recognizes the emphasis on enhancing learners' councils in primary and secondary school. These institutions are geared towards reduction of unrest and indiscipline in schools in Kenya. The democratic environment that students' councils are intended to create resonates with society's diversity, with its various groups of people holding a variety of interests. They represent how people learn to fit in and follow the rules, even when they are unfavorable, by learning to adapt to one another. For every group there is a specified interest, values and expectations, (Akrofi, 2020) that may not be met. However, the common goal is to enhance school discipline. Hence pupils' councils must be empowered in achieving their role and in overcoming inherent challenges and constraints in enhancing factors determining school academic performance.

2.4 The Concept of Decision Making in Schools.

In life, making decisions entails identifying a decision from various optional solutions to achieve a desired result (Androniceanu & Ristea, 2014). It requires more than just making a final decision from a list of options; it requires considering a choice from a variety of options. The procedure can

be viewed as a set of actions conducted from the moment a problem that needs to be solved is identified through the selection of one of many potential solutions to the problem (Kimotho, 2012). According to Cole and Brown (2013), some decisions need to be considered by a number of people because they are difficult or because the majority of individuals who will be impacted by them or obliged to implement them must agree with them.

Decision making process is undertaken in schools for administrative and learning processes. The decisions are bestowed on school leadership in ensuring academic and social development goals for the learners are achieved. Decisions such as discipline and codes of conduct, pupils' welfare and classroom management are common in primary school education systems. Contends that the need to involve the students' representatives in such panel meetings arises from the weighty matters of student welfare, curriculum planning, and discipline to the management of the schools. According to Aukot (2017), democratic leadership in management has encouraged student and teacher participation in today's educational decision-making processes, which has led to openness, friendliness, and cooperation. These principles are based on equality, freedom, and justice.

In practice, the pupils need to be engaged in all facets affecting them directly in the school environment. This is in exception of administrative issues relating to examination, grading, and teacher recruitment among others. Through students' engagement, school rules can be better developed, with motivation for learning programmes, teachers' pedagogies, and learning curricula. Besides, enhancement in school learning is achieved through designs for assignments, science congress projects, among others (Murage, 2017). Students' participation in decision making can take two critical forms; passive or active. In the two scenarios, the outcomes may differ based on the school environment, education sector operation and system in different regions and countries.

Oni (2016) decries that though learners' voice in school decision making has been a critical conversation for the last three decades, it is still a challenge among schools. The learners still remain largely unheard in the change process in many educational institutions. In reality, there is little opportunity for teacher/learners' meetings at equal levels for decision making, hence the constraints to working together in schools. The learners lack institutional power, restricting them to mere expression or revolt upon being regarded as immature being the adult stakeholders in the schools.

Mate et al. (2016) contend that primary school students remain on the outside of educational decision-making processes, where they are seen but not heard. This has a connection to the paternalistic discourse, which expresses the idea that children belong to their parents and can make it challenging for kids to distinguish their opinions from those of their parents. Pupil representatives are common in schools to help with administration. However, these student leaders have very little authority and frequently focus on running errands for instructors and informal social events. In reality, students are not included in the decision-making processes in the classroom or at the school.

According to Akrofi (2020), it is unusual to see class prefects involved in the planning of academic and extracurricular activities for the school in the African environment. Instead, individuals and their peers are put in rigidly planned scenarios that they did not help to create. Children, for instance, lose interest in bullying and are much more likely to refrain from helping victims when they believe they lack the power to change things. Aggrawal (2015) argues in favour of involvement of pupils in decision making process, irrespective of the nature of participation. Notably, the benefit is for all stakeholders, including the learners and school administration. It is

able to propagate metacognitive skills development and fathom collaboration that supports good behaviour and eventual good academic achievement.

Isikgöz (2016) accord that in general, inclusion and involvement in decision making has a normal influence on a sense of responsibility, especially for young persons. The adoption of democratic ideas and methods, the development of a participatory and inclusive school culture, and the achievement of a collective viewpoint are all good outcomes of inclusion, leading to a strong feeling of social responsibility. A research by Oni (2016) in Turkey that found little student participation in decision-making detailed instances of school riots, the burning and damage of school property, go-slows, and student disobedience. This investigation was necessary since there was a contextual gap regarding whether this was true for Kenyan primary schools.

Proper decision-making in primary schools means involvement of pupils and all stakeholders in decision making through their representations. In normal circumstances at the primary schools, pupils have a representative body (prefects; student councils) acting as a link between the pupils and the leadership in the school. Muthoni (2017) underscores those encouraging pupils to engage in school administration inculcates democratic principles and also a societal sense of belonging for learners. Further, it enables the learners cultivate self-direction, responsible and law-abiding behaviour. Shatilova (2014) opines that contrary to this, there is minimal engagement of pupils in primary schools' governance.

Irabagiza (2016) in New York Times (2017) argues that teachers need to be aware that pupil's involvement in decision making goes beyond presentation of ideas by pupils. Teachers and leaders need to carefully listen to the pupils especially on their ideas and suggestions. This can influence how things are done since they are empowered and this can improve their performance in general.

Mushinzimana (2017) argued that in schools, teachers and head teachers should recognize the pupils as the primary beneficiaries of most of the decisions taken at school. Thus, the implementation of schools' decisions will require active participation of the pupils, and so, their association in resolution making process is crucial for effective results.

In accordance with Mason (2015) recognizing learner perspectives rejects the prevalent one-way traditions of involvement in learning that students are accustomed to. Inclusion of all students in decision-making at school and the freedom to form opinions virtually free from intimidation or fear by dominant individuals are made possible by the shift to alternative pedagogies. However, contend that rather than offering their perspectives on unimportant, unimportant, or potentially harmful issues, for practitioners, the assumed challenge to engaging learner voice could be whether children can articulate their thoughts to express their concerns in a credible manner. In classroom settings where youngsters bring a variety of talents and questions to the work of teaching, teachers may feel bored or overburdened.

Another worry is related to the worry that giving students a voice would enable them to unduly report instructor behavior and attitudes to the school's governing body for disciplinary action. Due to the possibility of losing their positions of authority and power, teachers may feel tempted to silence students or restrict their speech. This is especially true when learner viewpoints are given the same weight as those of the instructor. Finding time and room in the curriculum to incorporate student opinions, though, could be difficult.

According to Ogol and Thinguri (2016), there are obstacles to students' participation in decision-making. They assert that practitioners occasionally believe they lack the abilities to involve kids in discussing, developing, and carrying out lesson plans. Children can thus find an environment in

school that is similar to their homes, where they can learn under an authoritarian society. It shows a lack of adult commitment to democratizing the decision-making process in which the learner's viewpoints are likewise welcomed and permitted to make constructive change in educational methods for the benefit of all. According to Ikimat et al. (2021), educators may be contributing to the issue by ignoring the possibility that students can develop abilities independently of their teachers and even work to become experts in fields that are beyond what their teachers are capable of. And that would greatly diminish the degree to which kids can manage their learning patterns and raise the possibility of their losing interest in learning. The student councils of public primary schools assess this issue and its impact on KCPE achievement.

2.5 Involvement of Pupils' Council in Administrative Tasks and Academic Performance.

Quinn and Owen (2016) contend that traditionally in primary schools, head teachers globally are the main decision-makers. However, in the recent past a paradigm shift in management has emerged towards Participative Management (PM). Wairimu et al. (2016) opine that governance in schools now includes boards comprising teaching and non-teaching staff, parents and local community. Additionally, Msila (2014) posit that stakeholders are persons legitimately interested in the continued effectiveness and success of the school.

Carr (2015) advocated that effective administrative strategy is generally expected to have positive effect on performance. Administrative strategies adopted should encompass: high academic expectations commitment; manageable learning environment, career development strategies learning; professional pedagogies; integration of out-of-school learning with classroom and focus on higher education. Other administrative functions in primary schools include: instructional relevance and flexibility; aptitude assessment, partnering with higher education, and supportive

alliances with parents and community. Several studies have been undertaken to evaluate the relationship between pupils' councils' engagement in school administration.

The decision-making procedures for school administration and student inclusion in Ghana's private senior high schools were the main topics of the study. The study, which was qualitative in nature, employed a descriptive research design with basic random and purposive sampling approaches to sample kids, school officials, and teachers. Despite the existence of representative councils in the schools, the findings showed that student involvement in decision-making was limited. Additionally, the routes for grievances in the schools were not well defined. However, a contextual gap can be identified in that the study was carried out in Ghana which has different characteristics than Kenya, and it was in senior high schools whose students could have higher cognitive capacity than primary school students, while the current study will be conducted in public primary schools in Kenya.

Nwankwo (2014) related study was undertaken among secondary schools in Nigeria. Sought were ways of integrating students in decision-making in schools. Principals and students were targeted and sampled through stratification method. Data was analysed through Mean ratings. The study findings indicated a low students' participation in curriculum, staff and infrastructure decision making process and plans. Nevertheless, the study was more on leadership and did not link student participation in decision making on administrative tasks and its effect on academic performance a conceptual gap to be filled in this current study. Methodologically, there was a gap in data analysis techniques that failed to provide inferential results for assessing the relationship between the variables, a divergent focus on this current study.

In Kenya, a study by Jeruto and Kiprop (2011) sought to find out the participation of students in school leadership among secondary schools. Reported student unrests motivated the study, which adopted a survey design, while targeting 300 secondary school learners and thirty teachers and data collected through questionnaires. The findings revealed that incorporation of students' views in school policies was shallow, mostly tokenize and hardly involving core management matters. Students' participation was in welfare issues only, with perceptions of their immaturity limiting the level of engagement in administrative decisions at the schools. The study was conducted in secondary schools and did not investigate the effect on student participation in decision making on KCPE performance, a methodical gap focused in this current study.

2.6 Involvement of Pupils' Councils in Discipline Management and Academic Performance.

The involvement of learners in school management framework entails the inclusion of learners' representation through school councils, student parliaments and/or the prefectural body. The involvement of pupils includes aspects of school life, curriculum and co-curriculum activities (Kwayu & Ishikaeli, 2014). Involvement in decision making enables learners to contribute (either formally or informally) and air their concerns and expectations for a more conducive learning environment. Engagement of students in the formulation of these regulations may enhance smooth implementation and achievement of policy objectives (Jeruto & Kiprop, 2011). However, the levels of engagement for school councils may determine students' compliance, through the feeling of ownership of process and representation by their own.

According to Nishiyama (2017), research, the majority of Sub-Saharan countries in Africa experience significant issues when it comes to student council participation in decision-making about school development plans, including the administration of discipline. According to a report, the emphasis on students' rights to participate in democratic processes in schools, activities, and

voice is still being undercut by the educational system in South Africa. In Nigeria, student governments were not given the proper value when it came to representing administrative duties, particularly those related to discipline. Students thus encounter disciplinary issues such as truancy, theft, cheating on exams, sexual immorality, and substance abuse that prevent them from receiving a great education (Haruna, 2016).

The participation of learners' councils in decision-making and discipline administration has been related in a number of studies. Haruna (2016) looked at how student disobedience affected secondary school administration in Nigeria. The study found that among the difficulties in managing secondary schools in Nigeria were absenteeism and test fraud. It was noted that the government lacked effective laws, rules, and regulations that could stop examination fraud and other difficulties with indiscipline in their schools. The secondary schools studied in Nigeria were in a milieu distinct from that of Kenya's educational system.

Lumanija and Mkulu (2020) in their study in Tanzania looked into the role that student councils had in maintaining order in public secondary schools in the Bariadi District. Using a mixed research approach with a convergent parallel design, questionnaires are used to collect quantitative data, and interviews and focus groups are used to acquire qualitative data. Themes were used to examine qualitative data, while descriptive and inferential statistical methods were used to study quantitative data. Based on the promotion of healthier leadership, enforcing school rules and behavior, and serving as role models for good behavioral change among students, study findings indicated that student councils were significant in discipline management. The results also showed that while the students' council was less active in disciplinary procedures and the punishment of delinquent students, it was more involved in upholding school norms and regulations. The focus of this work was on a notable analytical and contextual gap in the application of cohort periods.

In Kenya, Gui (2017) studied the levels of effectiveness of students' councils' participation in decision making at universities. Targeting 136 subjects, the study results displayed democratic election of student leaders by students. However, student participation is not just voting for leadership but engagement in school management. Methodological gap is observed in that the sampled participants were not categorized and the study was conducted at the university level while the current study will be done in public primary schools.

