Influence of Principals' Involvement of Students in Decision Making on their Discipline in Public Secondary Schools in Nandi County, Kenya

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ABSTRACT

The principal as the key implementer assumes the role of moderator of all aspects of participatory practices. The purpose of the study was to determine the extent to which involvement of students in decision making influence students discipline in secondary schools in Nandi County, Kenya. The study used systems theory. Descriptive survey design was adopted. The study sample consisted of 118 public and private schools' principals, 108 teacher and 1534 student leaders. Each school provided 13 student leaders. Questionnaires for principals, interview guide for teachers and student leaders were used as instruments of data collection. Data was analysed using SPSS. Descriptive statistics was used to analyse data then, tabulate and present data. The results generated were reported in tables. The findings indicated that most of school students were involved in decision making. The incidences of student discipline in those schools were high a factor that could have been occasioned by students sense of ownership and feeling respected and recognised. The study concludes that involvement in decision making and highly correlate to student's discipline. The study recommends a replication of the same in a number of counties involving teachers and Board members as respondents.

Introduction

The problem of discipline cases in schools is not unique to Kenya. It is a global issue of great concern spanning political, economic, geographical, racial, gender and social spectrum. There is growing concern of students discipline cases in the United Arab Emirates (Khaleej Times, 2006) where teaching methods were blamed for the students' discipline cases with parents getting anxious and frustrated by the increased discipline cases and violence. The major area of concern was the destruction of property and personal injuries. The same trend was reported in India (India Parenting PVT online Ltd, 2007) and the need to find lasting solution to the same. It was concluded that a solution to the issue of discipline cases would make students education and schooling experience more productive. Discipline cases reported in England and Wales, the government planned a crackdown on school discipline cases by giving schools powers to search students for weapons and other arms. Schools should be encouraged to arrange for surprise police searches of the premises to reduce the problem of indiscipline (BBC, UK version 2004, Nov 18).

In Springfield USA, one student was reported dead and 30 wounded in a shooting associated with discipline cases while in Kobe, Japan a student was decapitated by a fourteen-year-old. Killing, physical attacks, robberies, attempted arsons and fights between students which ended in tragedies have been making headlines the world over. School violence that involves knives, baseball bats, marijuana, guns have become common. The other incidents are reported from Mexico, Italy, Comoros and Spain (UNESCO 1998). According to (UNESCO, 2015) positive discipline is found in inclusive, learning friendly classrooms. Schools in Botswana marred their image by student's rampant discipline as some perished and others became blind after breaking into a laboratory and drinking toxic amounts of methanol and ethanol. A survey undertaken on the provincial schools revealed that discipline cases had caused a major deterioration in academic performance (BOPA, 2006 July 6).

Huczynski (2001) says that the success of any organization depends on the quality of leadership and observed that the school principal is the most influential individual in an educational institution and that good leadership is the key in holding efficient administration together. Chapman (2003) explains that the school principal is the primary decision maker, facilitator, problem solver, initiator and social change agent. In democratic leadership the leader consults, encourages participation and uses power with rather than power over student. Principals in best performing schools tend to be democratic in approach (Maicibi, 2005).

Students involvement in decision making is an extension of student authority in governance issues. Students to be particularly influential on social issues dealing with student affairs, educational and pedagogical issues but restrained on employment of staff. Effectiveness of representation is related closely to the extent of bureaucratic and other support student leaders receive in order to fulfil their representative mandate (Koli, 2005). A number of scholars (Mignot & Gerard 2003, Vankersbergen & Van Waarden, 2004) have made efforts to review the word participatory management across economics, business studies, public administration and comparative politics. The participatory management research is about destabilization of the traditional governing mechanisms and advancement of new arrangement of governance.

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This is applied in schools such that school rules have implications and complexity in setting due to the authoritative approach with which it is executed.

Participatory management practices refer to the involvement of all the stakeholders in a sector. It entails complete compliance with the aspects of participatory and representative democracy (McGrath 2010). Secondary education in USA has maintained and expanded in enrolment and therefore student governance has to be improved to cater for increasing numbers and subsequent changes. Given the amount of meaning and worth provided for secondary school education and passion for its educational values shown by teachers and students, positive effects on students' participation seem definite.

