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Influence of Pupils' Councils in Decision Making on Academic Performance in Kenya Certificate of Primary Education Examinations in Kieni West Sub-County, Nyeri County, Kenya

By

Alice Wangari Mutua, M.Ed. Student

Department of Education and Social Studies, Kenya Methodist University

Email: alicemutua73@gmail.com

Dr. Ngeera F.G (PhD)

Department of Education and Social Studies, Kenya Methodist University

&

Sarah Mungai

Department of Education and Social Studies, Kenya Methodist University

Abstract

The purpose of this study was to evaluate the influence of pupils 'councils' involvement in decision making on academic performance in Kenya Certificate of Primary Education Examination among public day primary schools in Kieni West Sub County Nyeri County. Specifically, the study assessed the influence of pupils' councils' and involvement in administrative function, Path-goal theory guided the conceptualization of study variables. The study adopted longitudinal research design with 21 primary schools fully engaging pupils' councils targeted. The target population for this study was 699 comprising of 21 head teachers, 216 teachers, 21 Board of Management board chairpersons and 441 pupils' council's 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 collect data. Content analysis was applied for secondary data, while quantitative primary data was analysed using descriptive and inferential statistics with the help of the Statistical Package for Social Sciences version 23. Qualitative data was analysed through themes and patterns. The analysed data was presented using charts and tables, upon which inference, conclusions and recommendations was made. 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. The study 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.

Key Words: Pupils, Councils, Performance, Examinations, Kieni West Sub County, Nyeri, Kenya

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By

Alice Wangari Mutua, Dr. Flora Ngeera-Mutwiri and Sarah Mungai

Introduction

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 as pointed out by (Emaimo & Okorie, 2019).

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, Education systems' major goal is ensuring high academic performance of pupils in primary schools but this can be obtained if learners are at the centre.

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 representative bodies - such as pupils 'councils, pupil parliaments and the prefectural bodies. The rationale for pupils' representation is founded on a closer representation of the affected learners by the decisions made for them. 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, Kanori, Njagi, 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 Europe, Shatilova (2014) contended that Finland's law expressly indicates rules for the learners' participation in decision-making in schools. Finland's constitution 2012 is reflective of the child's right in participation in school decision making process. They are accorded the right to participate in learners' associations, 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 Africa, school management systems with learners' engagement have been developed in countries like South Africa, Nigeria and Ethiopia. Further, in Uganda, Egypt and Tanzania,

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schools have pupils' councils. The developments are founded on the principles of representative and cooperation governance (Kagendo, et. al., 2019). Mokoya, Thinguri and Masion (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 Kenya, pupils' councils are a new phenomenon. Before the enactment of the current 2010 constitution, all public primary schools were managed by School Management Committees (SMCs) appointed 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.

Recognition of pupils' councils in Kenya has been a reality and in 2019, the national elections board- Independent Elections and Boundaries Board (IEBC) through its Eldama Ravine Constituency Office. On February 28th that year, IEBC successfully conducted Eldama Ravine Day and Boarding Primary School pupils' council elections. This was a landmark exercise in Kenya and marked the process of students exercising their democratic right to vote during the school's leadership elections supervised by both teachers and parents with assistance from IEBC. Notably, the diffusion of this democratic pupils' council election in the Kenyan education sector remains unclear, and so is the impact on academic performance in primary schools.

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 discipline future human resource. Important to this study is to evaluate the effect on the councils in Kieni West public primary schools in Nyeri County, Kenya.

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. Though the pupil council Act 2013 is in place, Kimweli (2013) noted that at this early stage, participative decision making in primary schools was lacking as head teachers maintained bureaucratic leadership. It is also noted that implementation of strategies for pupils' inclusion in decision making have been slow. This has derailed the achievement of KCPE performance improvement.

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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 these primary schools' standing in Nyeri County in 2016. Whether this trend is a reality today remains unclear, with limited scholarly information available from comparative studies on the two cohort periods before and after enactment of the Pupils' Councils Act 2013. This study sought to address this gap through the case of public day primary schools in Kieni West Sub County.

1.4 Objectives of the Study

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

Specifically, this study sought:

1. To 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.
2. To explore the influence of the involvement of pupils' councils in decision making regarding discipline management on academic performance in KCPE in Kieni West Sub County.

Justification for 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. It was expected that upon implementation, performance in KCPE would improve all over Kenya. In Kieni West Sub County however, no study is known to evaluate this phenomenon, thus the essence of this study. Knowledge from the study would inform strategies for improving KCPE performance from the integration of learners' perspective and school management practices.