Nandeke (2017) investigated students' council's engagement in discipline management among secondary schools in Busia County, Kenya. Using descriptive survey and random sampling, data was collected via questionnaires, an interview guide and document analysis. The study established that students' involvement in periodic review of disciplinary rules, guidance and counselling positively influenced discipline. However, students' involvement level was low in most schools. Involving students in punishment design was also low. Notably, there was a methodological gap in targeting SCMs as key participants, focus on secondary schools and location.

Kyalo (2017) conducted a study relating student councils' involvement in school governance and students' discipline in Kenya. The study's findings revealed that the schools with high level of discipline are the ones where the students' councils were involved in governance. However, the study was conducted in secondary schools and was on students' discipline. Notably, information on pupils' councils' participation and the influence on KCPE performance in primary schools in Kenya remains limited. In another study, Mokaya et al. (2015) argued that student council leadership can foster more friendly problem-solving bringing discipline management and moral norms to a higher notch in schools. In its conclusion, the study emphasized collaboration between school stake holders community in discipline management. A methodological gap was evident

since this study utilized content analysis, while the current study seeks to gather primary data from school stakeholders

Discipline in primary schools is critical for the young learners. Shaping behaviour at this early age for the pupils prepares them for responsible future in learning and social life. Notably, discipline may be influenced by many factors including the home and school environment. However, the relationship between welfare of the pupils monitoring, management and development for the primary school stakeholders to align personal behaviour to academic achievement is critical to evaluate. Importantly, the contribution of the pupil council towards this goal is important for this study.

2.7 Involvement of Pupils' Council in Pupils Welfare Activities and Academic Performance.

Schools are increasingly involving in important aspects of school life. Learners especially in elementary schools are now more aware of the issues affecting them on welfare issues. Pupils' welfare entails support the school community as a whole, entailing all activities and functions geared towards a conducive social and academic environment at the schools (Kyalo et al., 2017). According to Kilonzo (2017), welfare for the pupils is learning right, and purposed to aid learners for their health and wellbeing as well as a sense of belonging in the school community. It is critical that school management teams ensure quality and accessibility of welfare services for the learners.

According to Daniel (2015), getting students involved in welfare decision-making is not just about getting them to express themselves; it's also about giving them the agency to shape change that will benefit them at school. If this is the case, kids have a chance to actively participate in what they learn, how they learn it, and how teachers are performing so that instruction can get better. According to Mule (2015), in such a circumstance, students would feel acknowledged,

appreciated, and valued; they would also have a sense of belonging and the knowledge that they can genuinely change their school. In addition, students and teachers gain confidence and trust in one another (Mati et al., 2016). However, the low levels of student participation in school activities reflect the widespread perception of kids as mute, passive recipients of what is considered instruction.

Empirically, Ikimat et al. (2021) examined the influence of students' councils and academic achievement in KCSE in Teso South Sub County in Busia County, Kenya. Adopting the descriptive survey design, the study utilized questionnaires to collect data from purposively sampled respondents in fifty-five secondary schools. Collected data was analyzed by means of descriptive statistics. Results showed that the involvement of students' councils enhanced generation of school academic culture among new students. Thus, they eased settlement of new students in the new school, building their confidence in the learning process, with a positive impact on academic achievement. However, the study was conducted in secondary schools, leaving a contextual gap on the possible effect to primary schools.

M'muyuri et al. (2021) examined how student input into welfare decisions affected discipline in secondary schools in Meru County. The study used questionnaires, interviews, and documentary analysis to gather data using a descriptive research approach. The study sampled school principals, instructors, and student leaders. Data were collected, and descriptive and inferential statistics were used to analyze the results. The findings indicated that there were more instances of student indiscipline in schools where student councils were not actively involved at decisions affecting student welfare. The poor engagement of student councils was cited as unrealistic students', weakness of systems and ineffectiveness of policy guidelines for council involvement in schools.

Whether this is the same scenario in primary schools is a contextual gap sought in this current study.

Kyalo et al. (2017) related student councils' engagement in school welfare decisions and discipline outcomes in public secondary schools in Kathonzi Sub-County, Kenya. Adopting descriptive survey design, quantitative and qualitative data was collected from a sample of 198 participants. The data collected were analyzed through Chi square tests. The study results indicated that schools without students' councils' involvement in welfare were characterized by high levels of indiscipline. Methodological gaps are evident in selection of participants (secondary school students), while the current study is on primary school pupils who have been excluded in data collection. Included shall be the student councils' members as well as SCM chairpersons, head teachers and class teachers.

Wambua et al. (2017) explored aspects relating to student involvement in welfare decision making among secondary school principals. Employing descriptive survey design, questionnaires collected primary data among sampled principals, teachers and student leaders. The study findings indicated that school heads included students in decision making process, but with a varying degree of involvement for student welfare. Methodological gap was found in the exclusion of teachers who are key informants on pupil's behaviour, management and performance, a divergent focus to this current study.

Mwikali (2015) conducted a similar study in public primary schools in Kangundo sub-county, Kenya. Findings revealed that students' engagement on decisions for various school activities including; school rules and regulations formulation, classroom time keeping, hygiene maintenance and co-curricular activities supervision enhanced academic performance and easy management of

the school. Contextual gap was on the area of study in Kangundo Sub-County, with a divergent focus on Nyeri County in this current study.

2.8 Parental Involvement, Pupils' Councils and Academic Performance

Parental involvement entails the extent to which parents are engaged in matters regarding pupil's councils' involvement in decision making and its influence on KCPE academic performance. In the school, it may involve attendance of meetings, discussions with teachers about the learners' attitudes, behaviour and academic performance, joining board of management and other school committees as well as providing resources for learning to the children (Murati & Ceka, 2016). Several studies show a significant relationship between the involvement of parents and family issues in improving the academic performance of the pupils.

Lara and Mahia (2019) studied parental involvement and students' performance in Chile. Cluster analysis was applied and results from 498 parents in 16 public elementary schools indicated that differences were evident in children's academic performance in relation to parental involvement profiles. Thus, schools with lower parental involvement posted lower academic performance. Sun (2015) undertook a cross sectional panel analysis on parents' involvement in science achievement during student's transition years from elementary to middle school. The study found that collaboration between the school and the parents enhances academic performance. However, there is limited knowledge of how parents' socialization with their children affects school related behaviors.

In Kenya, Chemaget (2020) studied the association between parent involvement and performance of secondary school students in Trans Nzoia County. Adopting the survey design, the study employed both descriptive and correlation methods of data analysis upon collecting primary data

from sampled principals, teachers, students and parents. The study findings showed that parental involvement in the provision of learning resources greatly influenced academic performance. However, a contextual gap is eminent in regards to students 'involvement in school decision making process, a divergent approach in this current study.

Ndiku (2015) evaluated parental involvement and its influence on instructive outcomes in Teso North Sub County primary schools. Applying the descriptive survey design, the study employed proportional sampling of parents, teachers, pupils and head teachers. Structured questionnaires were utilized in collecting primary data which was analysed using quantitative and qualitative statistical methods. The study established that low involvement of parents in provision of reading and learning materials affected academic performance. Notably, the study focus was not on pupils' involvement in school decision making, and conducted in Teso Sub County, a gap necessitating this current study in Kieni West Sub County.

Overall, the reviews show that inclusion of pupils in school administrative decision-making process was important in creating a conducive learning environment in the school. With administration tasks focused on school discipline and pupil's welfare, inclusion of the pupils 'voice in decision making is crucial. Through inclusion of pupils in decision making, school leadership and teachers may be able to understand better the pupils needs and align management strategies to ensure learning was effective, while rooting out pupils' challenges on time and concisely. Identified gaps in the studies will enrich knowledge linking pupils' councils with academic performance, and more specifically KCPE performance. It will provide current information on pupils' councils' perceptions among school stakeholders, levels of engagement in decision making and contribution to better academic outcomes in primary schools today.

2.9 Theoretical Review

The founding theory for this study was the Path-Goal Theory (PGT) developed in 1971 by Robert House. The theory propounds that work satisfaction from employees emanates from belief in success along the process (Rijal, 2016). Accordingly, it is the duty and responsibility of leaders to provide their subjects support and information requisite in the achievement of work objectives (Bayan, 2018). Linkages between desirable outcomes to goal achievement may make it feasible. Thus, positive outcomes emphasis by management on employees goes a long way in ensuring workers personal goals achievement. This is because the workers have increased belief that their work behaviours may lead to positive work outcomes and personal development.

The original path-goal theory identifies the following leadership behaviors as achievement-oriented, directive, participative, and supportive: The directive path-goal clarifying leader conduct is used to describe circumstances in which the leader clarifies what is expected of subordinates and instructs them on how to carry out their duties (Rijal, 2016). It is anticipated that student leadership groups will be established to assist school administrators in enhancing school climate and student welfare. This is based on the idea that council members should be welcomed because they are operating in their full position as guardians of the administration.

In relation to the education and school environment, path-goal theory informs on the establishment and implementation of pupils' councils and the expected achievement of a conducive learning environment, social development and better academic outcomes of the pupils (Ndiku, 2015). Primary school heads engaging pupils in participatory management motivates pupil councils, leading to proactive participation and effectiveness of decisions made during implementation (Da Wan et al., 2018). The sense of belonging upon engagement motivates the learners for better class

participation and academic achievement by working harder since they believe that their efforts will yield valued things.

In the Kenyan context, the enactment of the Pupils' Council Act (2013) was premised on improving learning processes, discipline and better KCPE outcomes in all schools in Kenya. Thus, the path was engagement of pupils' councils in decision-making processes, while the goal was higher KCPE achievement. Thus, it was expected that transformation from the prefecture system of pupil leadership would enhance pupil engagement levels, and in effect improve academic learning and KCPE performance. Important to this study, this theory deconstructs the relationship between pupil council leadership on learners, the school administration and expected outcomes for better KCPE performance.

This theory was adopted for this study as it deconstructs pupils' council relations to school decision making processes and possible influence on academic performance. It informs expectations on the outcomes of pupils' councils' involvement in decision making on discipline management, operational efficiency and pupils' conducive learning environment and relates the influence to achievements in KCPE among public primary schools in Kieni West Sub County.

2.10 Conceptual Framework

The conceptual framework is a relational diagram representing linkages between the study variables. In this study it shows the relationship between independent variables (involvement of pupils' councils in decision making) and the dependent variable (KCPE performance) involving pupils' councils in administrative tasks influence the conducive school learning environment and possible enhancement of pupils' performance in KCPE. Also, involvement of the pupils' councils may influence discipline levels through early alerts and designing effective punishment which may

in turn effectively contribute to better performance in KCPE. Further, involvement of pupils' councils in learners' welfare through all-inclusive pupil and school safety and security strategies, as well as confidence building may lead to higher performance in KCPE. Parents may also have an intervening effect of the pupils' participation in school councils as well as decision making processes through leadership guidance, and through resource provision as shown in Figure 2.1.