Copland (2003) carried out a longitudinal study of a leadership in a school programme dabbed the area school reform collaborative (BASRC) in Francisco Bay United State of America. UNESCO is committed to holistic and humanistic vision of quality education on realization of every student's right to education and plays fundamental role in human, social and economic development. The reality compels new ways of thinking about collective decisions in three key areas the environmental, corporate and governance (Vasundha & Chlotray, 2008).

Mac Manus (2008) conducted a study in Zimbabwe with the main objective being to find out ways in which the leadership style of a school and students leaders influenced the extent and nature of the school contribution to students' discipline. The principals, student leaders and teachers in the study revealed that the involvement of the student which in essence accommodated all opportunities, listened to views and ideas put forward by others enhanced school discipline.

Although there are many advocates on the students' involvement, few researches that explore this view have enacted what to find out in the out of class experience. This is the reason for this research. In democracy, the leader consults, encourages participation and uses power with students rather than power over students. Unrests have been reported in 1996,1998,1999,2001, 2004, 2008, 2009, 2012, 2013, 2014 and 2015; it has become a worrying trend. Garagae (2007) did a study in Zimbabwe and noted discipline problems manifesting in various ways such as alcohol and substance abuse, truancy, bullying, cheating in exams, vandalism and unwilling to do work, a position supported by (Ngotho, 2011) in Kenya.

Musyoka (2011) postulate that student leaders and students need to be incorporated in the school finance matters. The mode of fee payment be it in cheques, money orders, M-PESA or cash payment and transfer device; to what level of engagement did students participate in coming up with this policy. This may be issue in rural areas where banks are rare or non-existent. The clubs and societies who contribute money for trips need accountability on total amounts collected and expenditure to avoid any queries that would degenerate into riots.

Mungai (2001) evaluated teachers' perception of the factors which inhibit their participation in decision making of the schools in Nairobi County it revealed that failure by the principal to implement decision previously meant contributed to their inaction. This applies to student leaders when the principal does not implement what agreed upon and poor principal students' relationship could lead to a disruptive behavior leading to strike. The principal need to share leadership functions with student leaders and this will enhance the morale of the students and motivate them to channel their energies towards school goals which discipline is important.

Statement of the problem

The Government of Kenya introduced a policy on students' council to effectively integrate student leadership in the management of the schools. This has been in place for some years despite the fact that schools are still ingrained in prefectural system that is still unpopular amongst students. The ideal discipline situation is of complementarity where rules and ideals are by concurrence and not directives. Despite all this discipline of students continue to deteriorate with the consequent destructions and many class hours getting lost while students are made to go home in case of disturbances. This trend has been disturbing and principals need to take a proactive approach and make schools better in terms of relations with students by effectively making use of student leaders in their respective schools. In all of these unrests there were complains touching on lack of inclusivity. The schools' governance is very complex and changes involve reconstitution of governance modes on varying degrees across different levels and spheres. The student leaders must do away with bifurcation in which old rules prevail in one sphere and new rules in another sphere. This is a recipe for a strike.

Studies by Muchelle (1996), Musyoka (2011) and Mule (2011) indicate that involvement of students in management of secondary schools draws a lot of public acclaim but it is given lukewarm support by principals who are the key drivers to the implementation of the policy. The introduction of participative governance should have reduced the incidences of student infractions in schools but the reality in the schools is that strikes and breakdown of order seems to be on the upward trend, a matter that is a worrying concern. This is in spite of the suggestive evidence that involvement in decision making has the capacity to stem the tide of students' discipline cases. The purpose of the study was to determine the extent to which involvement of students in decision making influence their discipline in secondary schools in Nandi County, Kenya.

Literature

Discipline of students

School discipline is a system of whose punishment and behavior strategies appropriate to the regulation of students and the maintenance of order in school. It aims to control the student actions and behavior and its compliance with school rules and code of conduct (Henry, 2004). Glasers theory states that discipline sets limits restricting certain behavior or attitudes that are harmful or are contrary to school policies, educational norms, school tradition, social conduct and work ethic.

