FACTORS INFLUENCING STUDENT INVOLVEMENT IN UNIVERSITY GOVERNANCE: A CASE OF BACHELOR OF EDUCATION (ARTS) OF THE UNIVERSITY OF NAIROBI, KENYA

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

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This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

To my spouse Mary

For her friendship, love and support

To my son Chris

For his endurance of my absence from home most of the time

To my parents

For providing me with basic education and modeling hard work for me

To all my siblings

For their encouragement, support and understanding

To my supervisors

For their commitments, including wonderful academic and professional discourses

ACKNOWLEDGEMENT

First and foremost, I would like to thank the Almighty God for giving me strength to march on. Were it not for Him, I would not have made it this far. The process of writing this study needed a lot of endurance and enthusiasm which God abundantly endowed to me.

Secondly, I express my gratitude to my spouse Mary Marwa and my son Chris Marwa for their fortitude and indulgence they accorded me while I undertook this very demanding study. I am also grateful to my parents, dad for his encouraging words and judicious counsel, my mum for her ever enquiring about my academic progress even from India where she was undergoing treatment, brothers and sisters for their support and words of hope and encouragement.

Thirdly, I owe my deepest appreciation to my supervisors Dr. Grace Nyagah and Dr. Jeremiah Kalai for their magnificent scholastic and proficient discourses and for going through my many drafts from the formative phases to the final copy despite their demanding academic and professional obligations.

I am equally appreciative to all my study respondents, library assistants and my colleague students whom we journeyed together in the bumpy waves of postgraduate studies, with special reference to Githinji Ruth and Kamau Faith for their support and encouragement in and outside the campus.

While I labored tirelessly with the assistance of numerous people to put the last touches on this study, I remain exclusively accountable for any inaccuracy, errors or oversights that might have remained in the ultimate version of this report.

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ABBREVIATIONS AND ACRONYMS

AAUP	American Association of University Professors
ACE	American Council on Education
AGBUC	Association of Governing Boards of Universities and Colleges
HEI	Higher Education Institutions
HoDs	Heads of Departments
NACOSTI	National Commission for Science, Technology and Innovation
RTC	Royal Technical College
SGC	Students Governing Council
SONU	Students Organization of Nairobi University
SPSS	Statistical Package for Social Sciences
SRCs	Students' Representative Council
UoN	University of Nairobi

ABSTRACT

The purpose of this study was to investigate the factors influencing student involvement in university governance: A case of Bachelor of Education (Arts) of the University of Nairobi, Kenya. The study sought to establish the extent to which university lecturers' attitude towards participatory governance, knowledge of University policy guidelines, international university best practices and the students' governing council influence students' involvement in university governance of the University of Nairobi. The study employed a descriptive survey design targeting all the 111 lecturers and 2,602 students from Kikuyu campus, Bachelor of Education external and the Main campus, evening group. A sample of 10 percent of all the 2,602 students and 20 percent of all the 111 lecturers was used where representatives from the lecturers and the students' body were selected using simple random sampling technique. Quantitative data collected was coded and entered into the computer using the Statistical Package for Social Sciences (SPSS) version 17.0. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts, percentages, pie charts and bar graphs while qualitative data was analyzed using content analysis (used when one has sets of existing written responses which require analysis). The study established that most lecturers, 78.9 percent were in agreement that the university unrest is reduced by the student council involvement in university governance therefore had a positive attitude towards students involvement as compared to only 21.1 percent who were undecided. The study also established that only 33.3 percent of the studied campuses had copies of the university guidelines as compared to 66.7 percent who did not have copies of the guideline therefore students lacking knowledge of the content of the university policy guidelines. The study established that the university being ISO certified, its policy guidelines were pegged on international university best practices. Therefore the students had good knowledge of international best practices. This is reflected by the study where 11.7 percent of the students had good knowledge of international best practices as opposed to 17.1 percent who had no such knowledge. Lastly, the study established that 78.9 percent of the students agreed that Student Governing Council pressure influence students' involvement in university governance with only 21.1 percent being undecided on the issue. The study therefore, concludes that student participation in the university governance should be improved. The following were the major recommendations of the study: The university administration should create awareness to all the teaching staff on the importance of students' involvement in university governance. The university governing council should provide all the departments with copies of university guidelines. University administration should ensure that the number of students represented at the university's council meetings is raised from two as stated in section 14 of the university Acts to six members to tally with the representation at the senate level. The university governing council should create clear channels of communication.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, over time, the system of shared governance has evolved to take account of more and more representation in the decision-making procedure (Moore, 2004). According to Moore (2004), shared governance came of age in the 1960s, when colleges began to liberalize many of their practices. In fact, an often alluded to document on the subject, "Statement on Government of Colleges and Universities," was sent out jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges in the mid-60s (Moore, 2004). That statement endeavored to acknowledge the importance of shared governance and affirmed some common principles (Quinn & Moore 2004). Students' involvement in university governance is therefore of paramount importance as they are part of the stakeholders in the university.

International university practices, for decades, have put emphasis on students' involvement in university governance. The American Association of University Professors was the first organization to formulate a statement on the governance of higher education based on principles of democratic values and participation ,which, in this sense, correlates with the Yale Report of 1828, discussed by Brubacher (1982) as the "first attempt at a formally stated philosophy of education" for universities, emphasizing at that time that enlightenment curricula

following the establishment of democratic constitutional governance should not be replaced with retrogression to religious curricula. Lapworth (2004) stated that, the American Association of University Professors published its first Statement on Government of Colleges and Universities in 1920, emphasizing the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Refinements to the statement were introduced in subsequent years, culminating in the 1966 Statement on Government of Colleges and Universities (Lapworth, 2004).