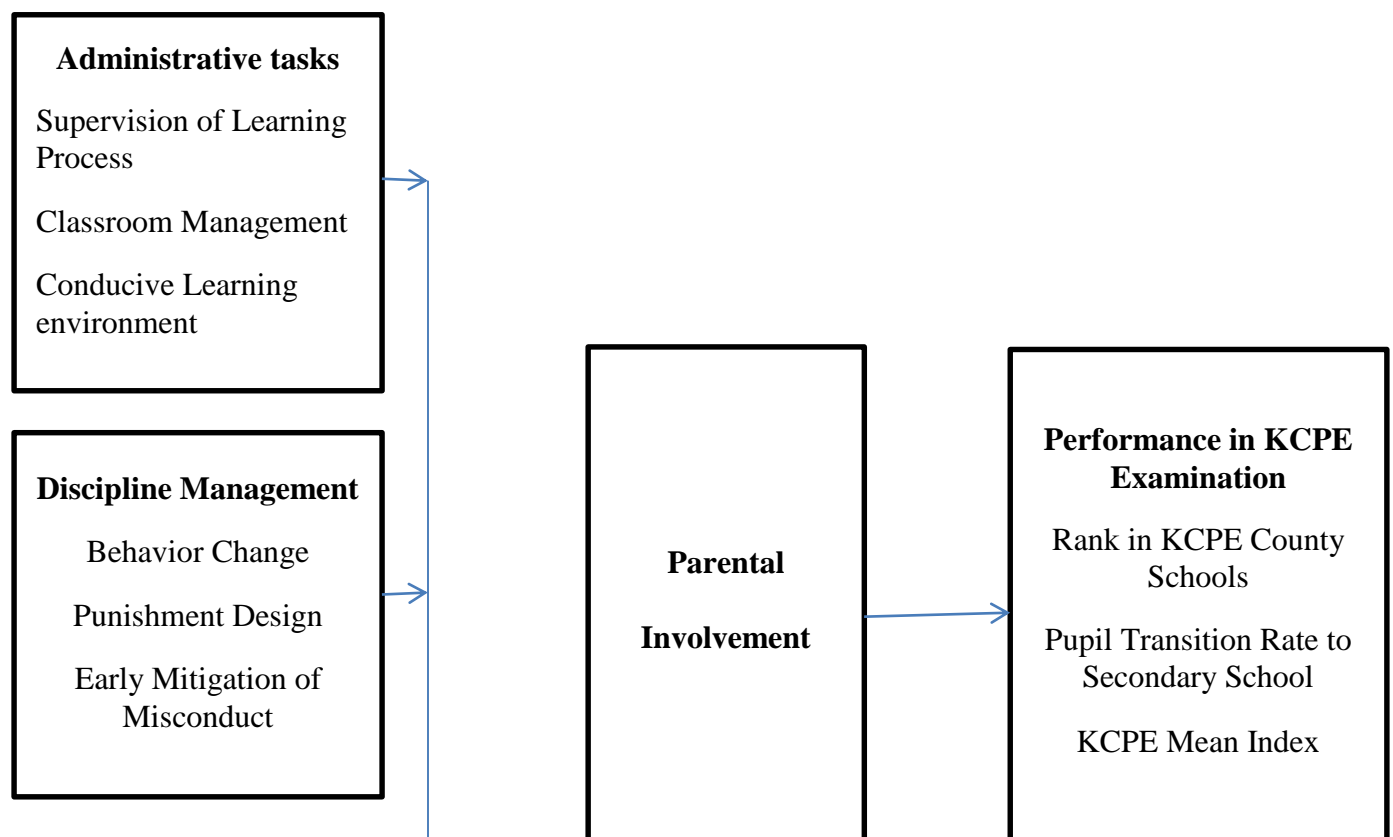
Figure 2.1

Conceptual Framework

Independent Variables

Intervening Variables

Dependent Variable





Pupils' Welfare Activities

Timely Pupils' Dispute Resolution

Pupils' Quality Health Programs

Pupils Safety and Security



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The procedures, resources, and equipment needed to carry out the study are covered in this chapter. The study demographic and sample, data collection methods and tools, data analysis, and ethical considerations are all presented.

3.2 Study Location

This research's location was Kieni West Sub County, Nyeri County. The selection of this location was founded on the fact that it was among the Sub counties in Nyeri with functional pupils' councils. The location has both public and private day primary schools that were accessible in the research period. Actually, there were fifty-two public primary schools out of which twenty-one had established and functional pupils' councils. Further, data on KCPE performance among

primary schools in the location before 2013 and after was available to enhance analysis, inference and conclusions for the study.

3.3 Research Design

Research design is described by Kothari (2014) as the meaningful arrangement of data collection and analysis in research. In this study ex post facto design was adopted. According to Emmel (2013), ex post facto research design is applicable where a pre-existing fact is explored. The design was adopted because it enabled comparative analysis of pre and post pupils' councils establishment periods.

In this study, the pre-existing fact is involvement of pupils in decision making, evaluated through two cohort periods before and after enactment of the pupil's councils Act (2013). The design is a method in which groups with qualities that already exist are compared. In this study, the aim was to evaluate KCPE performance of students prior (2010-2012) and after 2013 (2016-2019) implementation of pupils' councils for primary schools in Kenya. Stakeholders were engaged in establishing pupils' councils influence on KCPE performance in the two cohort periods in their schools.

3.4 Target Population

Target populace rendering the list of the items from which sample size is actually drawn. The population of this study comprised the Board of Management Committee (BOM) Chairpersons, head teachers, teachers and pupils' council members of all public day primary schools in Kieni West Sub-County in Nyeri County. These persons were mostly engaged in the decision-making processes in the school and thus deemed key participants in this study. There were 52 public primary schools (Appendix VI), and 21 having functional pupils' councils as recorded by the Nyeri

County Education Office. Each school had 21 members in the council (County Education Office, 2019). The target population was 699 as stipulated in table 3.1 below.

Table 3.1

Target Population

Category	Population
Head Teachers	21
BOM Chairpersons	21
Teachers	216
Pupils Council Members	441
Total	699

3.5 Sampling Technique and Sample Size

In order to ease data collection, a sample size was identified for the study. Simple random sampling technique was applied. Simple random sampling refers to the sampling technique whereby each item in the entire population is accorded an equal chance of selection as a unit of the sample. Item's selection is completely dependent on probability (Emmel, 2013). Franklin (2012) advocates that a sample size of 10% is sufficient in representing a target population for social studies. In this study, 10% selection on the four categories of the targeted 699 respondents and the sample size was seventy (70) participants.

Table 3.1

Sample Size

DETAILS	Targeted	Sampling Method	%	Sample Size	Proportion %
Head Teachers	21	Random Sampling	10%	2	11.6%
BoM Chairpersons	21	Random Sampling	10%	2	11.6%
Teachers	216	Random Sampling	10%	22	37.0%
Pupils Council Members	441	Random Sampling	10%	44	39.9%
Total	669			70	100%

3.6 Research Instruments

Research instruments are tools used to collect a study's data. In this study, the following instruments were utilized based on the ex-post facto research design.

3.6.1 Document Analysis

The study relied on secondary data to analyze the KCPE performance results for the two cohort periods (2010-2013; 2016-2019). The data was sought from the Kenya National Examination database and the Ministry of Education reports in the relevant years. To identify school KCPE performance in the two cohort periods, the mean indexes were analyzed for the two cohort periods (2010-2013, and 2016-2019). Content analysis was conducted to measure performance trends in the two cohort periods. Further, school records were utilized in establishing the contribution of pupils' councils in administrative tasks, discipline management and welfare activities management.

3.6.2 Interview guide

Interview schedule, according to Jackson (2015), comprises a set of questions that are to be presented by the researcher and answered verbally by participants. A face-to-face discussion was preferred in gathering qualitative data. Interviews enable the researcher gather deeper details on the involvement of pupils' councils in decision making and its effect on KCPE performance in the schools. The interview guide 1 entailed questions whose responses by Head Teachers and the chairpersons of BOM were recorded during the interview for analysis.

3.6.3. Questionnaire

According to Franklin (2012), a questionnaire is used for primary data collection in research and consists of a series of questions that prompt response from participants. In this study, structured questionnaires were utilized. The questionnaires helped collect quantitative data from teachers and pupils and entailed closed ended items which respondents selected appropriate answers. The choice of the questionnaire was made because it is more appropriate for dealing with delicate subjects like kids' inclusion in primary school management and because it lessens respondents' resistance or divergence. Additionally, it was simpler to administer, more cost- and time-effective, and simpler to analyze during the study. It could also be useful for a sizable sample of responders, as it was in this study (Silverman, 2011). To learn more about the teachers' and students' council members' opinions on the engagement of student councils in administration, disciplinary, and welfare issues as well as their impact on KCPE performance, questionnaires were given to both groups.

3.7 Piloting of the Research Instruments

Piloting is the testing of the research instruments in research. Piloting enables the evaluation of research instruments for fitness of purpose. Pre-testing of research instruments was done in primary schools in Kieni East Sub County, which neighbours Kieni West Sub County and had similar demographic characteristics. A small sample (10%) of study sample was randomly selected in two primary schools comprising 2 BOM Chairpersons, 2 head teachers, 2 teachers and 4 members of pupils' council. These persons were representative of the study categories and enable assessment of the fitness of research instrument for actual respondents' comprehension and response. Kieni East Sub County had similar demographic characteristics to those in the study locale (Wairimu et al., 2016) and this informed the selection for the piloting. Piloting was done so as to improve the reliability and validity of the research instruments. Changes were also made on the research instruments for clarity's sake.

3.7.1 Test for Validity

By properly preparing the instruments with the help of the supervisors and paying attention to how the items related to the objectives, content validity was attained (Creswell, 2014). By putting the respondents through a pilot study using the instruments in order to confirm their ability to understand the language used in the instruments, the clarity of the language to use was confirmed. The researcher modified the instruments in the event of any misunderstanding or ambiguity to make sure that pertinent data was gathered.

3.7.2 Test for Reliability

In research, reliability test for the research tools identifies the extent to which the tool consistently gives similar results after several repeated tests (Creswell & Creswell, 2017). It ensures that the research instruments used are able to capture relevant data in regards to the study variables. Cronbach Alfa tests were applied to test reliability at 0.7 of research instruments for all variables

in the study. The reliability coefficient was expected to be equal to or greater than 0.7, (Cohen et al., 2011) otherwise the instruments would have to be revised. The test results indicated the Cronbach alpha score as 0.77, greater than the expected 0.70 (Appendix IX). This showed that the research instrument was reliable and suitable for collected data in this study.

3.8 Data Collection Procedures

The scholar sought authority from the University and the National Commission for Science, Technology and Innovation (NACOSTI). A letter for authority from the Nyeri County Kieni West and Kieni East Sub County Education Offices respectively was sought for carrying out data collection. The authorization letter was used while introducing the researcher and seeking participation of the respondents. KCPE results data for the two cohort periods was sought from the Ministry of Education office in Nyeri County, analysed to enable effective analysis. The researcher sought contacts and made calls to the head teachers, BOM members to schedule interview dates. Later, a visit to the schools created rapport as well as informed them of the intended study and book appointments for administration of questionnaires to the teaching staff and the pupils' council members for data collection. The questionnaires were then distributed to respondents and picked at a scheduled later date for analysis.

3.9 Data Analysis

Data collected was analyzed once collection of research instruments has been done. After data collection, data cleaning followed so as to identify any incomplete data. Cleaning and coding were done to enable raw data entry for descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 23. Content analysis was conducted for secondary data collected from KCPE examination data. The mean scores for the schools in the two cohort years was evaluated, compared to inform on growth or decline in performance levels pre and post the implementation

of pupils' councils for primary schools in 2013. Data analysis for qualitative data utilized themes and patterns. According to Mitchell and Jolley (2012), themes manifest content of communication through objective, systematic and quantitative description.

Descriptive statistics based on frequencies, percentages, means, and standard deviation were used to analyze quantitative data. The association between the research variables was also discovered using inferential statistics. In order to assess the strength of the relationship between variables, a linear regression model was used to relate the independent variables (administrative tasks, discipline management, and pupil welfare activities) as well as the intervening variable (parental involvement) and the dependent variable (KCPE performance). The multiple linear regression model applied in this study was: $Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 I_1 + e$

Where:

Y = Pupils' academic achievement

a = Constant

x_1 = administrative tasks

x_2 = discipline management

x_3 = Welfare Activities

I_1 = parental involvement

$b_1 - b_4$ = regression coefficients associated with the independent variables $x_1 - x_3$

The model informed whether the selected characteristics - pupils' councils' involvement in decisions on administration, discipline and welfare activities, as well as parental involvement

influenced the pupils' KCPE performance. The relative strengths were established too at the significance test of 95% confidence level and results presented using tables, graphs and charts. Diagnostic tests of ANOVA and coefficients of determinants were conducted to establish the fitness of the model as presented in appendix XI.

3.10 Ethical Considerations

To ensure research ethical standards, the following were considered. The researcher obtain authorization for data collection by first seeking for an introductory letter from Kenya Methodist University and then applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) whereby authority letter was issued. Consequently, consent was sought from the Ministry of Education (MOE) Nyeri County and authority to collect data was given.

Head teachers of the targeted schools were contacted through phone calls in order to schedule the dates for interviews involving them and the BOM chairpersons. To save on time, on the same day of the interviews, the consent was also sought from the other respondents to ensure voluntary participation. The researcher ensured a full disclosure of the intended study and its focus mainly being of academic nature. In data collection process, the questionnaires were issued to the respondents and collected at a later date as agreed. All materials and documents used for secondary data in the study were recognized, referenced and cited. Further, all the respondents were assured

of confidentiality of their identity and information provided. The participants' opinions were respected and information accurately recorded.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the analysis of data collected during the study. The study investigated the effect of pupils' councils' involvement in decision making on KCPE performance in public primary schools in Kieni West Sub County. The analysis was based on data relating to study variables as contained in answered research instruments and observation checklist. Quantitative data collected through questionnaires from teachers and pupils was analyzed using descriptive and inferential statistics. Qualitative data collected through interview guides was analysed through themes and patterns.