In United Stated of America, many researchers conducted have revealed serious discipline issues and the most prevalent is possession of guns, racial abuse, drugs and substance abuse, sell of drugs in school and indiscriminate killing of fellow student and teachers during a rage. In dealing with school discipline holistic approach is paramount as it is dealing with human beings who live in a complex lifestyle and environment. The principal must be aware of factors and agents influencing of formation of certain habits, attitudes and inclinations. Okumbe (1998) defines discipline as the values that students should live by within the school, the family, neighbourhood, village and social units. It's a learning process and entails a willingness to put forth all the

efforts which is required to achieve set goals. It is a system of guiding the individual to make reasonable decisions responsibly.

The student and student leaders while at school are expected to abide by rules, be obedient and respectful to authorities and those who contravene the consequences must be well stipulated and clear. The schools have increased in numbers with resultant high enrolments and involvement of students in governance is so crucial that if not checked indiscipline can get out of hand. The social media having a lot of influence on young brains, different styles of upbringing, the urban and rural child, new challenges of drugs and substance abuse. This becomes an issue for students in governance positions to discuss and agree on which way to handle discipline issues that disruptive behaviors don't crop up in schools.

Rewards in converse increases sycophancy and student will behave in certain ways to be recognised and rewarded. These procedures are becoming less characteristic in present day school management (Beech et al 2004). Child psychology and enhancement of democracy into education theory and practice have forced principals to start modifying their ideals on nature and function of school discipline.

Discipline is based on appropriate school learning theory and educational philosophy strategies for preventing violence and promoting order (Greenberg 2001). The Alderian theory emphasizes the understanding of students with maladaptive behaviors and helping same students alter their behaviors while at the same time finding ways to get their needs met,(Alfred Adler, 2007). It has a positive effect on self-concept, attitudes, school atmosphere, academic performance, personal and professional growth. Throughout history of education common means of maintaining discipline in schools was corporal punishment as the teacher was a substitute parent. This was by the cane, paddle or strap. This has disappeared in western world and Europe. Kenya used it for so long until it was outlawed, (Basic Education Act, 2013). Indiscipline is failure of students to do their work as well as being punctual to school.

Discipline is the assertion of a based desire synonymous with self-control. It is what is gained by requiring that rules or orders be obeyed and punishing bad behavior. A study by (Hollenbeck, Drilman & Furgua, 2003) on relationships between leadership and motivation factors established increased respect for the student as an individual, greater opportunity for freedom and initiative in thought and conduct enhances students' discipline. Hitchens & Hector, (2005), (Magolda & Ebber, 2006) focused on ethical issues, out of class experience and benefits accrued in involvement with governance. They argue that students have to be involved in all areas of their concern to respect process out comes.

The principal management styles play a major role in the discipline of the students and if styles are good and positive students discipline will be good, but if in contrary disciplinary issues will occur. There are two types of discipline; preventive and corrective discipline. The principals mostly use preventive measures whereby he takes administrative action aimed at encouraging the students to follow the school rules, regulations and culture. It's for instilling self-discipline which enhances morale and productivity. The students no longer uphold the question of discipline and obedience as primary pillars for them to perform in schools. They are concerned more and more with their rights than what they came to school to learn. They can easily challenge educators'

decisions. School governance system exists to establish an atmosphere of mutual confidence, respect in school and community with the School rules drawn up to emphasize their value to individuals and their community. It depends on well-defined articulated policy done in conjunction with all concerned parties, the teachers, students and this consensus building makes it easy for enforcement. This entails all participants' issues and views are considered and listened to with equal respect.

Student leader's involvement in decision making and discipline

Interest in governance in established institutions is under challenge and new forms are emerging with the reality compelling new ways of thinking about collective decision making in the environmental, corporate and governance, (Vasurdha, 2008). Participatory governance is real sensitization towards democratization, and decentralization of school administration is the diffusion of the decision-making process to include all the members of the school, (Njogu, 2004). American schools just like English ones seek to maintain social order teaching their students on leadership, authority and responsibility. Koli, (2005) observes that there some students in America high schools who enjoy a more influential role in school authority as student councils. The councils are official agency which take decisions and ensure that they are carried out. Involvement in decision making is recommended because individual who participate are usually more satisfied with their decisions they have collectively made and enthusiastically supported. Baraza (2007) averse that student involvement in decision making is a concept that values all components of the organization without whose efforts and input the organization objectives cannot be realized. The student – teacher relationship is improved such that they discuss freely matters affecting the school and this improves discipline. The inclusion of student leaders' views has been tokenistic and did not extent to core management issues and this has had its effects.