According to Quinn and Moore (2004) the Statement on Government of Colleges and Universities does not provide for a "blueprint" for the governance of higher education. Nor was the purpose of the statement to provide principles for relations with industry and government though it establishes direction on "the correction of existing weaknesses". Rather, it aimed at establishing a shared vision for the internal governance of institutions. In process and structure, the meaning with the end result is an organizational philosophy for shared governance in higher education (Quinn & Moore, 2004).

Due to the influence of public sector reforms, several authors, Kezar and Eckel (2004), Lapworth (2004), Middlehurst (2004), point out that, next to the concept of shared and participative governance, a new form of governance has emerged, that is the notion of corporate governance of institutions that has increasingly become a more dominant approach to tertiary management. According to Lapworth (2004), the rise of the corporate governance and the decline of the

shared or consensual governance can be seen to be a result of the decline in academic participation, growing tendency towards manageralism and the new environment where the universities are operating.

In Africa, there exist several scholarly standpoints and judgments about how far students should be involved in their learning institutions' governance. According to Sithole (1998), students should remain unreceptive, submissive and receive instructions from authorities, that is, the parents and the teachers.

This view should not be the case because, since students are the major consumers of the services in the universities, they should be fully involved in all matters of the university to a larger extent. On the other hand, Squelch (1999) and Magadla (2007), assert that, students can get involved in their learning institutions' governance but only to a limited extent. In his argument, on the same issue, Aggarwal (2004), postulated that, while students may not be involved in affairs interconnected to the administration of examinations, appointment of lecturers and teachers, assessment of student performance and other institutional governance matters, their responsibility should spread out into all spheres affecting their welfare, both scholastic and managerial. Though this view appears to support student involvement in decision making, it however confines student involvement in decision making to specific areas of university life.

Huddleston (2007) asserts that, defining the limits of students involvement in this way is however not only likely to give students the impression that the

university's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning about the nature of schooling and the education system as well as in different forms of public decision-making (Huddleston, 2007). Wood (1993) carried out a study in three colleges about faculty, student and support staff participation in university governance. He found out that these groups constituted valuable sources of information on decisions. Respondents were found to be positive about student participation and capable of making significant contribution to quality of decisions (Zuo&Ratsoy, 1999; Menon, 2005).

For a long period, institutional governance has been a top-down paradigm. This has now been discarded in preference of a more democratic and participatory models (Goleman, 2002). This is based on the conception of collective leadership. Collective governance does not relate leadership with the endeavor of single individual as in the conventional theories (Goleman, 2002). It focuses more accurately on a new perception of governance where responsibilities and activities are shared out across an extensive range of people within each exact context (Lumbly, 2003). Mabena (2011) suggested that students' failure to make meaningful contributions may be found in educators' attitudes displayed towards them.

The Constitution of Kenya, 2010, Chapter Four on the Bill of Rights Part 1, clearly articulates the rights and fundamental freedoms of individuals by

expressing the purpose of recognizing and protecting human rights and fundamental freedoms is to preserve the dignity of individual and communities and to promote social justice and the realization of the potential of all human beings. This is further emphasized in Part 3 of the same chapter on specific application of rights, clause 55 which states that, "The State shall take measures, including affirmative action programs, to ensure that the youth – (b) have opportunities to associate, be represented and participate in political, social, economic and other spheres of life;" Part two clause 33 asserts that, "Every person has the right to freedom of expression, which includes- (a) freedom to seek, receive or impart information or ideas. In this regard, students should be actively involved in all areas that concern them in the university governance.

Among the studies that have been conducted in Kenya, two have clearly shown that involving students in their learning is very important. If governance is shared, then students feel more positive towards college goals and objectives (Obondo, 2000). Obondo further asserts that in the transformation of universities, the students should be involved. Student association represents an important untapped resource in university effort to confront the current crises. Student representatives have also been noted to have the capacity to diffuse potential conflicts. This, they can do through regular meetings with their members and administration, designing mechanism for regular communication, thereby restraining their colleagues from unnecessary conflicts (Obondo, 2000).

The University of Nairobi education policy guidelines are grounded on the university's core values which includes among others; freedom of thought and expression, innovativeness and creativity, good governance and integrity, team spirit and teamwork, professionalism and quality customer service, (UoN Strategic Plan 2008-2013).

A research conducted by Mwangi (2013) on students' participation in governance of public secondary schools in Kigumo District in Kenya which applied a survey design, concluded that students were not fully involved in school governance and that students were excluded from key decision making areas of the schools (Mwangi, 2013). Participation in school and institutions of higher learning governance should be improved. This is because the successes of these institutions depends on how all the stake holders are handled and are involved in the institution's governance. This means that the absence of students' involvement and participation in school governance may hamper decision making process by other stakeholders therefore making it ineffective (Mwangi, 2013).