4.2 Response rate

In this study, sixty-six questionnaires were administered to the sampled respondents and sixty-one (94.3%) were returned fully answered and fit for analysis. All the BOM and head teachers (4) participated in the interview, making the response rate 100%. This presented an overall 94.3% response rate, which according to Franklin (2012) was commendable for social studies.

Table 4.1

Response Rate

DETAILS	Interview Guide	Questionnaire	Percentage
Head Teachers	2		100%
Board of Management	2		100%
Teachers		17	77.3%
Pupils Council Members		44	100%
Aggregate	4	61	94.3%

4.3 Influence of pupil's Councils' participation

The study evaluated the influence of pupils' councils' involvement in administrative tasks decision making on KCPE performance. The data collected from questionnaires, interviews and observation of records was analyzed and presented as below.

4.3.1 Descriptive Data Analysis

Quantitative data was analyzed from questionnaires' responses using percentages, means and Standard Deviation (SD). The teachers and pupils were requested to evaluate provided information in relation to the influence of pupil's participation in making decisions in administrative tasks on KCPE performance using the Richter scale: 5. Strongly Disagree, 4. Disagree, 3. Neutral, 4. Agree, 5. Strongly Agree.

Table 4.2*Pupil's Councils involvement in administrative tasks and KCPE performance*

Statement	5	4	3	2	1	Mean	SD
Pupils' council take part in supervision of learning process.	0 0%	6 9.8%	0 0%	52 85.2%	3 4.9%	2.84	1.073
Pupils' councils' participation in classroom management develops a sense of responsibility and teamwork along with a sense of organization among teachers and pupils.	0 0%	0 0%	0 0%	61 100%	0 0%	2.98	1.066
Participation of pupils in decision-making enables them to implement some of the decisions of the primary schools effectively. Thus, creating a conducive learning environment.	0 0%	9 14.7%	10 16.4%	40 65.6%	2 3.3%	2.73	1.087
Pupils' KCPE performance is high when their schools' managements involved them in school activities of a management nature.	0 0%	0 0%	0 0%	46 75.4%	15 24.6%	2.77	1.071
Aggregate Mena						2.31	1.346

N=61:

The results in table 4.2 indicate that pupils' council took part in supervision of learning process that in turn improves KCPE performance, according to majority (52; 85.2%) of the respondents.

Further, all the 61 (100%) respondents concurred that the pupils' councils' participation in

classroom management developed a sense of responsibility and teamwork along with a sense of organization among teachers and pupils. This would in turn enhance the learning environment, outcomes and KCPE performance. These results show more active participation and a better developed education practice for pupils' council involvement in Kenya today, a contrasting finding from the aspersions of the study in Ghana reporting low involvement.

The issue that participation of pupils in decision-making in Kieni West primary schools enabled them to implement some of the decisions of the primary schools effectively was not fully accepted, with 65.6% agreeing, 14.7% disagreeing and 16.4% not sure. Thus, it was not concisely clear whether it created a conducive learning environment in the primary schools. All the respondents (100%) however agreed that pupils' KCPE performance was high when their schools' managements involved them in school activities of a management nature.

4.3.2 Inferential Data Analysis

In establishing the relationship between pupils' councils' involvement in administrative tasks decision making and KCPE performance. Regression results are shown below.

Table 4.3

Regression Coefficients for Pupils' Councils' Involvement in Administrative Tasks

Model	Unstandardized		Df	Standardized	T	Sig
	Coefficients			Coefficients		
1	B	St. Error		Beta		
Constant	1.507					

Administrative tasks	0.347	0.107	0.223	2.733	0.033
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Results in table 4.3 indicate the regression coefficient as 0.347. Further, there statistical with significance of the influence $p=0.033$, at the 0.05 level (2-tail). This means that a unit change in pupils' councils' involvement in administrative tasks would lead to 34.7% increase in KCPE performance.

4.3.3 Qualitative Data Analysis

Qualitative data was also analysed. The study utilized interviews in collecting data from BOM chairpersons and head teachers of primary schools to investigate the effect of pupils' councils' involvement in decision making on KCPE performance. Findings showed agreeing that pupil's council participated in decision making on administrative tasks in the school, with all respondents concurring. The influence of pupils' councils was cited as moderate (52%). This showed that in regards to administrative tasks, pupils councils did not play a significant role in the decision-making process, though engaged in the process.

Ought in this study was the influence of pupils' councils' involvement in learning process decision making on KCPE performance. Results indicated a low influence as cited by majority of the respondents. Thus, involvement of pupils' councils had some influence on the learning process with a fair contribution to KCPE performance in the schools. Findings also show that the engagement of pupils in school management improved quality of teaching and learning for higher KCPE performance in the school.

The study established that pupils' councils greatly assisted in creating a conducive learning environment in the schools. It was established that the assistance was to a great extent by majority

of the respondents Thus, pupils' councils' involvement in school administration enhanced learning activities in the school, a critical factor for effective learning and academic achievement.

4.3.4 Content Analysis

School records were utilized in establishing the contribution of pupils' councils in administrative tasks decision-making. An observation checklist was formulated and applied to establish the involvement of the pupils' councils in the schools. The results are indicated in the table below.

Table 4.4

Content Analysis for Pupils' Councils Contribution to Administrative Tasks

Administrative Tasks Contribution	
2010	No pupil involvement
2011	No pupil involvement
2012	Low pupil involvement
2013	Low pupil involvement
2016	50% Increase in pupil involvement
2017	60% % Increase in pupil involvement
2018	65% Increase in pupil involvement

2019	80% Increase in pupil involvement
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Results in table 4.4 show a remarkable improvement in the involvement of pupils' councils in administrative tasks decision-making. The involvement showed a growth trajectory over the years, with a significant eighty percent engagement of pupils' councils in all the schools. The increase in involvement could culminate from the possible effect to positive learning processes and outcomes.

4.4 Influence of pupil's Councils participation in making decisions

The study evaluated the influence of pupils' councils' involvement in discipline management decision making on KCPE performance. The data collected from questionnaires, interviews and observation of records was analyzed and presented as below.

4.4.1 Descriptive Data Analysis

The teachers and pupils were requested to evaluate provided information in relation to the influence of pupil's participation discipline management decision making on KCPE performance using a five-point Richter scale: 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree.

Table 4.5

Pupil's Councils participation in making decisions on discipline management

N=61

Statement	5	4	3	2	1	Mean	SD
Pupils' councils are highly involved in decisions regarding discipline management.	3	30	0	20	8		
	4.9%	49.2%	0%	32.8%	13.1%	1.85	1.442
Pupils' councils perform disciplinary roles such as punishing minor cases of indiscipline.	0	9	0	40	12		
	0%	14.7%	0%	65.6%	19.7%	2.76	1.084
Since implementation of children governments, discipline has improved	0	6	20	35	0		
	0%	9.8%	38.2%	57.4%	0%	2.33	1.201
Pupils' council engagement in decision ensures effective alignment of discipline management goal for higher KCPE performance.	10	40	0		0		
	16.4%	65.6%	0%	18%	0%	2.74	1.030
Discipline management with the help of pupils' councils has boosted KCPE performance	8	48	0	5	0		
	11.5%	78.7%	0%	9.0%	0%	2.82	1.077
Aggregate Mean						2.47	1.239

The findings in table 4.5 show a fairly low involvement of pupils' councils in discipline management with a total 33 respondents (45.9%) agreeing, and (28) 54.1% disagreeing. The roles played in this aspect were cited by majority as punishment for minor indiscipline cases (such as noise-making and vernacular speaking), and also identifying and reporting indiscipline students to

the school administrators. However, the pupils' councils were not found to highly enhance discipline in the schools by 35 (57.4%) respondents.

The results indicated a possibly low contribution of pupils' councils' participation in discipline management decisions on increasing pupils' achievement in the study area. Notably, a total 82 % of the respondents (56) accented that engagement of pupils' councils in decision ensures effective alignment of discipline management goal for higher KCPE performance. Seemingly, the challenge was not cognitive but possibly based on implementation process or attitudes of other stakeholders including head teachers.

From the results, it can be deduced that there was need for exerted efforts in inclusion of pupils' councils in discipline management decision making among primary schools in Kieni West Sub County. A similar observation was found by Nandeke (2017) whereby students' involvement level was low in most schools in respect to punishment design. However, learners' involvement in periodic review of disciplinary rules, guidance and counselling positively influenced discipline. Further, as Kyalo (2017) contended, schools with high level of discipline are the ones where the students' councils were involved in governance, a call for more proactive inclusion of pupils' councils in discipline decision making process.

4.4.2 Inferential Statistics

To establish the relationship between pupils' councils' involvement in discipline management decision making and KCPE performance. Regression coefficients results are shown below.

Table 4.6

Regression Coefficients for Discipline Management

Model	Unstandardized		Df	Standardized	T	Sig
	Coefficients			Coefficients		
1	B	St. Error		Beta		
Constant	1.507					
Discipline management	0.415	0.135		0.315	3.616	0.016

a. KCPE performance

The results in table 4.6 show an influence of 0.415 and a statistical significance of 0.016 at the 0.05 level (2-tail). This implicated that for a unit change in pupils' involvement in discipline management, there was a 41.5% increase in KCPE performance.

4.4.3 Qualitative Data Analysis

The study results from qualitative data analysis established that pupils' councils were involved in discipline management decision making process, as acclaimed by all respondents. In regards to influence of this involvement on KCPE performance, responses were varied, with most significant as moderate. Thus, pupils' councils did not have a large influence on KCPE performance of the pupils.

The study results further showed that pupil's councils' assurance of discipline among learners was moderate extent (55%) with the highest acclamation. Thus, pupils' councils were critical in discipline management tasks in the schools, though supervision results were not highly acclaimed. Pupils' councils' involvement in discipline management was found to enhance KCPE

performance. Thus, since inception of pupils' councils, the BOM and head teachers in the schools had observed higher academic performance and KCPE outputs in the schools.

4.4.4 Content Analysis

School records were utilized in establishing the contribution of pupils' councils in discipline management decision-making. An observation checklist was formulated and applied to establish the involvement of the pupils' councils in the schools. The results are indicated in the table below.

Table 4.7

Content Analysis of Pupils' Councils' Involvement in Discipline Management

Discipline Management Contribution	
2010	No pupil involvement
2011	No pupil involvement
2012	No pupil involvement
2013	Low pupil involvement
2016	Increase in pupil involvement
2017	Increase in pupil involvement
2018	Increase in pupil involvement

The results in table 4.7 show that the pupils' councils were greatly engaged in discipline management decision making immediately after the enactment of the Pupils' Councils Act (2013). The increase has thereafter been gradual towards 2019. It can thus be deduced that engagement in discipline management was highly considered in school as an engagement channel for enhancing decision making process outcomes for effective learning.

4.5 Pupils' Councils participation in making decisions on pupils' welfare activities

The study evaluated the influence of pupils' councils' involvement in pupils' welfare activities decision making on KCPE performance. The data collected from questionnaires, interviews and observation of records was analyzed and presented as below.

4.5.1 Descriptive Data Analysis

The teachers and pupils were requested to evaluate provided information in relation to the influence of pupil's participation in learners' welfare making decisions on KCPE performance using the Richter scale: 5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree.

Table 4.8

Pupils' Councils participation in making decisions on pupils' welfare activities and KCPE performance

Statement	5	4	3	2	1	Mean	SD
There is a crucial role played by pupils' councils in welfare activities coordination.	0	0	0	61	0		
	0%	0%	0%	100%	0%	2.98	1.011
Pupils' councils assumption of school daily activities on behalf of the teachers	0	0	0	54	7		
	0%	0%	0%	88.5%	11.5%	2.84	1.140
Pupils' participation in matters regarding welfare enhances timely pupil's dispute resolution.	0	16	0	45	0		
	0%	26.2%	0%	73.8%	0%	2.76	1.211
Schools involve the pupil's council when planning for health programs and implementing pupil welfare activities.	14	19	0	20	8		
	23.0%	31.1%	0%	32.8%	13.1%	2.12	1.401
Through the pupils' councils, the welfare in terms of safety and security of the pupils has been improved. leading to higher KCPE performance	0	13	0	48	0		
	0%	21.3%	0%	78.7%	0%	2.80	1.128
Aggregate Mean						2.62	1.129

N=61

The results in table 4.8 show all the 61 (100%) respondents agreeing that pupils' councils play a crucial role in welfare activities coordination. Similarly, majority of the respondents further agreed that pupils' councils assume daily activities in school on behalf of the teachers for class

management, ensuring discipline, timely dispute resolution (45; 73.8%), safety and security (48; 78.7%). In accordance, Carr (2015) cited that the council members participated in solving problems that occur among the students of the class, with the supervision of the class instructor. However, in terms of health, the role of the pupils' councils was not highly rated.