Musyoka (2011) aver that democratization of organizations as the extent to which all members share in its accountability and administrative processes. Barasa (2007) avers that student involvement is participatory management concept which originates from human relation theory of management. This theory values all components of the organization without whose effort and input the organization objectives cannot be realized. The pattern of behavior exhibited by the student's leaders on class attendance, cleanliness, assignments, formulation and adherence to school rules and time management is discipline. The student leaders are involved in decision making on truant students, maladjusted students and conventional dress code authority and attendance to school activities.

Student leaders have a concern on teaching and delivery of instructions. Students will complain where teachers fail to teach appropriate contents or fail to use appropriate instructional materials and students get frustrated and unsettled. The student leaders need to be involved on who teaches what subject in which grades as they are genuine for they want quality grades. It arises from (Gwokyalya, 2009) who states that some teachers under dosed the students contributing to their failure and so the students decided against school rules like on studying with torch light after lights go off due to suspicion of a teacher being incompetent. Students react very seriously to what they see as issues of deprivation or value conflict. The academic competition

prevailing in schools in Nandi County attributed to fame, glory and schools pride the students coming with a lot of expectation for higher grades will stand for not less than the expectations. This will cause disruptions if a feeling arises that the grades and the fame will not be there.

Kabaka (2005) on students being allowed to choose their leaders postulate that administrators should not generalize students ability in all activities without taking into consideration age, interest, ambitions and allow nature or individual differences of students to manifest itself and make the student what best can be made. The students from strong cultures all gifted seek peer acceptance by masking giftedness, conforming to peer behavior patterns and purposes to and achieve high. Though okay: student leaders in their decision making process need to process such students to be best achievers, discourage co-operative learning and pursue individual excellence. This enhances competition and discipline.

The fact that student leaders are in touch with students than any other person, there is need for them to organize the students and the school will have no discipline issue. The administration need to seek evidence of student leader's participation in matters of discipline, organization and control of extracurricular activities to have a take on decision. Kato (2007) postulates that student leaders be trained on record keeping as is a sign of proper organization of the student leaders of his as well as coordinated effort. Their records should be up to date to indicate daily attendance for teachers and students, enrolment in class, punctuality for teachers and students, repeaters of mistakes and any other occurrence in school; they assist in comparison of issues.

Involvement in decision making affects the trusts levels of students, teachers and parents as they will learn to accommodate each other with their strengths and weaknesses. Participatory decision-making process is recommended because individuals who participate are usually more satisfied with the decision they have collectively made (Baraza, 2007). This is a concept of human relations theory of management which view members of the organization as worthy components. Students should be allowed to participate in school administration and elect their leaders. The chosen leaders to supervise manual work, taking roll-call in class and dormitories, decide on school menu, dress code and making announcements on days of assemblies. The student leaders should be allowed to formulate many of the school's rules which gains should be open for challenge and amendments. The student council should hold regular meeting with the principal, teachers, students and discuss on the school's progress. Participatory decision making is based on the belief that this gives student leaders authority and consequently power to make pertinent decisions over student behavior matters.

The enactment of Basic Education Act (2013), student leaders in Kenya are now involved in governance matters as a law but it is imperative that full implementation of the policy guidelines may not work due to sensitivity of some matters and especially discipline of teachers as the president of the council is a member of the BOM. In such cases, the principal and members of the BOM need to empower the leaders in areas that they can fully participate in and cause for gradual empowerment. Can we allow to have a rogue president who threatens and intimidates teachers that he will summon and discipline them in the BOM be accepted? The enactment of the children's right (Children Act, 2001) has ushered a new wind of dealing with student affairs and participation decision making process must consider the child first as a priority. The consideration must be no physical or psychological harm get to the student leaders' way.