1.2 Statement of the problem

As the consumers of university services, students are affected by pronouncements that are made on the university and have become enthusiastically concerned with the university governance. The University of Nairobi being the first university to be established in Kenya and the major concern of this study, has undergone many changes and restructuring since 1985. The major change was the decentralization

of the administration process by creation of six Campus Colleges headed by Principals, (University of Nairobi Calendar, 2006-2007). Nonetheless, despite the fact that the University of Nairobi has been in existence for several decades, very little research has been carried out on the factors influencing student involvement in university governance in the University of Nairobi. All the other universities in Kenya, both public and private, are grounded on the theories and practices of the University of Nairobi, though they have their own uniqueness. This made it an ideal location for the study since it could give a real reflection of the factors influencing patterns of student involvement in university governance, in Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing student involvement in university governance; a case of Bachelor of Education (Arts) of the University of Nairobi, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

i. To establish the extent to which university lecturers' attitude towards participatory governance influences students' involvement in the university governance of the university of Nairobi
ii. To determine the extent to which knowledge of the university policy guidelines influence students' involvement in the university governance of the University of Nairobi

iii. To determine the extent to which students' knowledge of international university best practices influence their involvement in the university governance of the University of Nairobi

iv. To establish the extent to which pressure from Students' Governing Council influences students' involvement in the university governance of the University of Nairobi.

1.5 Research questions

This study was guided by the following questions;

i. To what extent do University lecturers' attitude towards participatory governance influences students' involvement in the university governance in the University of Nairobi?

ii. To what extent does knowledge of the University policy guidelines influence students' involvement in the university governance in the University of Nairobi?

iii. To what extent do students' knowledge of international university best practices influence their involvement in the university's decision making process in the University of Nairobi?

iv. To what extent do pressure from students' council influences students' involvement in the university governance in the University of Nairobi?

1.6 Significance of the study

Considering the fact that the university education is in line with the dispensation of the Kenya's new constitution, this study aimed at generating information that would be added to the limited information concerning the factors influencing student involvement in university governance. It was also anticipated that the findings from the study would be a step towards providing innovative ideas and practices in the support of students' involvement in university governance.

This study report would be of paramount importance to the University of Nairobi, College of Education and her policy makers as it would provide information on the factors influencing students' involvement in university governance. The report would also enlighten the government officials concerned with higher education on the extent to which university students are involved in governance of university education as spelt out in the dispensation of the Kenyan Constitution of 2010. The findings from this research report would also trigger interest in other scholars to carry out further research on this area and other related areas.

1.7 Limitations of the study

According to Kombo& Tromp (2006) limitations are conditions beyond the jurisdiction of the researcher that may place boundaries on the conclusions of the study and their application to other situations. This study was restricted by the attitudes of respondents which would affect the validity of their responses. This is because the respondents would have been tempted to give socially conventional

answers to thrill the researcher. To counteract this limitation, the researcher ensured that appropriate explanation was given to the respondents so that the limitation of attitudes towards responding to questionnaires was diminished. Confidentiality was guaranteed to the respondents.

1.8 Delimitations of the study

The study was delimited to the following areas: first, it was carried out in only one university; that is, the University of Nairobi B.Ed (Arts) students and lecturers. Secondly, it was confined to a public university therefore the private universities were left out.

1.9 Basic assumptions of the study

The study was based on the following assumptions

i. Respondents would respond to the questions in the questionnaires honestly
ii. The locale of the study would provide adequate information required by the researcher.

1.10Definition of significant terms in the study

Corporate governance refers to the structure of rules and procedures by which the executive ensures responsibility, justice and transparency in a university's association with its all stakeholders, that is, the sponsors, students, administration, human resources including the teaching and the non-teaching staff, government, and the public.

Decision making process refers to the stages involved in making appropriate and admissible conclusions that are tolerable by both the students and the university administrators through students' representation and university administration on university governance matters.

Governance refers to the processes and decisions that seek to define actions, grant power and verify performance in the university.

International best practices refer to the universally accepted standards of university governance.

Lecturers' attitude refers to their perception of governance where responsibilities and activities are to be shared out across an extensive range of people in the university.

Participatory decision making refers to a form of decision making where all members of a given organization, for example, a university, are consulted and their views incorporated in the organization's decision making process.

Students' Governing Council refers to the students' leaders who are democratically elected by their fellow students in the university. The council is made up of a chairman, vice chairman, secretary and directors and chaired by the chairman.

Students' involvement refers to the process of including and considering the students opinions in the process of making major decisions and policy formulation on student related matters.

Students' participation refers to involvement and consideration of the students' contributions and views in the process of making vital determinations and policy formulation on university governance.

Students' participation in governance refers to the efforts of students delegate bodies such as students' organization, students' association, students' ruling body or students' parliament in university governance.

University policy guideline refers to is a concise formal statement that outlines non-discretionary governing principles and intentions, in order to guide University practice

1.11Organization of the study

The study has five chapters. Chapter one consisted of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations of the study, delimitations of the study, basic assumptions of the study, definition of the significant terms and organization of the study. Chapter two focused on literature review. It was organized into, introduction, an overview, justification of students' involvement in university governance, levels of students' involvement, the extent and nature of students' involvement in

university governance, summary of literature review, theoretical framework and conceptual framework. Methodology of the study was explained in Chapter three, which consisted of an introduction, research design, target population, sample size and sampling procedure, research instrument, instrument validity, instrument reliability data collection procedure and data analysis techniques. Chapter four detailed the discussion of the findings while Chapter five contained summary of the findings, conclusion of the study as well as the recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides literature on students' involvement in university governance, justification of students' involvement in university governance, levels of students' involvement in university governance, the extent and nature of students' involvement in university governance, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of students' involvement in university governance

Anglo-American tradition of liberal education and focus on student development, the German (and later the Soviet) model emphasized received knowledge in the academic discipline as opposed to the student's overall personal growth. In the socialist period, university education became even more specialized, developing academic knowledge in narrowly-defined disciplines according to priorities set by the State (Galbraith, 2003). And although this was a typical development in higher education beyond this region as well, departmentalization and fragmentation of university structures frequently prevented students from forming a sense of university belonging. Other than the occasional visit to the Academic Office for a paper certificate or a stamp in their record book, the students communicated primarily with the department's secretary on any out-of class matters. Student organizations were highly selective and mainly fora for political activism and, frequently, a stepping stone to membership in the Communist party.