Overall, pupils' councils' involvement in welfare decision making was found to enhance students KCPE performance. The study findings affirm Ikimat et al. (2021) study results that the involvement of students' councils enhanced generation of school academic culture among new students. Earlier, Kyalo et.al. (2017) asserted that through pupils' council, learners were availed a vehicle through which they can express their needs, solve problems, discover abilities, and enhance talents. Thus, the inclusivity of school management through pupils' councils enhanced self-efficacy among the pupils, leading to higher academic achievement and better KCPE performance in the primary schools.

4.5.2 Inferential Analysis

In establishing the relationship between pupils' councils' involvement in pupils' welfare activities decision making and KCPE performance using regression coefficients and results shown below.

Table 4.9

Regression Coefficients for Pupils Welfare Activities

Model	Unstandardized		Df	Standardized	T	Sig
	Coefficients			Coefficients		
1	B	St. Error				

	Beta				
Constant	1.507				
Welfare Activities	0.481	0.227	0.204	2.113	0.021

a. KCPE performance

The results in table 4.9 show an influence of 0.481 and a statistical significance of 0.021 at the 0.05 level (2-tail). This implicated that for a unit change in pupils' involvement in pupils' welfare activities; there was a 48.1% increase in KCPE performance.

4.5.3 Qualitative Data Analysis

Interview data results show pupils' councils in the schools were participating in welfare activities decision making as accented by respondents. In order of significance, the interview results showed the respondents citing that the participation influenced KCPE performance through the creation of a democratic space that allowed pupils to air their views on school learning environment boosting their confidence (84%), channel for grievances reporting (75%) and inclusive learning process (66%). Thus, as a bridge between the pupils and school administration, the pupils' councils' representation enhanced the sense of belonging and owning up to school goals, implementation of academic strategies and achievement of better KCPE performance.

In regards to the welfare challenges experienced by in the schools, interview results indicate that health issues were a major concern (68%) in the study area, with the head teachers citing hunger/malnutrition as a critical health issue among the learners. Long distance travel to school also affected the pupils (24%), as well as family instability based on social economic factors like finance (18%). Discipline was also an issue among pupils in the schools, with teacher relation challenges affecting pupils' welfare in the school.

Pupils' councils' presentation of welfare issues to the school administration was found to improve learning conditions (86%) for higher KCPE performance of the pupils in the school. Further, it was accented that involving pupil in decision making assured timely pupil dispute resolution. The results concur with Wambua et.al (2017) contention that through pupil councils, learners not only become participants in the educational process, but the experience will benefit them in providing them a voice for active participation in education, build self-confidence and improve academic performance

Involving pupils in welfare decisions was lowly rated (43%) to assure quality of health programmes in the school. Thus, though they were key focus in related decisions, their councils' input did not greatly impact on health development programmes, and as noted from BOM responses, these issues were beyond pupils' prerogative in the learning process, primarily meant for parents and school administration. However, listening to the pupils' voice may be significant in formulating effective strategies that enhance learning and academic performance. Results further showed that the pupils' councils were involved in safety and security programmes (100%) in the school. Safety and security are important in securing the learners lives and providing a conducive school environment.

4.5.4 Content Analysis

School records were utilized in establishing the contribution of pupils' councils in pupils' welfare activities management decision-making. An observation checklist was formulated and applied to establish the involvement of the pupils' councils in the schools. The results are indicated in the table below.

Table 4.10

Content Analysis of Pupils' Councils' Involvement in Welfare Management

Details	Period	Comment
<hr/> Welfare Management Contribution		
	2010	Low pupil involvement
	2011	Low pupil involvement
	2012	Low pupil involvement
	2013	Slight increase in pupil involvement
	2016	62% Increase in pupil involvement
	2017	22% Increase in pupil involvement
	2018	20% Increase in pupil involvement
	2019	27% Increase in pupil involvement

The results in table 4.10 indicate that prior to the enactment of the Pupils' Councils Act (2013), there was low involvement of learners in welfare decision making process. However, upon enactment, a positive change was experienced, with a high increase of engagement in 2016. The involvement has thereafter increased gradually. This indicates that pupils' councils' engagement in welfare activities is well recognized in enhancing the school and learning environment for high academic outcomes, including KCPE in Kieni West Sub County.

4.6 Intervening Influence of Parental Involvement and KCPE Performance

The study evaluated the intervening role of parental involvement in pupils' councils' effectiveness and KCPE performance. The influence of the parents on the pupils' characters and behaviour was assessed. Further, the involvement of parents in the supply of learning resources was assessed.

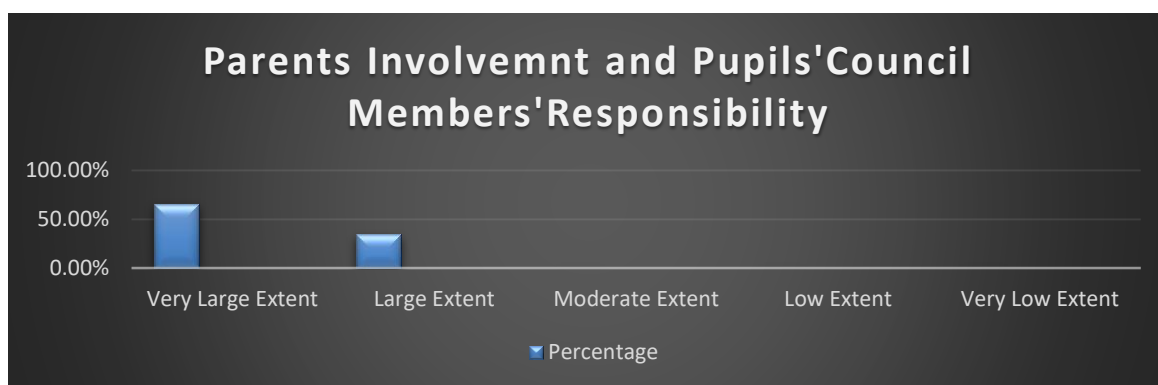
4.6.1 Descriptive Data Analysis

The study evaluated aspects of parents' involvement influence on the functioning of pupils' councils, and eventual influence on KCPE performance in the primary schools of Kieni West Sub County. The study established that parents' involvement influenced leadership and effectiveness of pupils' councils with all respondents (100%) accenting. Respondents recognized the importance of parents in shaping the characters of the learners. Thus, parents were critical in shaping the conduct and leadership skills among the children who were thus able to ensure effective functioning of pupils' councils.

The extent parents' involvement in pupils' councils' decision-making influenced responsibility in members was evaluated. The study results in figure 4.1 below indicate that all respondents rated the influence of parents' involvement in instilling responsibility among pupils' council members to be large, with 65.6 % rating it large and 34.4% very large. Results concur with school Noel et.al. (2016) assertion that parents played an important role of instilling discipline, responsibility and the motivation for education. As such, shaping of the children's sense of responsibility by parents had a significant effect on the competence of council members in supporting school environment management, effective learning operations and KCPE performance.

Figure 4.1

Extent parents' involvement in pupils' councils' decision-making influenced responsibility in them



The study further evaluated whether parents' provision of learning resources enhanced KCPE performance in the primary school. Results showed that all (100%) respondents agreed, indicating the significance of the parents' role in supplying pupils learning needs for effective learning, and eventual high performance in KCPE. Results concur with Chemaget (2020) findings that parental involvement in the provision of learning resources greatly influenced academic performance.

4.6.2 Inferential Statistics

In establishing the relationship between parental involvement, pupils' councils and KCPE performance, and regression coefficients were applied and results shown below.

Table 4.11

Regression Coefficients for Parental Involvement

Model	Unstandardized		Df	Standardized	T	Sig
	Coefficients			Coefficients		
1	B	St. Error		Beta		

Constant	1.507				
Parental Involvement	0.301	0.113	0.211	2.189	0.014

The results in table 4.11 show an influence of 0.301 and a statistical significance of 0.014 at the 0.05 level (2-tail). This implicated that for a unit change in pupils' involvement in parental involvement in e, there was a 30.1% increase in KCPE performance.

4.6.3 Qualitative Data Analysis

Parent's leadership guidance influence on the participation of learners in pupils' councils. Findings show all respondents accenting that leadership guidance by parents influenced participation in pupil councils by the pupils. Thus, parents play a critical role in shaping leadership roles for the children motivating them to membership and active participation in decision making process. It was also agreed by all that parent's involvement could enhance the sense of responsibility of pupils' councils in primary schools. Mentorship for responsibility and character by parents was crucial for the pupil council members.

Results showed a high acknowledgement (80%) of the fact that parental involvement in resource provision aided in improving KCPE performance. This shows that parents played a crucial role in providing requisite reading and writing materials necessary for effective learning in the schools. The head teacher opined that collaboration with parents in developing good character (100%) and responsibility for the students (100%), as well as in provision of learning resources (80%) played a significant role in enhancing KCPE performance. The BOM chairpersons also added that there was need to include pupils in the formulation of disciplinary actions that ensured minimal teacher/pupil relationship challenges. This would in effect enhance the school learning environment and ultimate better KCPE performance.

4.6.4 Content Analysis

School records were utilized in establishing the contribution of pupils' councils in pupils' welfare activities management decision-making. An observation checklist was formulated and applied to establish the involvement of the pupils' councils in the schools. The results are indicated in the table below.

Table 4.12
Content Analysis of Parental Involvement

Details	Period	Comment
Parental Involvement	2010-2013	Low parental participation in school management and pupil leaders' mentorship
	2016-2019	High parental participation in school management and pupil leaders' mentorship

The results in table 4.12 indicate that there was a low participation of parents in school management before 2013. Notably, after the enactment of the pupils' councils, there is evident

increase in participation by the parents. This could be motivated by the interest in leadership guidance for the pupils' council members. Thus, pupils' councils established has enhanced the parents' interest in their children's schools and this may yield positive results in KCPE performance.

4.7 KCPE Performance

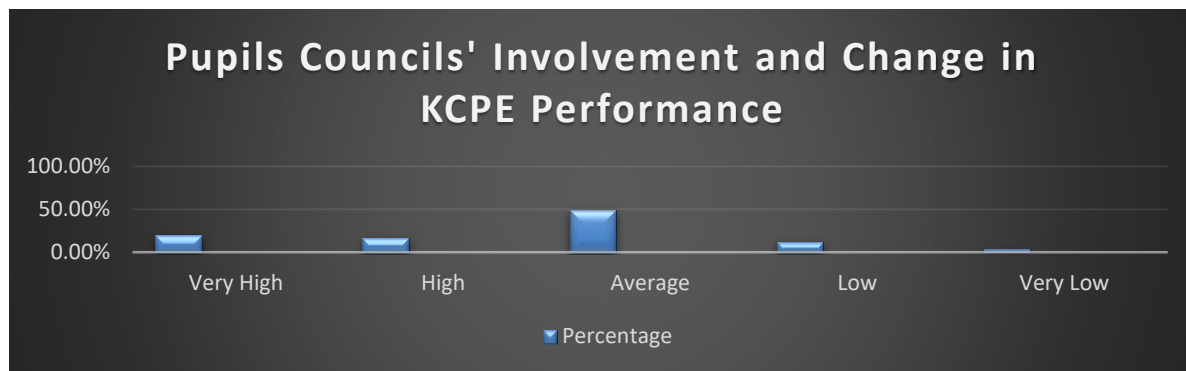
The study evaluated KCPE performance in relation to the study variables. Importantly, the study enquired through questionnaires on respondents' opinion on the influence of the involvement of pupils' councils in administrative, discipline and welfare activities management. Further, the KCPE performance trends for the two cohort periods (pre and post Pupils' Councils Act) were analysed.