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Review of related Literature

Literature was reviewed based on themes that emerged from the two objectives in this study. They included involvement of pupils' council in administrative tasks and academic performance and involvement of pupils' councils in discipline management and academic performance.

Involvement of Pupils' Council in Administrative Tasks and Academic Performance

According to Kilonzo (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. Dzulkifli, Morshidi and Chang (2018) posit that head-teachers must motivate teachers to prepare their lessons in advance cover the syllabus on time to allow learners an opportunity to revise for examinations leading to better performance in examinations.

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 the academic performance, a methodical gap focused in this current study.

The review shows that inclusion of pupils in school management decisions 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.

Involvement of Pupils' Councils in Discipline Management and Academic Performance

Discipline among learners is paramount in all learning environment including school (Muthoni, 2017). Shatilova (2014) contended that there was a link between discipline, school culture and environment. Thus, for conducive learning environment and high academic achievement, a certain level and standard of discipline must exist. In ensuring discipline in schools, scholarly discourse has sought to identify most efficacious methods. Recognized methods include

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utilization of rewards and punishments (Ogol & Thinguri, 2016). However, these may not be effective in all schools.

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.

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.

Theoretical Framework

The study was grounded by the Path-Goal Theory (PGT) developed in 1971 by Robert House. The theory propounds work satisfaction from employees emanates from belief in success along the process (Rijal, 2016). The original path-goal theory identifies achievement-oriented, directive, participative, and supportive leader behaviors: The directive path-goal clarifying leader behavior refers to situations where the leader lets followers know what is expected of them and tells them how to perform their tasks.

In relation to pupils' leadership bodies, it is expected that they are formed to help school administrators improve discipline and learners' welfare in the school. This is founded on the aspect that the council members acting in the full capacity as watchdogs of the administration hence should be embraced (Akirofi, 2020). 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.

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 (Nandieke, 2017). 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. This theory was adopted for this study as it deconstructs pupils' council relations to school decision making processes and possible influence on academic achievements in KCPE among public primary schools in Kieni West Sub County.

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Conceptual Framework

Independent Variables

Administrative tasks

- Learning Process Supervision
- Classroom Management
- Conducive Learning Environment

Discipline Management

- Behaviour Change
- Punishment Design
- Early Mitigation of Misconduct

Pupils' Welfare Activities

- Timely Pupils' Dispute Resolution
- Pupils' Quality Health Programs
- Pupils Safety and Security

Dependent Variable

Performance in KCPE Examination.

- Rank in KCPE County Schools.
- Pupil Transition Rate to Secondary School.
- KCPE Mean Index

Parental Involvement

- Leadership Guidance
- Responsibility Training
- Resources Provision

Intervening Variables

Figure 2.1 Conceptual Framework

Research methodology

This study used mixed methods with both qualitative and quantitative research approaches. The target population of the study were 52 public primary schools (Appendix VI), and 21 having functional pupils' councils. Each school had 21 members in the council (County Education Office, 2019). The target population was 699 as stipulated in table 3.1 below.

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Table 3.1 Target Population

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

Source: Nyeri County Education Office (2019)

Sampling Technique and Sample Size

Simple random sampling was used as recommended by Franklin (2012) as shown in Table 3.1 below.

Table 3.1 Sample Size

| DETAILS | Targeted | Sampling Method % | Sample Size | Proportion % |
|------------------------|-----------------|--------------------------|--------------------|---------------------|
| Head Teachers | 21 | Random Sampling 10% | 2 | 11.6% |
| Board of Management | 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 | 6 6 9 | | 70 | 100% |

Source: Field Data 2022

Research Instruments and data analysis

The study used document analysis guide, interview guides and questionnaires to collect data. After data collection, data cleaning followed so as to identify any incomplete data. Cleaning and coding were done to enable raw data entry into the 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.

Quantitative data analysis was conducted through descriptive statistics based on frequencies, percentages, means and standard deviation. Further, inferential statistics was applied to elicit the relationship between the study variables. Linear regression model was applied to help determine the extent to which there is a relationship between variables; hence used to relate the independent variables pupils' councils' involvement in decision making in primary school (administrative tasks, discipline management and pupils' welfare activities), as well as the intervening variable (parental involvement), and the dependent variable (KCPE performance). The multiple linear regression model which will be used in this study was: $Y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 I_1 + e$

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Where:

Y = Pupils’ academic achievement

a = Constant

x₁ = administrative tasks

x₂ = discipline management

x₃ = Welfare Activities

I₁ = parental involvement

b₁ – b₄ = regression coefficients associated with the independent variables **x₁ – x₃**

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. Results were presented using tables, percentages, pie charts and bar graphs.