According to Akomolafe and Ibijola (2011) students' involvement in university governance is an important factor in organizational effectiveness in the university system. In their recommendation, Akomolafe and Ibijola (2011) asserted that students should be well represented on all university statutory committees including senate and council committees to enhance levels of organizational effectiveness in the system.

In a research conducted in Kenya by Mwangi (2013) it is clear that the absence of students' involvement in school governance may hamper decision making process by other stakeholders therefore making it ineffective. According to Quinn and Moore (2004) the statement on Government of Colleges and Universities does not provide for a "blueprint" for the governance of higher education. Nor was the purpose of the statement to provide principles for relations with industry and government though it establishes direction on "the correction of existing weaknesses". Rather, it aimed at establishing a shared vision for the internal governance of institutions. In process and structure, the meaning with the end result is an organizational philosophy for shared governance in higher education (Quinn & Moore, 2004).

Due to the influences of public sector reforms, several authors, Kezar and Eckel (2004), Lapworth (2004), Middlehust (2004), point out that, next to the concept of shared and participative governance, a new form of governance has emerged, that is the notion of corporate governance of institutions that has increasingly become

a more dominant approach to tertiary management. According to Lapworth (2004), the rise of the notion of corporate governance and the decline in academic participation, growing tendency towards managerialism and the new environment where the universities are operating.

2.3 Influence of university lecturers' attitude on students' involvement in university governance

For a long period, institutional governance has been a top-down paradigm. This has now been discarded in preference of a more democratic and participatory models (Goleman, 2002). This is based on the conception of collective leadership. Collective governance does not relate leadership with the endeavor of single individual as in the conventional theories (Goleman, 2002). It focuses more accurately on a new perception of governance where responsibilities and activities are shared out across an extensive range of people within each exact context (Lumbly, 2003). Sithole, (1998) suggested that students' failure to make meaningful contributions may be found in educators' attitudes displayed towards them. There are those who believe that students should participate to some extent on matters that affect them. Others believe that students should remain passive and recipient of information from parents and teachers (Sithole 1998).

Shared management encompasses numerous components working together to accomplish a shared goal. Shared leadership can effectively be executed if the stakeholders such as students and teaching staff are prepared to call off traditional

governance versions and subscribe to more participative methodologies to management (Lumly, 2003). Students' participatory role in university governance is the efforts of students governing bodies (Jeruto&Kiprop, 2011). The term is also used to encompass all aspects of university life and administrative functions where students may make an input, unceremoniously through particularized negotiation as well as formally through intentionally fashioned structures and mechanisms (Sithole, 1998).

According to Sithole's (1998) opinion, students should remain unreceptive, submissive and receive instructions from authorities, that is, the parents and the teachers. This view should not be the case because, since students are the major consumers of the services in the universities, they should be fully involved in all matters of the university to a larger extent. On the other hand, Squelch (1999) and Magadla (2007), assert that, students can get involved in their learning institutions' governance but only to a limited extent. In his argument, on the same issue, Aggarwal (2004), postulated that, while students may not be involved in affairs interconnected to the administration of examinations, appointment of lecturers and teachers, assessment of student performance and other institutional governance matters, their responsibility should spread out into all spheres affecting their welfare, both scholastic and managerial. Though this view appears to support student involvement in decision making, it however confines student involvement in decision making to specific areas of university life.

Huddleston (2007), asserts that, defining the limits of students involvement in this way is however not only likely to give students the impression that the university's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning about the nature of schooling and the education system as well as in different forms of public decision-making (Huddleston, 2007). Wood (1993) carried out a study in three colleges about faculty, student and support staff participation in university governance. He found out that these groups constituted valuable sources of information on decisions. Respondents were found to be positive about student participation and capable of making significant contribution to quality of decisions (Zuo&Ratsoy, 1999; Menon, 2005).

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2.4 Students' knowledge of university policy guidelines and their involvement in university governance

The University of Nairobi education policy guidelines are grounded on the university's core values which includes among others; freedom of thought and expression, innovativeness and creativity, good governance and integrity, team spirit and teamwork, professionalism and quality customer service, (UoN Strategic Plan 2008-2013). The underlying assumption here is that students who know the University guidelines are likely to demand to be involved in the University governance than those who don't. According to Muchelle (1996) the right to participate in school administration or governance should not be seen as a right to be free from external regulations; in particular he affirms that, this should not be interpreted as a freedom from rules and regulations of the school but a call for consensus in decision making.

Muchelle (1996) further define s democracy in education as relationship between individual and groups in educational institutions. According to Adam (2005), democracy also refers to an increased respect for the students as individuals, greater opportunity for freedom, independence and initiative in thought and in conduct. It involves continuously acknowledging the diversity of students by validating and authorizing them to represent their own ideas, opinions, knowledge and experiences. Adam (2005), agrees with Muchelle (1996) that schools that instituted form of participation in school governance, enjoy a relatively smooth administrative tenure with a fewer students related administrative problems.