4.7.1 Descriptive Data Analysis

The study evaluated the influence of pupils' councils' involvement in decision making on KCPE performance in the study area. Results in figure 4.2 show the rating as average (49%) very high (19.6%), high (16.4%) and low (11%). These results indicate that pupils' councils' involvement in decision making process have had a moderate effect on enhancing KCPE performance in the school. Seemingly, other factors have a higher influence on KCPE performance level in Kieni West Sub County.

Figure 4.2

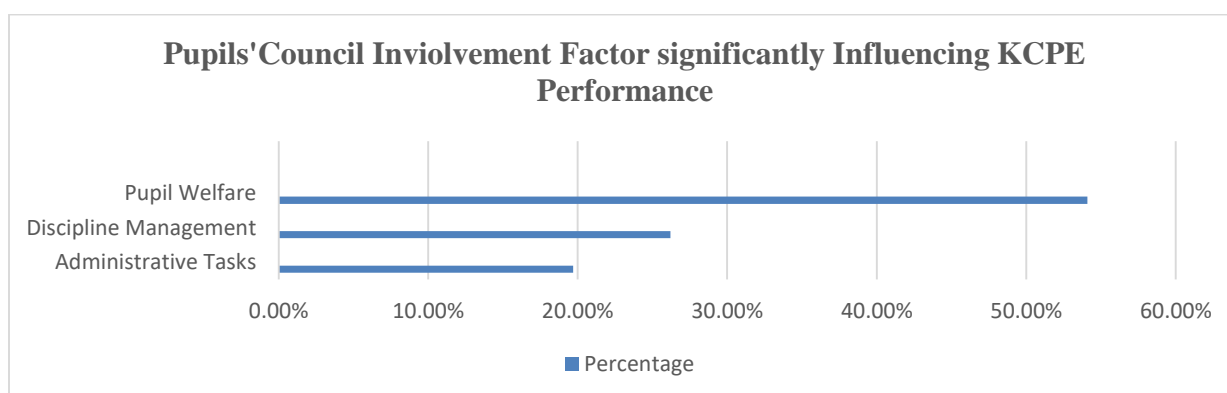
Rating of the influence of pupils' councils' engagement in decision making on change in KCPE performance in the school



The study evaluated the identified pupils' councils' involvement in decision making factors that significantly influence KCPE performance in Kieni West Sub County. Results in figure 4.3 indicates that pupils' councils' involvement in welfare decision making most significantly influenced KCPE performance (54.1% of respondents), followed by discipline management (26.2) and lastly administrative tasks (19.7%). Thus, it can be deduced that pupils' councils play a critical role in ensuring a conducive environment for learning, and resultant improvement in KCPE performance.

Figure 4.3

Pupils' councils' involvement in decision making factors that influence KCPE performance



The study also evaluated the change in KCPE performance of the primary schools after establishment of pupils' councils. The study focused on the performance indicators based on school ranking in Nyeri County KCPE results, transition to secondary schools for the pupils and change in KCPE mean index.

Table 4.13

Descriptive Statistics of KCPE Performance

Independent Variable	Mean	Standard Deviation
County Schools Ranking in KCPE	2.31	1.346
Transition to Secondary Schools	2.47	1.239
KCPE Mean Index	2.62	1.129

The results in table 4.13 indicate a strongest mean for change in KCPE mean index (M 2.62: SD 1.012), followed by transition to secondary school (M 2.47: SD 1.039), and lastly the school ranking in Nyeri County on KCPE results (M 2.31: SD 1.046). Thus, it can be deduced that

academic performance has improved on the KCPE mean index of the schools. This showed improved pupils' performance in the school in exception of the performance of other schools in Nyeri County. Thus, internally, academic performance in the schools has improved in recent past.

4.7.2 Qualitative Data Analysis

The results from interviews showed that KCPE performance had improved in the schools after the establishment of the Pupils Council Act in 2013. This showed that where the pupils' councils are functional, academic performance has improved. The area's leading to change in KCPE performance in terms of significance were: welfare management, discipline management and administrative tasks respectively. Thus, the influence of pupils' councils in representing learners on their welfare enhanced self-efficacy, academic learning and KCPE performance among primary schools in Kieni West Sub County.

4.7.3 Content Analysis

School records were utilized in establishing the KCPE performance trends pre and post Pupils' Councils' Act (2013) implementation. Actual mean indexes were analyzed for the years 2010-2013 and 2016-2019. The relative change in mean indexes was evaluated. The results are indicated in the table below.

Table 4.14

KCPE Performance Trend Analysis

KCPE Performance	2010	221	-
	2011	238	Change is + 17
	2012	229	Change is -9
	2013	231	Change is +2
	2016	233	Change is +2

2017	258	Change is + 25
2018	315	Change is +57
2019	319	Change is +4

Results in table 4.14 show a decrease change in KCPE performance towards the year 2013. After 2013, there is notably gradual but significant change. This indicates that the schools were performing better after the implementation of the pupils' councils in the schools.

4.8 Summary of Inferential Analysis Results

Multiple regression coefficients were utilized to evaluate the relationship between the independent variable (administrative tasks, discipline management, welfare activities, (the intervening variable (parental involvement), and KCPE performance. This was conducted to examine the influence among predictor and moderating variables.

Table 4.15

Model Coefficients

Model	Unstandardized		Df	Standardized	T	Sig
	Coefficients			Coefficients		
1	B	St. Error		Beta		
Constant	1.507					
Administrative tasks	0.347	0.107		0.223	2.733	0.033

Discipline management	0.415	0.135	0.315	3.616	0.016
Welfare Activities	0.481	0.227	0.204	2.113	0.021
Parental Involvement	0.301	0.113	0.211	2.189	0.014

a. Dependent Variable: KCPE performance

The results in table 4.15 indicate that there was a significant relationship between the variables with all being below the critical level of 0.05. The statistical model from the study results is thus: **$Y = 1.507 + 0.481x_1 + 0.415x_2 + 0.247x_3 + 0.301I + 0.326$** . The model indicates that there is higher KCPE performance in the involvement of pupils' councils in decision making on pupils' welfare, discipline management and administrative tasks respectively. Notably, the parental involvement provided the lowest influence on KCPE performance. The inferential statistics concur with descriptive results that there is a moderate (49%) influence of pupils' councils' involvement in decision making and KCPE performance, and that involvement in pupils' welfare issues was most significant factor (M 2.62; SD 1.129) influencing KCPE among the predictor variables.

DIAGNOSTIC TESTS

Reliability Test

DETAILS	Alpha Score
Administrative Tasks	0.813
Discipline Management	0.742
Pupils 'Welfare	0.775
Parental Involvement	0.699
Aggregate	0.750

Coefficient of Determination

Model	R	R Square	Adjusted Square	R Std. Error of Estimates
1	0.512	0.688	0.625	0.32601

The adjusted R^2 is the coefficient of determination (0.625) and indicates that there was a variation of 62.5% in KCPE performance resulting from changes in independent variables. The implication here is that the three factors have some significance in KCPE performance.

ANOVA Analysis

Model		Sum of Squares	Df	Mean Square	f	Sig
1	Regression	8.879	1	2.220	22.212	0.000
	Residual	4.614	64	0.100		
	Total	13.493	65			

There is a significance value 0.000 which is less than 0.05, indicating that the regression model was statistically significant in predicting the extent to which pupils' councils' involvement in decision making influenced KCPE performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The summary of the research findings for the three research instruments, the conclusion, and recommendations are presented in this chapter. The study assessed how the performance of public primary schools in Kieni WEST Sub County, Nyeri County, was affected by student participation in school decision-making. Participation in administrative duties, administration of discipline and student welfare, and the moderating influence of parental participation were specific variables. The offered summary is based on study results for each variable, from which conclusions and suggestions are drawn.

5.2 Summary of Findings

The response rate was commendable at over ninety per cent (94.3%). Overall, the quantitative analysis results show that the involvement of pupils' councils in welfare issues decision making was most influential on the students' academic learning and KCPE performance. However, the results of the model test show a fair relationship between the independent and dependent variable, with a variation of slightly over sixty percent in KCPE performance resulting from changes in independent variables. The inferential statistics concur with descriptive results that there is a moderate influence of pupils' councils' involvement in decision making and KCPE performance, and that involvement in pupils' welfare issues was most significant factor influencing KCPE among the predictor variables. The results are summarized in relation to the specific objectives herein under.

5.2.1 Pupils' Councils' Involvement in Administrative Tasks decision making and KCPE Performance

The study sought to establish the influence of pupil's councils' involvement in administrative tasks decision making on KCPE performance among public primary schools in Kieni East Sub County. Descriptive statistics results showed that pupils' council took part in supervision of learning process that in turn improved KCPE performance according to majority of the respondents. Further, all respondents concurred that the pupils' councils' participation in classroom management developed a sense of responsibility and teamwork along with a sense of organization among teachers and pupils. This would in turn enhance the learning environment, outcomes and KCPE performance. However, participation of pupils in decision-making on administrative tasks

did not fully enhance implementation of school administrative tasks for conducive learning environment, evidenced by the mean 2.31 and standard deviation 1.346.

These results were affirmed by inferential statistical results (0.347. sig. 0.33) showing the least influence on KCPE performance. Qualitative data results also showed moderate influence of pupils' councils' involvement in administrative tasks on KCPE performance. All the respondents however agreed that pupils' KCPE performance was high when their schools' managements involved them in school activities of a management nature. This was supported by content analysis results indicating higher KCPE performance after 2013 when pupils' councils were formed. Establishment of pupils' councils increased the level of participation of learners in administrative tasks.

5.2.2 Pupils' Councils' Involvement in Discipline Management Decision Making and KCPE Performance.

The study also evaluated the influence of pupils' councils' involvement in discipline management decision making on KCPE performance. Descriptive statistics results show that the councils were engage in all schools on discipline management decisions. The findings show a fairly low involvement of pupils' councils in discipline management. The roles played in this aspect were cited by majority as punishing minor indiscipline cases like making noise and vernacular speaking, identifying and reporting indiscipline students to the school administrators. However, the pupils' councils were not found to highly enhance discipline in the schools by over half (57.4%) of the respondents.

These results were affirmed by inferential data results ($p=0.415$, sig. 0.16) of slightly over forty percent influence on KCPE performance. Qualitative data results further showed a moderate effect (55%). However, majority of the respondents accented that engagement of pupils' councils in decision ensures effective alignment of discipline management goal for higher KCPE performance. Documentary evidence was an increase in the level of participation of pupils after the establishment of pupils' councils. From the results, it can be deduced that there was need for exerted efforts in inclusion of pupils' councils in discipline management decision making among primary schools in Kieni West Sub County.

5.2.3 Pupils' Councils' Involvement in Welfare Activities Decision Making and KCPE Performance

Pupils' Councils' involvement in learners' welfare decision making and its influence on KCPE performance was evaluated. Study results showed that all of the respondents agreeing those pupils' councils play a crucial role in welfare activities coordination. Majority of the respondents further agreed that pupils' councils assumed daily activities in school on behalf of the teachers for class management, ensuring discipline, timely dispute resolution, safety and security. Descriptive results showed a comparatively higher influence ($M\ 2.62$; $SD\ 1.129$) of pupils' councils' involvement in welfare decision making on performance. Inferential data also showed a positive and significant influence ($p=0.481$, sig. 0.21) of pupils' councils' involvement in welfare activities decision making and KCPE performance. Qualitative results further affirmed the relationship, while content analysis results showed an increase in engagement of pupils in decision making on their welfare, a factor enhancing KCPE performance.

5.2.4 Parents Involvement and KCPE Performance

The study evaluated the influence of parental involvement in pupils' councils and eventual effect on KCPE performance. Results showed that parent's leadership guidance influenced the participation of learners in pupils' councils. The respondents further concurred that parent's involvement could enhance the sense of responsibility of pupils' councils in primary schools. Mentorship for responsibility and character by parents was crucial for the pupil council members. Parental involvement in resource provision was also accented by the respondents to aid in improving KCPE performance. This shows that parents played a crucial role in providing requisite reading and writing materials necessary for effective learning in the schools.

Qualitative data results indicate that collaboration with parents in developing good character and responsibility for the students, as well as in provision of learning resources played a significant role in enhancing KCPE performance. Inferential results however show a minimal influence ($p=0.301$, sig. 0.014) to KCPE performance, considering parental input on pupils' councils' capacities.