The academic role is the jurisdiction of the academic deans and staff over academic decision which requires utmost restraint (Thompson, 2007). Decision making on school rules are very important as the formulation is very critical for acceptance and compliance this is enhancement of democratic space and concerned with setting and maintaining the fundamental constitutive rules of engagement as this enhances discipline. Governance structures are based on trust and accountability with power relations characterized by authority and reciprocity. Principles of democratization of education are based and anchored on this process.

A central theme of involvement in decision making is that students do not easily strike if they are involved as they regard such decisions as their own. Studies by (Njoroge and Nyabuto, 2014) insists that power should be shared with students and be able to learn how to make decisions and take responsibility for the consequences of their decisions in so doing it minimizes problems of crime, vandalism and violence. Student leaders take a long time to learn the ropes and the initial failures should not be taken and evidence of inability.

Adeyemi et al (2003) concurs that student involvement in decision making are challenges to exercise leadership and responsibility. They get involved in taking actions that makes a difference to others. They need to experience being part of the solution rather than remain passive observers and listeners. The position strives to build up the characters of future generations so that they will possess highest sense of honor, integrity, responsibility and selfless service.

The student leaders are expected to be orderly when engaged in dialogue as this is the beginning of their position as future leaders. The transmission of power and skills when students are exposed to democratic role models and allowed to participate not only avoids in what happens but to develop and implement choices emanating from decisions they have made (Dick, 2001). Kabaka (2005) avers that students should be allowed a stake in school management as in choosing their secretaries, being in charge of roll call and manual, school menu, dress code, and peer counselling. The inclusion of student council views have been mainly tokenistic and did not extent to core management issues and should be expanded to include administrative issues. A number of recent accounts have featured educators refuting the misconception that engaging students as partners in school is about making students happy, pacifying unruly children or letting kids run the school. Research shows that when educators work with students in school as opposed to working for them, school improvement is positive and meaningful, (Love & Miller, 2003).

The first national secondary school student conference bringing together representatives from across the country's secondary schools was held in May 2008. According to Kenya Secondary Schools Head Association (KSSHA), the 2008 conference kick-started with a momentum to establish student governments at the classroom and school level in secondary schools across the country. The governments were hoped would create an interactive forum between the students and school administrators where issues affecting them would be discussed before they degenerated into full-blown school riots. The need to set up student governments at school level

did not pick up as fast as expected in regions across the country, (KSSSC, 2014).

The bottom-line of this overhaul was the realization that students were actually the major stakeholders in the education system and that any system that failed to incorporate their input risked collapse. The student councils put the power to demand better learning and teaching services Kindiki, Sang and Kitilit (2012) found that principals of secondary schools sometimes involve students in the management of schools. They communicate and involve them clearly but retain their veto on issues. The study used varied methodology but did not find out the involvement of students in decision making and discipline hence the knowledge gap necessitating the study to fill the gap.

Republic of Kenya (2001) states that schools should plan and involve students in planning, implementation and evaluation of appropriate governance activities in schools. This is in consistent with the Republic of Kenya (2013) which stated that BOM could encourage a culture of dialogue and participatory governance at the learning institution. Despite the effectiveness of the research methodology, this study has identified a research gap on the involvement of students in decision making and discipline in secondary schools in Nandi County, Kenya.

Failure to expose student leaders into decision making in early years encourages docility, stereotyping and blind acquiescence to authority. To include students in decision making is in a way a step towards establishing everlasting protection and smooth implementation of such polices with less fear of the violation and undermining by the same. There is a general assumption the earlier student practice making decisions in high schools the better leaders they will become. The school that inculcates the practice is in essence cultivating responsible leadership for future. There are rules, norms and sanctions to control student behavior or discipline. The moral authority of the principal should not be compromised because if authority is lost or not respected is chaos.

Theoretical framework

This is based on general systems theory whose proponent is Ludwig Von bertalanffy. The theory was proposed in 1968. The theory is interdisciplinary study of systems. A system is an entity with interrelated and interdependent parts. It is defined by its boundaries and it is more than the sum of its parts (subsystems). Change in one part of the system affects other parts and the whole system with predictable patterns of behaviour. Positive growth and adaptation of a system depend upon how well the system is adjusted with its environment, the system exist to accomplish a common purpose.