Benefits of students' participation and involvement in university decision-making may therefore accrue not only to the participating students themselves, but also to a democratic society as citizenship education, and to the university community as a whole in the form of a better quality of decisions and a more peaceful university environment (Boer & Stensaker, 2007).

2.5 Students' knowledge of international university best practices and involvement in university governance

International university practices, for decades, have put emphasis on students' involvement in university governance. The American Association of University Professors was the first organization to formulate a statement on the governance of higher education based on principles of democratic values and participation ,which, in this sense, correlates with the Yale Report of 1828, discussed by Brubacher (1982) as the "first attempt at a formally stated philosophy of education" for universities, emphasizing at that time that enlightenment curricula following the establishment of democratic constitutional governance should not be replaced with retrogression to religious curricula. Lapworth (2004) stated that, the American Association of University Professors published its first Statement on Government of Colleges and Universities in 1920, emphasizing the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Refinements to the statement were introduced in subsequent years, culminating in the 1966 Statement on Government of Colleges and Universities (Lapworth, 2004).

According to Moore (2004) shared governance came of age in the 1960s, when colleges began to liberalize many of their practices. In fact, an often alluded to document on the subject, "Statement on Government of Colleges and Universities," was sent out jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges in the mid-60s (Moore, 2004). That statement endeavored to acknowledge the importance of shared governance and affirmed some common principles (Quinn & Moore 2004). Students' involvement in university governance is therefore of paramount importance as they are part of the stakeholders in the university.

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In Akomolafe and Ibijola (2011) study, data were collected with an instrument titled "Questionnaire on students' participation in university governance and organization effectiveness". The findings for the study revealed a moderate level

of organization effectiveness. A significant relationship between students' participation in university governance and organizational effectiveness in the university system was established.

Association of University Professors was the first organization to formulate a statement on the governance of higher education based on principles of democratic values and participation, which, in this sense, correlates with the Yale Report of 1828, discussed by Brubacher (1982) as the "first attempt at a formally stated philosophy of education" for universities, emphasizing at that time that Enlightenment curricula following the establishment of democratic constitutional governance should not be replaced with retrogression to religious curricula.

Lapworth (2004) stated that, the AAUP published its first Statement on Government of Colleges and Universities in 1920, emphasizing the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies. Refinements to the statement were introduced in subsequent years, culmination in the 1966 Statement on Government of Colleges and Universities (Lapworth, 2004).

2.6 Students Governing Council pressure and involvement in university governance

Here the assumption is that if Students Governing Council exerts pressure, there is a possibility of them being involved in the university governance. The course of the "student revolution" and the consequent proposals for extending student

involvement and representation in university governance generated great interest among scholars in the late 1960s and early 1970s; they were considered to matter for democracy and other representative forms of government, (Therry, 2008). However, the concrete results of the actual involvement of students in university governance generated far less academic interest. This is surprising, considering that the student demands actually yielded impressive changes in university governance Therry (2008).

Intriguingly, current studies of student involvement in university governance without fail recommend an extension of students' authority in university decision-making and typically do so by advocating for students to have more seats on governing bodies. The student dissatisfaction with their perceived power and influence appears to be the main basis of these recommendations (Persson 2003,& Bergan, 2003). Recent in-depth case studies of student involvement in university governance suggest, however, that it is not so much the *extent* of representation but rather the perceived effectiveness of representation which determines satisfaction with political participation. The same studies also indicate that the effectiveness of representation is actually related closely to the extent of bureaucratic and other support (e.g. training) that student leaders receive in order to fulfill their representative mandate. Thus, these studies typically recommend more support rather than more seats as a way to increase the influence and authority of students in university governance, (Zuo & Ratsoy,1999; Menon, 2005 & Koen*et al*, 2006).

Most academic literature on student politics suggests that the formal involvement of students in university governance is a relatively new development and it tends to portray such participation as the fruit of the recent student struggles of the 1960s (Therry, 2008). In contrast to this view, Perkin (2006) shows that the first university, the University of Bologna born in 13th century Italy, provides an archetypical model of university governance in which students controlled the institution, including the organization of their studies. This model of the "student university" gradually converged with the rival Parisian model of the "university of masters", in which the teaching masters controlled university affairs, so that by the 20th century the pre-modern experience of the student university had faded into distant memory (Perkin, 2006; Verger, 1992).

2.7 Summary of literature review

From the literature review, it is evident that students' involvement in university governance is important in the running of a university. In particular, it helps to improve relationships between the university administrators, the students and other stakeholders. This relationship helps to create an amicable environment in the university with reduced administrative problems and consequently this helps to improve overall learning environment as well as students' welfare while in the university. Students' participatory role in university governance, is the efforts of Students' Governing Council (SGC) with such bodies as students' organization, students' associations, students' ruling body or students' parliament (Jeruto&Kiprop, 2011). If students are included in their institutions' decision

making process, their rejectionist tendencies of decisions imposed upon them by school administrators would change to ownership and acceptance of decisions arrived at with their participation (Tikok & Kiprop, 2011). Studies have been carried out focusing on factors influencing patterns of students' involvement in secondary school governance and other universities in the world but very little research has been carried out on factors influencing patterns of students' involvement in university governance in the University of Nairobi. Hence the interest to find out the factors influencing patterns of students' involvement in university governance in the University of Nairobi.