Presentation and discussion of the findings

The findings of this study were presented based on the two objectives. On the first objective, the quantitative results are as displayed in Table 4.1 below.

Table 4.1 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

Source: Field Data 2022

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The results in table 4.7 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 Kwofie and Edonu (2016) study in Ghana reporting low involvement.

Interviews revealed 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. 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.

From the school records it was established that the contribution of pupils' councils in administrative tasks decision-making was important. 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 4.2 below.

Table 4.2 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 |

Source: Field Data 2022

Results in table 4.2 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.

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Table 4.3 shows responses on the influence of pupil’s councils’ participation in making decisions on discipline management and KCPE performance.

Table 4.3 Pupil’s Councils participation in making decisions on discipline management and KCPE performance.

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

N=61

Source: Field Data 2022

The findings in table 4.3 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 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 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.

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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.

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 4.4 below.

Table 4.4 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 | 75% | Increase | in pupil involvement |
| 2017 | 11% | Increase | in pupil involvement |
| 2018 | 25% | Increase | in pupil involvement |
| 2019 | 25% | Increase | in pupil involvement |

Source: Field Data 2022

The results in table 4.4 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.

Inferential statistics

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. The results are as shown in Table 4.5 below.

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Table 4.5 Model Coefficients

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

Source: Field Data 2022

The results in table 4.5 indicate that there was a significant relationship between the variables with all being below the critical level of 0.05. The influence of pupils' councils' involvement in decision making on KCPE in terms of significance was welfare activities (0.481: 0.021 sig), discipline management (0.415: 0.016 sig), administrative tasks (0.347: 0.033 sig) and by the moderating factor parental involvement (0.301: 0.014 sig) respectively. As such, a unit change in pupils' councils' involvement in pupils' welfare issues led to a 48.1% change in KCPE performance, discipline management by 41.5%, administrative tasks by 34.7%. Parental involvement unit change led to 30.1% change in KCPE performance. The statistical model from the study results is thus: $Y = 1.507 + 0.481x_1 + 0.415x_2 + 0.247x_3 + 0.301I_1 + 0.326$.

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 performance. However, the results of the model test show a fair relationship between the independent and dependent variable, with a variation of 62.5% 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 study applied the Pearson correlation analysis to evaluate and explain the nature, strength, and direction of association between pupils' councils' involvement in decision making and KCPE performance among public day primary schools in Kieni West Sub County, Nyeri County, Kenya.

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Table 4.6 Correlation Coefficients

| | | KCPE Performance |
|-----------------------|---------------------|------------------|
| Administrative Tasks | Pearson Correlation | .514** |
| | Sig. (2-tailed) | .002 |
| | N | 61 |
| Discipline Management | Pearson Correlation | .602** |
| | Sig. (2-tailed) | .031 |
| | N | 61 |
| Welfare Activities | Pearson Correlation | .780** |
| | Sig. (2-tailed) | .001 |
| | N | 61 |
| Parental Involvement | Pearson Correlation | .522** |
| | Sig. (2-tailed) | .003 |
| | N | 61 |

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data 2022

As demonstrated in correlation test on table 4.6 and the summary in table 4.12, all the independent variables (administrative tasks, discipline management, welfare activities) as well as the intervening variable (parental involvement) were significantly and positively related with KCPE performance. The coefficient for administrative tasks (0.514) and associated P value (0.002) shows a fairly positive and statistically significant relationship with KCPE performance. The strength of association between discipline management and KCPE performance is considered fairly strong as the co-efficient is above 0.6. The relationship is considered statistically significant as the P-value of 0.001 is less than 5% level of significance.

Summary of the Findings

On the first objective the 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.

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 engaged 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

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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 of the respondents.

Conclusion of the Study

The study concluded that an 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.

The study results concluded that there was a 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 pupil's councils were established. Further, there was higher engagement in discipline and administration.

Recommendations of the study

The study recommended that first, pupils councils should be more engaged in discipline decision making, especially in designing punishment for offenders. More involvement of pupils' councils in health decision making was required. As noted, health issues including hunger and malnutrition were evident challenges among the learners. Allowing the pupils to define viable interventions in health was critical.

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