The systems theory originates from Ludwig Bartalanffy general systems theory (GST). Bartalanffy looks at a system as a configuration of parts connected and joined together by a web of relationships. In this regard, the school is a complex pair informed predominantly by democratic, socio-economic and political environment in which it operates. A school in a democratic environment is likely to espouse the same democratic ideals whereas a school is an autocratic regime is likely to export the same to the educational institutions (Rudolf, 2011). Since the schools of modern times exist in progressive participatory settings, reforms demand involvement of students in governance of schools. It is in this regard that the Basic Education Act 2013 demands involvement of students in management of schools. Change of titles from head boy/girl to presidents and cabinet secretaries in charge of certain dockets is seen in this realignment of duties and responsibilities.

The strengths of the systems theory include considering the existing environment as part of the inputs of the system. Progressive environments equally influence institutions in terms of whether they will embrace progressive or retrogressive practices in management of students in discipline, involvement of students in decision making influence discipline in schools.

The limitations of the theory include a stereotype of associating certain environments with certain discipline outcomes such a weakness could also make principals negatively predisposed towards certain schools and students' discipline. The social class, political orientations and economic environment of school's families and classes largely influence students discipline in both public and private secondary schools both positively and negatively, hence the need for this study.

Research methodology

The descriptive survey design was adopted in conducting the study. Descriptive research is designed to depict the participants in an accurate way by observational which is viewing and recording, case study which is in-depth study of individuals or group of individuals.

Kasomo (2006) defines target population as the entire objects and events or group of people which is the object of research and about which the researcher wants to determine some characteristics. The target is 356 schools and 4628 student leaders. A sample is a subset of a particular population that represents the whole. At the time of conducting the research, there were 356 principals in Machakos County and for a descriptive research, 30 per cent was deemed an effective representation (Mugenda & Mugenda, 2003). This translated to 118 principals, 108 teachers and 1534 student leaders all obtained through stratified proportionate sampling. Stratified sampling was used for the schools to ascertain that categories to do with national schools, extra-county schools, county schools and day schools were represented. Stratified sampling was used to realise and this translates to 4602 student leaders 30 percentage translated to 1534 student leaders. Interview schedules for teachers were administered to 108 with a 100 per cent return rate. Using stratified proportionate sampling, 108 teachers were sampled on the basis of school categories and school types. Interview schedules obtain respondents' perceptions, opinions, beliefs, and attitude towards a service, concept or idea.

Questionnaires were developed and used for the collection of data from principals and student leaders. The instrument was aligned to the research questions. Specifically, it explored teachers' views on the extent to which principals involved students in decision making employed by secondary school principals. The students' questionnaire focused on study variables on principals' use of participatory practices which largely captured involvement in decision making such as formulation of school rules, type of menu, duty rota, purchase of school bus, school infrastructure, entertainment schedules, prep hours and clubs' membership, fairness in of principals on student leadership assuming leadership.

The responses in the instruments were coded, processed and tabulated using Statistical Package for Social Sciences version 22.0 (SPSS). Descriptive statistics such as group Means, frequencies and percentages were used. The quantitative data from the coded closed- ended items.

Results
Discipline cases in schools
The study established the most common types of discipline cases in schools. The table 1 represents the level of discipline cases as indicated by the sampled schools' principals. It indicates their prevalence in means as a way of determination in a likert scale. Arson and cases of property destruction are most common of indiscipline in schools as indicated by the mean of 4.08 and 3.54 respectively. Arson is experienced in a number of schools and only becomes a major issue when lives are lost and the related losses in terms of the properties destroyed. The relations sour between the teachers and students when strikes take place. This comes about as the payment for damages, the suspensions and expulsions imprints on the student.

Student bullying and drug and substance abuse are the sometimes common in schools with a mean of 3.00. This could be attributable to the breakdown in the social networks that prevented the abuse. Bullying arises from indiscipline and this high level is an indicator of rampant discipline issues in schools. As this is what eventually happens when students are found to have broken given rules of schools it's a clear indication if was the reciprocal will be most of the schools sampled have faced this challenge. Drug and substance abuse is a serious discipline matter as intoxicated students are prone to misconduct and will not make a wise decision and the actions may endanger their continued stay as students. This is the threat faced and the earlier it's confronted to eliminate it the better for the schools.