2.8 Theoretical framework

The theoretical framework of this study lies within the theory of participation advocated by Stewart and Taylor (1995). This theory gives attention to how individuals can be encouraged to take part in decision making without destroying the overall purpose and undertakings of the organization. Specifically, this theory helps us to recognize that encouraging participation encompasses empowering individuals to take responsibility in their undertakings. In this case the students. This has stemmed from the fact that there is increasing prominence of the thought of the students as consumers, where preference among alternatives is seen as a means of access to power. Under this theory, students are expected to be responsible themselves and should, consequently, be vigorous in university service administrative procedure.

In summarizing the literature on participation and involvement, Stewart and Taylor (1995), suggest that although the idea of empowerment is often implied, there is little explicit discussion of the operation of power. At a conceptual level, they describe the issue of whether power is restricted, and held by particular people or group of people, or an unlimited resource open for all to grasp. The importance is that this stems from the fact that if restricted, the empowerment of some must involve the intensity of the power of others. So the theories of participation recommend involvement of students in some level of university governance since they are interconnected with every activities of the university. On a more practical level, Stewart and Taylor contend that determining which issues the people are permitted to be engaged in is central to an understanding of participation and empowerment. In the context of students' involvement in participative governance in the university, the university governors should deliberately create a room of students' representatives to be involved in decision making.

The strength of this theory is that it highlights the importance of this stems from the fact that if finite, the empowerment of some must involve the dilution of the power of others. An alternative view is that power is a positive-sum game, so that power can be achieved by some without necessarily removing it from others. The principal weakness of the ladder models is their failure to acknowledge the different spheres of decision-making in which their levels of participation can occur.

2.9 Conceptual framework

A conceptual framework helps to guide a study and shows the relationships graphically or diagrammatically (Orodho, 2004). This study was based on the premise that improved university climate or relations is achieved and enhanced through democratic and meaningful dialogue between students and university governors.

Figure 2.1 shows the relationship between dependent and independent variables that may influence patterns of students' involvement in university governance and the process of bringing out the intended outcomes.

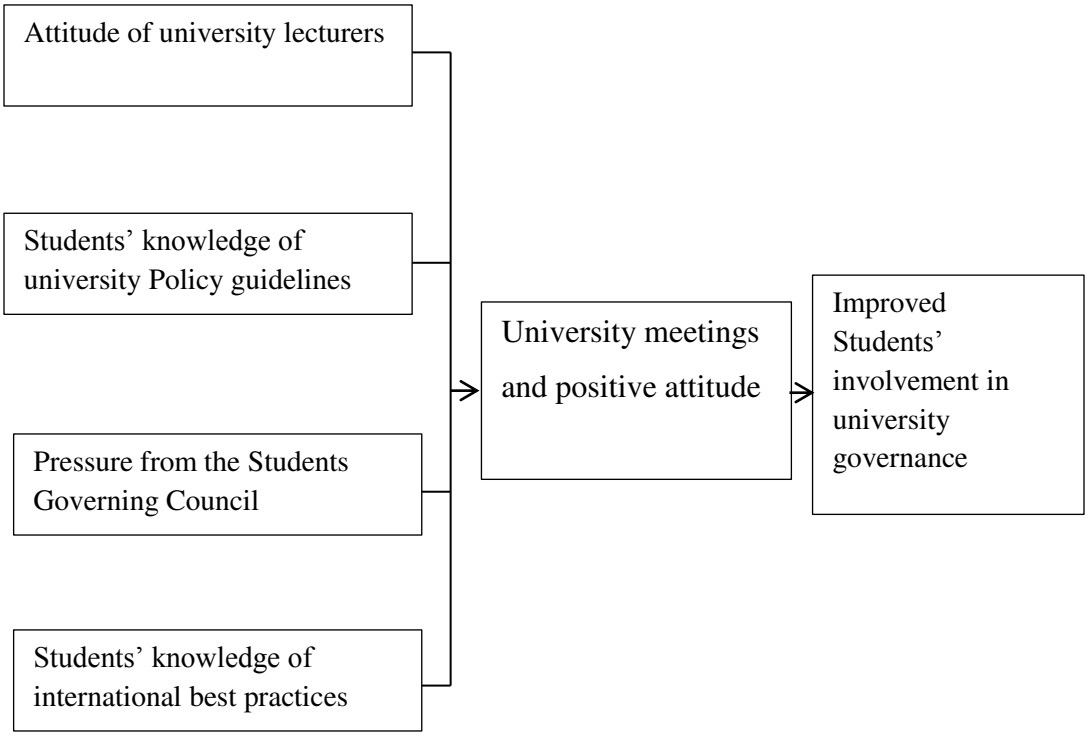


Figure 2.1: Conceptual framework of students' participation in university governance

The independent variables of this study were the Attitude of university lecturers, the university policy guidelines and the International policies. These variables were anticipated to have an influence on the dependent variable of the study which is students' involvement in university governance. It was expected that if student representatives were involved in the university's decision making process, there would be less students' unrest, less administrative problems to be experienced and there will be improved university learning climate and good relationship amongst all university stakeholders.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter highlights the research design, target population, sample size and sampling procedures, research instruments, validity of research instruments, reliability of the research instrument, data collection procedures and data analysis techniques.