5.3 Conclusion

The introduction of pupils' councils in the education system was expected to create better involvement of stakeholders in the management of activities, with the hope of enhancing KCPE performance. Among the primary schools in Kieni West Sub County, pupils' councils were functional in twenty one out of fifty-two schools. The study sought to establish whether the pupil's council's involvement in decision making for administrative tasks, discipline and learners welfare influenced KCPE performance.

The study results showed significant relationship between the study variables, with involvement in welfare activities decision making being the most significant factor influencing KCPE performance in the studied schools. Generally, pupils 'councils' involvement in decision making process had a moderate effect on KCPE performance in the study area. Secondary data showed

increase KCPE performance after 2013 when the pupils' councils were established. Further, there was higher engagement in discipline, administration and welfare management meetings for the pupils' councils.

The results thus show that the inclusivity of school management through pupils' councils enhanced self-efficacy among the pupils, leading to higher academic achievement and better KCPE performance in the primary schools. Upon findings, it is concluded that pupils' councils have a significant but moderate effect on KCPE performance in Kiambu West Sub County public primary schools. The councils have a positive influence on pupils' welfare, discipline and learning process management.

5.4 Recommendations

The study recommends the following.

5.4.1 Involvement of Pupils Councils in Administrative Tasks

first, there should be higher engagement of pupils' councils in decision making process in administrative task, with documentary evidence showing gradual increase in this regard. As results indicated that administrative tasks did not fully enhance implementation of school administrative tasks for conducive learning environment, it is critical for school management to evaluate and establish viable engagement structures in the schools. Further, policy makers in the ministry of education, especially in regards to primary education should evaluate the structures of pupils' councils' engagement in administrative tasks to enhance productive supervision for higher academic achievement.

5.4.2 Involvement of Pupils Councils in Discipline Management

The study recommends that pupils' councils should be more engaged in discipline decision making, especially in designing punishment for offenders. The punishment methods could be more effective when teachers understand the learners' perceptions and outcomes on pupils' motivation to learn. Inclusive participation of pupils through the councils would ensure discipline measures are not draconian, but corrective in enhancing the learning environment and possible higher academic performance.

5.4.3 Involvement of Pupils Councils in Welfare Activities Management

The study recommends that for pupils' councils should be more involved in health decision making. As noted, health issues including hunger and malnutrition were evident challenges among the learners. Allowing the pupils to define viable interventions in health is critical. It is also recommended that parents should be more involved in pupils' councils' governance through inspiring and motivating their children while at home to take up leadership and responsibility.

5.5 Recommendations for Further Research

The study recommends further studies to:

- i. Evaluate the influence of pupil councils' leadership capacities in assuring higher academic outputs in the schools.
- ii. Assess the influence of head teachers in successful functioning of the pupils' councils.
- iii. Explore the determinants to effective management of pupil's councils for higher academic performance.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

MUTUA ALICE WANGARI,

P .O. BOX 49,

MWEIGA.

THE SUB-COUNTY EDUCATION OFFICER,

KIENI WEST SUB-COUNTY,

P.O. BOX 32,

MWEIGA

Dear Sir/Madam,

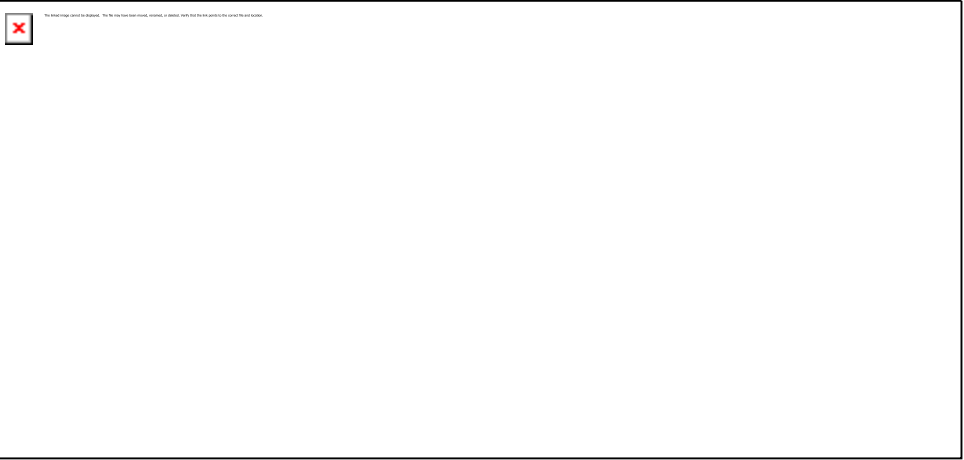
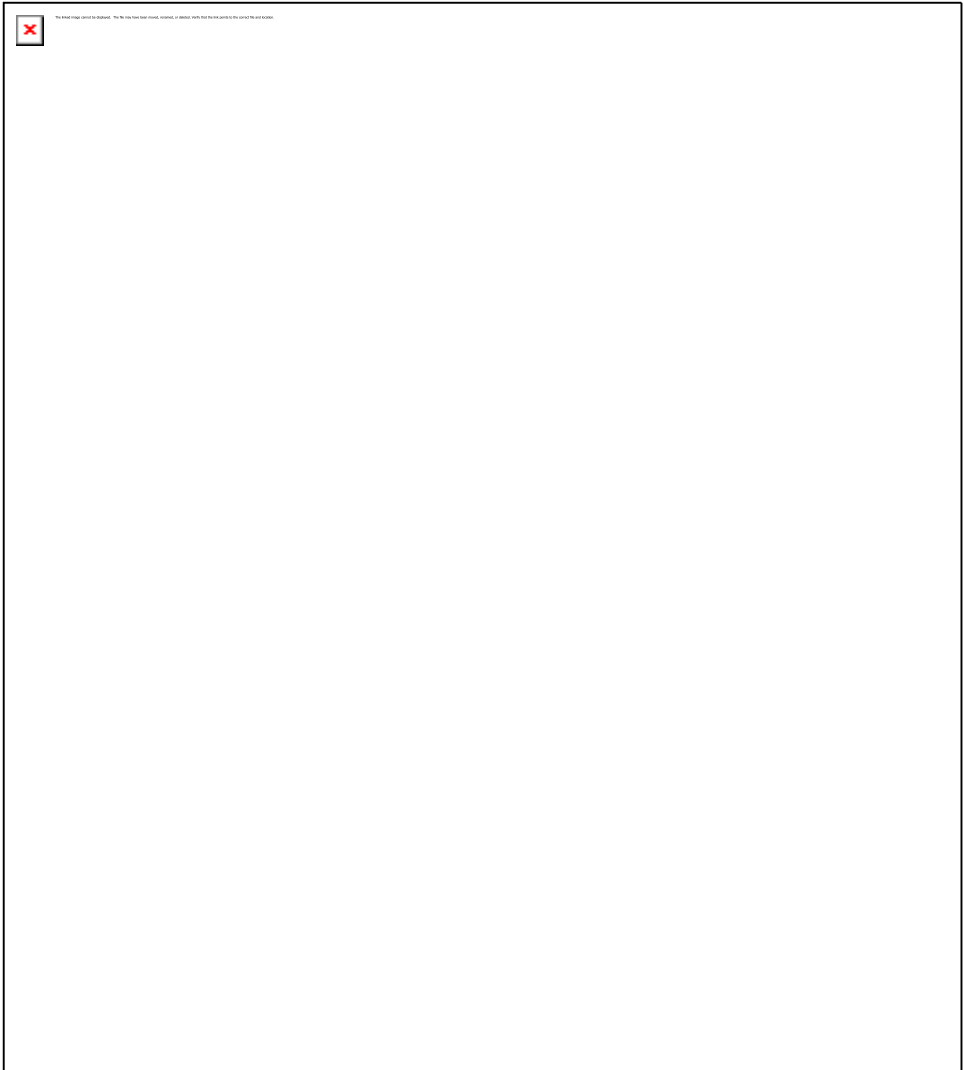
RE: PERMISSION TO COLLECT DATA FOR ACADEMIC RESEARCH

I am Mutua Alice Wangari, a student at Kenya Methodist University undertaking a Master degree in Education Leadership and Management. I wish to conduct a data collection exercise on the influence of pupils' council's involvement in decision making on KCPE performance among public day primary schools in Kieni West Sub County. The data collected will be for academic purposes only. All information obtained will be confidential. Thank you.

Yours Faithfully,

Mutua Wangari Alice.

APPENDIX II
NACOSTI AUTHORITY LETTER





APPENDIX III
MINISTRY OF EDUCATION AUTHORITY LETTER



REPUBLIC OF KENYA

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote

OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.IV/70

30th May, 2022

Alice Wangari Mutua
P.O Box 49
MWEIGA

RE: RESEARCH AUTHORIZATION.

Reference is made to Secretary National Commission for Science, Technology and Innovation Research License No: NACOSTI/P/22/17818 issued on 25th May, 2022 on the above subject.

I wish to inform you that you have been given authority to do research on **"Influence of pupils' councils in decision making on academic performance in Kenya Certificate of Primary Education Examination. A case of Kieni West Sub-County, Nyeri County."** for the period ending 25th May, 2023.

NELLY MWANGI

FOR: COUNTY DIRECTOR OF EDUCATION
NYERI



Copy to:

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

APPENDIX IV
QUESTIONNAIRE FOR PUPILS
Instructions

This questionnaire is designed to help investigate the effect of pupils' councils' involvement in decision making on KCPE performance in public primary schools in Kieni West Sub County. You are kindly requested to complete the questionnaire by giving your honest response. Do that by writing in the space provided or put a tick (✓) where required. Information provided will only be used for the purpose of the study.

Section A: Influence of pupil's participation in making decisions in administrative tasks on KCPE performance in public primary schools in Kieni West Sub-County.

In a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, indicate the extent to which you agree or disagree with the following statements.

5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree

SNO	Statement	5	4	3	2	1
1	Pupils' council take part in supervision of learning process that in turn improves KCPE performance					

2	Pupils 'councils participation in classroom management develops a sense of responsibility and teamwork along with a sense of organization among teachers and pupils					
3	Participation of pupils in decision-making enables them to implement some of the decisions of the primary schools effectively. Thus creating a conducive learning environment.					
4	Pupils' KCPE performance is high when their schools' managements involved them in school activities of a management nature.					

Section B: Influence of pupil's councils participation in making decisions concerning their discipline management on KCPE performance in public primary schools in Kieni West Sub-County

In a scale of 1 to 5- where 1 is strongly disagree and 5 is strongly agree, indicate the extent to which you agree or disagree with the following statements.

5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree

SNO	Statement	5	4	3	2	1
1	The pupils councils are highly involved in decisions regarding discipline management					
2	Student councils perform disciplinary roles such as punishing minor indiscipline cases like making noise and vernacular speaking,					

	identifying and reporting indiscipline students to the school administrators					
3	Since implementation of children governments, discipline has improved with indicators such as students becoming more responsible in handling their duties					
4	Pupils council engagement in decision ensures effective alignment of discipline management goal for higher KCPE performance					
5	Discipline management with the help of pupils' councils has boosted KCPE performance					

Section C: Pupil's Councils participation in making decisions in pupils' welfare activities and KCPE performance in public primary schools in Kieni West Sub-County.

In a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, indicate the extent to which you agree or disagree with the following statements.

5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree

SNO	Statement	5	4	3	2	1
1.	Pupils' councils play a crucial role in welfare activities coordination					

2.	Pupils' councils assume daily activities in school on behalf of the teachers. The activities range from organizing out of class activities like games, solving minor indiscipline cases and other welfare programs like ensuring all students get meals.					
3.	Pupils' participation in matters regarding welfare enhances timely pupil's dispute resolution.					
4.	Schools involve the pupil's council when planning for health programs and implementing pupil welfare activities.					
5.	Through the pupils' councils, the welfare in terms of safety and security of the pupils has been improved. leading to higher KCPE performance					

Section D: Parents Involvement and Functioning of Pupils Councils

1. In your opinion, could parent's involvement influence leadership and the effectiveness of pupils councils in primary schools? Yes.... No.....
2. To what extent do parents' involvement in pupils councils decision making influence responsibility in them.

Very Large Extent ()

Large Extent ()

Moderate Extent ()

Low Extent ()

Very Low Extent ()

3. Do you think parents involvement in resource provision improves KCPE academic performance? Yes.....NO.....

Section E: KCPE performance in public primary schools in Kieni West Sub-County.

1. To what extent has KCPE performance in your school improved since 2013?

Very Much ()

Much ()

Moderate ()

Little ()

Very Little ()

2. How would you rate the influence of pupils 'councils engagement in decision making on changing KCPE performance in the school?