Table 1. Discipline cases in schools.

	Mean	Std. Deviation
Student bullying	2.9901	.86597
Drug and substance abuse	3.0000	.84853
Property destruction	3.5446	.95420
Cases of arson	4.0792	1.188987

Areas of students' involvement in decision making
The study also sought to establish the specific areas where students are involved in decision making. Table 2 indicates the principals' level of involvement of student leaders in the decision – making process in percentage forms in the sampled schools and the related discussions.

Table 2. Areas of students' involvement in decision making

Area of involvement	F (Yes)	%	F (No)	%
Student involvement in making rules	70	70	30	30
Student involvement in making duty rota	86	86	14	14
Student involvement in decision making on school menu	48	48	53	53
Student involvement in purchase of school bus	33	33	67	67
Student involvement in infrastructure development	26	26	74	74
Student involvement in society and clubs	96	96	4	4
Student involvement in games and sports	94	94	6	6
Student involvement in coordination of class activities	95	95	5	5
Involvement in determining entertainment schedules	75	75	25	25
Student involvement in determining prep hours	28	28	72	72
Student involvement in decisions on membership of clubs and societies	90	90	10	10

The students leaders are more involved in areas such as clubs and societies at 96 percentage coordination of class activities at 95 percentage, games and sports but less on infrastructure development at 26 percentage determining prep hours at 28 percentage, making school menu at 48 percentage and this are the critical areas that need to be involved for

discipline to prevail. However, students are not involved in areas such as purchase of school bus, infrastructure development, menu and determining prep hours. This implies that most of the school principals involve students' leaders in most of the decisions made in schools. The ones not involved are sentimental to students.

Kola (2005) avers that involvement in decision making makes individuals more satisfied with the decisions they have made and enthusiastically supported. Failure by administration to involve them in infrastructure planning they will find them less stimulating and unsettling. Slight difference in school will make them burn it down. The study establishes that many principals though want to give an impression of compliance to participatory management practices, in essence its only tokenistic and the sensitive areas of concern the student leaders and students are kept in abeyance. This explains the reason for rampant strikes in the county.

This study shows that the level of participation in barazas had gone up to 60 percentage compared with Karanja & Bowen (2012) at 44 percentage. The main concern is that the students felt that they were not been involved in decision making and this builds into discontent. The students are only involved in the light concerns but Menu which is the cause of many riots is kept off, infrastructure and purchase of school bus. The study establishes that principals play a critical role in triggering strikes which is the worst form of discipline concern in the schools. School bus is the pride of the students and many are opting for Scania buses. None involvement of the students in what kind of bus to purchase result in resentment of the bought bus irrespective of the model and in many cases the students have resulted in strikes. The study establishes that the non-involvement in menu decision making can be one of major catalysts to strikes in the county. The same applies to drastic menu changes to the worse without sufficient consultations. Schools seek quality grades and discipline. The consent is critical in accepting to increase contact hours as well as prep hours. Imposition will result in definite implosion.

Conclusions
The principals do not involve student leaders in the main decision-making process but only in tokenistic ways. They only involve them in simple tasks like making school rules though important is a replica of other rules, duty rota, games and sports, clubs and societies and class activities. In many occasions the issues that have been assigned are not contentious and at no time are they cause of strikes and demonstrations in the schools in the county. The study established that students are not involved in deciding of school menu which the study established was the key cause of the unrests in the county. They are not involved in purchase of school bus, infrastructure developments which are budgetary considerations and bring tensions in school. The continued occurrence of strikes and discipline issues in schools is because principals do not want to cede ground and allow participatory management practices.

Recommendations
The Ministry of Education policy on principals in secondary schools as their agents need to involve students in decision making. This improves their own powers as its working with the students not for them which makes student leaders accepts the process outcomes. The students should be in decision making organs both instructional and budgetary processes as this enhances transparency and accountability.

The student leader to be a full member of the Board of Management with full access to all decisions for the other student's acceptance. This will reduce the incidences of arson, student suspensions, property destruction and cases of drugs and substance abuse.

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