3.2 Research design

The researcher used descriptive survey design where sample was selected from the large population and results were generalized. A descriptive survey research collects data about variables or subjects as they are found in a social system or a society, (Mwiria and Wamahiu, 1995). They deal with incidents, distribution and relationships in a social setup or even in an educational setup. The design was found suitable for the study because it would enable the researcher to collect facts and views from diverse categories of respondents on factors influencing students' involvement in university governance. The gathered data was then summarized and interpreted for the purpose of clarification, (Orodho, 2005).

3.3Target population

Target population is a group of individuals, objects, or items from which samples are taken for measurement. According to Orodho (2005) a population is a large group from which the sample is taken. The target population included all the four

departments of the School of Education in the University of Nairobi (Education Administration and Planning, Education Communication and Technology, Educational Foundations and Physical Education and Sports). This constituted a total of 2,602 Bachelor of education third and fourth year students from Kikuyu campus, Bachelor of Education external, the main campus evening group and 111 lecturers from the four departments. (Office of the principal College of Education and External Studies, (CEES) the University of Nairobi, 11th March 2014).

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003) a sample is a smaller group procedurally selected from the population to represent it. According to Gay (1976), a sample size of between ten and twenty percent of the population is adequate for a case study though the bigger the sample the better. A sample of 10% of all the 2,602 students and 20% of all the 111 lecturers was used. Representatives from the lecturers and the students' body were selected using simple random sampling technique. According to Thomas and Nelson (1996), Random sampling led to selection of a sample that could be inferred back to the larger population.

Table 3.1: Target population and Sample size in the study

Category	Target population	Sample size
B.Ed Kikuyu (3rd&4th years)	2,102	210
B.Ed External(3rd&4th years)	389	78
B.Ed Evening (3rd&4th years)	111	22
Lecturers	111	22
Total	**2,713**	**332**

3.5 Research instrument

This refers to the tools used by the researcher. This study used questionnaires for lecturers and students. Closed and open ended questionnaire items for both students and lecturers were used and administered to the selected sample. These were used because they were easy to administer and were cost effective. Questionnaires were also preferable since the respondents were all literate. The questionnaires, both for the lecturers and the students were divided in to three sections; Section A for the both questionnaires solicited demographic data about the participants; Section B of the both questionnaires sought for information on the levels of students' involvement in university governance; Part C of the lecturer's questionnaire was searching for the benefits of students' involvement in university governance and lastly Section C of the students' questionnaire sought for challenges and suggestions from students on how to improve students'

involvement in university governance. The research instruments were developed by the researcher himself.

3.6 Instrument validity

Instrument validity is the extent to which, and how well, an instrument measures what it is supposed to measure, (Best & Kahn 2011). The researcher established the content validity by seeking expert judgment from his supervisors and other faculty members. To achieve this, the developed instrument was handed over to the supervisors who checked and gave comments about it. The instrument was then revised accordingly based on the supervisors' recommendations. The researcher then resubmitted the corrected version of the instrument to his supervisors for final perusal. Finally, piloting of the instrument enabled the researcher to make final modifications on the research instruments accordingly. The closed ended questions in this instrument were specific and could provide more accurate information. Content validity therefore was established through consultation with supervisors and through piloting of the instruments.

3.7 Instrument reliability

According to Borg and Gall (2007) and McMillan and Schumacher (2001), reliable instruments are consistent and can be depended upon to yield similar results under different circumstances. The test-retest technique of assessing reliability was used to measure reliability with the purpose of improving on the instruments' reliability. This, as asserted by Orotho (2010), involved

administering the same instrument twice to the same group of selected respondents at two separate times. A correlation Coefficient between the two separate scores attained from the first and second trials was computed using the row score method that uses five columns (Best and Khan, 2005) as shown below;

$$r = \frac{\mathbf{n}\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2}\sqrt{n\sum y^2 - (\sum y)^2}}$$

Where:

$\sum x$ = sum of the x score

$\sum y$ = sum of the y score

$\sum x^2$ = sum of the squared x score

$\sum y^2$ = sum of the squared y scores

$\sum xy$ = sum of the product of paired x and y scores

n = number of paired scores

Pearson Product Moment Correlation Coefficient (PPMCC) of acceptable range of between 0.6 and 0.9 was expected to be obtained (Buda & Jarynowski, 2010); hence the instrument had a high degree of reliability because a coefficient that is close to plus or minus one indicates a strong relationship (Mugenda & Mugenda, 2003). The open ended questions were tested by enhancing content clarity by discussing with the university supervisors.

3.8 Data collection procedure

The researcher first obtained an introductory letter from the University and a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). After that he paid courtesy calls to the identified respondents. The researcher, since he carried out the research himself, introduced himself to the university lecturers and students' and informed them of the purpose of the research and gave them instructions on how to fill the questionnaires. After that, the questionnaires were distributed to the respondents, who were given adequate time to respond.

3.9 Data analysis techniques

According to Kombo and Tromp (2006), data analysis refers to examining what has been collected and making deduction and inferences. Data analysis involved organization and interpretation of all the data that was collected so as to simplify and present it in the best way possible for easy interpretation and understanding. All the data that was collected from the field was first checked for completeness. It was then categorized and coded to reduce it and was then entered into a computer for fast and accurate analysis, (Mugenda & Mugenda, 2003; Miles &Huberman, 1994). The data was then analyzed both qualitatively and quantitatively. In qualitative data analysis, data collected from open-ended questionnaire items where the respondents were required to give their views, feelings, perceptions and attitudes was analyzed by use of narrative descriptions.