Very High ()

High ()

Average ()

Low ()

Very Low ()

3. Which of these pupils' councils' engagement in school decision making process factors greatly affect KCPE performance of the pupils?

Administrative tasks Involvement ()

Discipline Management Involvement ()

Pupils' Welfare Involvement ()

Others (Please Specify).....

Thank you for your cooperation

APPENDIX V
QUESTIONNAIRE FOR TEACHERS

Instructions

This questionnaire is designed to help investigate the effect of pupils' councils' involvement in decision making on KCPE performance in public primary schools in Kieni West Sub County. You are kindly requested to complete the questionnaire by giving your honest response. Do that by writing in the space provided or put a tick (✓) where required. Information provided will only be used for the purpose of the study.

Section A: Influence of pupil's Councils participation in making decisions in administrative tasks on KCPE performance in public primary schools in Kieni West Sub-County.

In a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, indicate the extent to which you agree or disagree with the following statements.

5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree

SNO	Statement	5	4	3	2	1
1	Pupils' council take part in supervision of learning process that in turn improves KCPE performance					

2	Pupils 'councils participation in classroom management develops a sense of responsibility and teamwork along with a sense of organization among teachers and pupils					
3	Participation of pupils in decision-making enables them to implement some of the decisions of the primary schools effectively. Thus creating a conducive learning environment.					
4	Pupils' KCPE performance is high when their schools' managements involved them in school activities of a management nature.					

Section B: Influence of pupil's Councils participation in making decisions concerning their discipline management on KCPE performance in public primary schools in Kieni West Sub-County

In a scale of 1 to 5- where 1 is strongly disagree and 5 is strongly agree, indicate the extent to which you agree or disagree with the following statements.

5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree

SNO	Statement	5	4	3	2	1
1	The pupils councils are highly involved in decisions regarding discipline management					

2	Student councils perform disciplinary roles such as punishing minor indiscipline cases like making noise and vernacular speaking, identifying and reporting indiscipline students to the school administrators					
3	Since implementation of children governments, discipline has improved with indicators such as students becoming more responsible in handling their duties					
4	Pupils council engagement in decision ensures effective alignment of discipline management goal for higher KCPE performance					
5	Discipline management with the help of pupils' councils has boosted KCPE performance					

Section C: Pupil's Councils participation in making decisions in pupils' welfare activities and KCPE performance in public primary schools in Kieni West Sub-County.

In a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree, indicate the extent to which you agree or disagree with the following statements.

5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1- Strongly Disagree

SNO	Statement	5	4	3	2	1
	Pupils' councils play a crucial role in welfare activities coordination					
	Pupils' councils assume daily activities in school on behalf of the teachers. The activities range from organizing out of class activities like games, solving minor indiscipline cases and other welfare programs like ensuring all students get meals.					
	Pupils' participation in matters regarding welfare enhances timely pupil's dispute resolution.					
	Schools involve the pupil's council when planning for health programs and implementing pupil welfare activities.					
	Through the pupils' councils, the welfare in terms of safety and security of the pupils has been improved. leading to higher KCPE performance					

Section D: Parents Involvement and Functioning of Pupils Councils

1. In your opinion, could parents' involvement influence leadership and the effectiveness of pupils' councils in primary schools? Yes.... No.....
2. To what extent do parents' involvement in pupils councils decision making influenced responsibility in them.

Very Large Extent ()

Large Extent ()

Moderate Extent ()

Low Extent ()

Very Low Extent ()

3. Do you think parent's involvement in resource provision improves KCPE academic performance? Yes.....NO.....

Section E: KCPE performance in public primary schools in Kieni West Sub-County.

1. To what extent has KCPE performance in your school improved since 2013?

Very Much ()

Much ()

Moderate ()

Little ()

Very Little ()

2. How would you rate the influence of pupils 'councils engagement in decision making on change KCPE performance in the school?

Very High ()

High ()

Average ()

Low ()

Very Low ()

3. Which of these pupils' councils' engagement in school decision making process factors greatly affect KCPE performance of the pupils?

Administrative tasks Involvement ()

Discipline Management Involvement ()

Pupils' Welfare Involvement ()

Others (Please Specify).....

Thank you for your cooperation

APPENDIX VI

INTERVIEW GUIDE FOR HEAD TEACHERS

This interview is designed to help investigate the effect of pupils' councils' involvement in decision making on KCPE performance in public day primary schools in Kieni West Sub County Nyeri County. You are kindly requested to provide frank answers.

Pupils' Council and Administrative Tasks.

1. a) Do pupil's council participate in decision making on administrative tasks in the school?
b) If yes, how does that influence KCPE performance in public primary schools in Kieni West Sub-County?
c) If no, why?
2. How much has pupils' council involvement in learning process coordination influenced KCPE performance outcomes in the school?

Very Much ()

Much ()

Moderate ()

Little ()

Very Little ()

3. Do you think the engagement of pupils in school management improves quality of teaching and learning for higher KCPE performance in the school? Yes..... No.....
4. To what extent do you think pupil's council's involvement assists in creating conducive learning environment?
 Very Great extent () Great extent () Moderate Extent () Low extent ()
 Very low extent ()

Pupils' Councils and Discipline Management.

1. a) Do pupil's council participate in decision making on discipline management in the school?
 b) If yes, how does that influence KCPE performance in public primary schools in Kieni West Sub-County?
 c) If no, give reasons?
2. To what extent do you think pupils' councils assure discipline among fellow pupils in the school?
 Very Great extent () Great extent () Moderate Extent () Low extent () Very low extent ()
3. Since inception of pupils councils, has discipline level enhanced KCPE performance of the school? Yes..... No.....

Pupils' Councils and Pupils Welfare

- a) Do pupil's council participate in decision making on pupils' welfare activities in the school?
 - b) If yes, how does that influence KCPE performance in public primary schools in Kieni West Sub-County?
 - c) If no, give reasons
1. What are some of the welfare challenges among the pupils in the school?
(Exemplary issues: Hunger: security: discipline: family instability: distance to school: school leadership: school environment: teacher/pupil relationship: others)
 2. Does presentation of welfare issues by the pupil council improve learning conditions for higher KCPE performance of the pupils in the school? Yes.... No.....
 3. Does involving pupil in decision making assure timely pupil dispute resolution?
Yes....No.....
 5. To what extent do involving pupils' councils assure Pupils Quality Health Programs?
Very Great extent () Great extent () Moderate Extent () Low extent () Very low extent ()
 6. Does involving pupil's councils in welfare matters assure pupils Safety and security?
Yes....No....

Section D: Parents' Involvement and KCPE performance

1. Does parents' leadership guidance influence the participation of learners in pupils' councils? Yes.... No.....
2. In your opinion, could parent's involvement enhance sense of responsibility of pupils councils in primary schools? Yes.... No.....

3. Does parental involvement in resource provision help in improving KCPE performance?

Yes.....No.....

4. As a head teacher, is there anything you would like to add regarding pupil's council participation in decision making in the school?

Section E KCPE performance

1. How would you compare KCPE performance of the school before and after enactment of Pupils' Councils Act 2013?

.....

2. Describe the areas of pupils/ councils' involvement that have led to change in KCPE performance (administrative tasks/discipline/pupils' welfare)

.....

THANKYOU.FOR YOUR COOPERATION

APPENDIX VII

INTERVIEW GUIDE FOR BOM MEMBERS

This interview is designed to help investigate the effect of pupils' councils' involvement in decision making on KCPE performance in public day primary schools in Kieni West Sub County Nyeri County. You are kindly requested to provide frank answers.

Pupils' Council and Administrative Tasks

1. a) Do pupil's council participate in decision making on administrative tasks in the school?
b) If yes, how does that influence KCPE performance in public primary schools in Kieni West Sub-County?
If no, why?
c) How much has pupils' council involvement in learning process coordination influenced KCPE performance outcomes in the school?
Very Much () Much () Moderate () Little () Very Little ()
d) Do you think the engagement of pupils in school management improves quality of teaching and learning for higher KCPE performance in the school? Yes..... No.....

e) To what extent do you think pupil's council's involvement assists in creating conducive learning environment?

Very Great extent () Great extent () Moderate Extent () Low extent () Very low extent ()

Pupils' Councils and Discipline Management

1. a) Do pupil's council participate in decision making on discipline management in the school?

b) If yes, how does that influence KCPE performance in public primary schools in Kieni West Sub-County?

c) If no, give reasons?

2. To what extent do you think pupil's councils assure discipline among fellow pupils in the school?

Very Great extent () Great extent () Moderate Extent () Low extent () Very low extent ()

3. Since inception of pupils councils, has discipline level enhanced KCPE performance of the school? Yes..... No.....

Pupils' Councils and Pupils' Welfare.

1. a) Do pupil's council participate in decision making on pupils' welfare activities in the school?

- b) If yes, how does that influence KCPE performance in public primary schools in Kieni West Sub-County?
- c) If no, give reasons
2. What are some of the welfare challenges among the pupils in the school?
(Exemplary issues: Hunger: security: discipline: family instability: distance to school: school leadership: school environment: teacher/pupil relationship: others)
 3. Does presentation of welfare issues by the pupil council improve learning conditions for higher KCPE performance of the pupils in the school? Yes.... No.....
 4. Does involving pupil in decision making assure timely pupil dispute resolution?
Yes....No.....
 5. To what extent does involving pupils councils assure Pupils Quality Health Programs?
Very Great extent () Great extent () Moderate Extent () Low extent () Very low extent ()
 6. Does involving pupil's councils in welfare matters assure pupils Safety and security?
Yes....No....

Section D: Parents Involvement and KCPE performance

1. Does parents' leadership guidance influence the participation of learners in pupils' councils? Yes.... No.....
2. In your opinion, could parent's involvement enhance since of responsibility of pupils councils in primary schools? Yes.... No.....
3. Does parental involvement in resource provision help in improving KCPE performance?
Yes.....No.....

4. As head of BOM, is there anything you would like to add regarding pupil's council participation in decision making in the school?

Section E KCPE performance

1. How would you compare KCPE performance of the school before and after enactment of Pupils' Councils Act 2013?

.....

2. Describe the areas of pupils/ councils' involvement that have led to change in KCPE performance (administrative tasks/discipline/pupils' welfare)

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX VIII
DOCUMENT ANALYSIS GUIDE

Details	Duration	KCPE MEAN SCORES	Remarks
KCPE Results(Mean scores)	2010		
	2011		
	2012		
	2013		
	2016		
	2017		
	2018		
	2019		
Administrative Tasks Contribution (syllabus coverage report)	2010		
	2011		
	2012		
	2013		
	2016		
	2017		
	2018		
	2019		

Discipline Report	2010		
	2011		
	2012		
	2013		
	2016		
	2017		
	2018		
	2019		
Status of pupil's Welfare(extra curriculum achievement meetings report)	2010		
	2011		
	2012		
	2013		
	2016		
	2017		
	2018		
	2019		
Parental involvement (BOM Reports)	2010-2013		
	2016-2019		

APPENDIX X

TARGET POPULATION FOR PRIMARY SCHOOLS IN KIENI WEST SUB COUNTY

	SCHOOL	Head Teachers	BOM\ Chairpersons	Teachers	Pupils Council Members	Total

1	Amboni Primary School	1	1	10	21	33
2	Bellevue Primary School	1	1	11	21	34
3	Birisha Primary School	1	1	11	21	34
4	Bondeni Primary School	1	1	10	21	33
5.	Charity Primary School	1	1	9	21	32
6	Embaringo Primary School	1	1	9	21	32
7	Endarasha Primary School	1	1	11	21	34
8	Gakanga Primary School	1	1	11	21	34
9	Gitaro Primary School	1	1	10	21	33
10	Gitegi Primary School	1	1	10	21	33
11	Githura Primary School	1	1	9	21	32
12	Honi Primary School	1	1	10	21	33
13	Kabendera Primary School	1	1	11	21	34
14	Kiguru Primary School	1	1	11	21	34
15	Mitero Primary School	1	1	10	21	33
16	Melaka Primary School	1	1	11	21	34
17	Mugunda Primary School	1	1	11	21	34
18	Muthangira Primary School	1	1	10	21	33
19	Muthuini Primary School	1	1	10	21	33
20	Mweiga Primary School	1	1	10	21	33
21	St.Joseph's Mahiga Primary School	1	1	11	21	34
	Total	21	21	216	441	699