Quantitative data analysis was done using inferential and descriptive statistics such as frequency tables, bar graphs and percentages, (Mugenda & Mugenda, 2003) on the determinants of students' involvement in university governance in the University of Nairobi. After the data analysis, the findings were presented with the aid of frequency tables and percentages. The researcher brought out meaningful observations made during the study. On the basis of these findings, the researcher gave the conclusions, suggestions and recommendations for future action and further research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The study was done to find out the factors influencing students' involvement in university governance among B.Ed (Arts) students in the school of education, University of Nairobi. The following were the research guiding objectives;

i. To establish the extent to which university lecturers' attitude towards participatory governance influence students' involvement in university governance of the university of Nairobi
ii. To determine the extent to which knowledge of the university policy guidelines influences students' involvement in the university governance of the University of Nairobi.
iii. To determine the extent to which students' knowledge of international university best practices influence their involvement in the university governance of the University of Nairobi.
iv. To establish the extent to which the students' council influence students' involvement in university governance of the University of Nairobi.

The analyzed findings were presented in frequency tables, percentages, pie charts and tables.

4.2 Instrument return rate

The researcher sampled 210 students from Kikuyu campus, 78 students from Bachelor of Education external, 22 students from main campus evening group and

22 lecturers. During the data collection period, some questionnaires got destroyed and others were not filled by some of the respondents. The response rate is tabled as shown below.

The researcher sampled two hundred and ten students from Kikuyu campus, seventy eight students from Bachelor of Education external, twenty two students from Main campus evening group and twenty two lecturers. The following table shows the response rate.

Table 4.1 Questionnaire return rate

Respondents	**Sample**	**Response**	**Rate (percent)**
B.Ed Kikuyu	210	199	95
B.Ed External	78	75	96
B.Ed Evening	22	20	91
Lecturers	22	19	86
Total	**332**	**313**	**94**

The data received as per the response rate was considered enough for the study since it was in a position to provide the necessary information required for the study and was a representative of the population. This commendable response rate was made a reality and attributed to the fact that the researcher administered the questionnaires himself to the students and by making personal calls and visits to remind the lecturers to fill-in the questionnaires for him to collect. This was

adequate for the study analysis and therefore valid and reliable presentation of the targeted population.

4.3 Demographic Information of participants

The research first sought to understand the demographic data of the respondents This section describes the demographic information of the respondents in the study area, which includes their age, gender, education levels and year of study (for the students) and years of service (for lecturers). Such a description is important in providing a clear understanding of the respondents included in the study and influences the results based on the objectives of the study.

Table 4.2 Demographic characteristics of the students

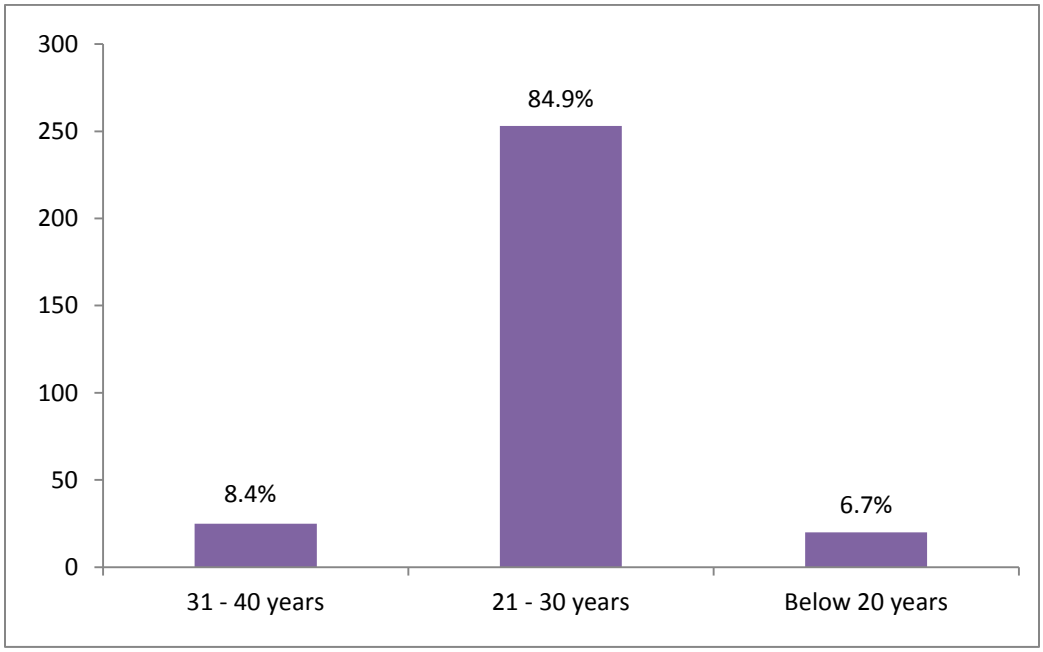
Factors	Variable	Frequency	Percent
Gender	Male	229	76.6
	Female	70	23.4
Age(years)	Below20	16	5.3
	21-30	265	88.6
	31-40	18	6.0

Table 4.2shows that majority of the respondents were male. This is an indication of higher male gender pursuing higher education than the females. This can be attributed to the gender roles of women where they are required to carry out other domestic chores as compared to their male counterparts who have more time to

enroll for higher education. These findings are similar to those of Mwangi (2013) who found most of the public secondary school head teachers in Kigumo district were male. The respondents' ages consisted mainly of the age group 21-30 years at 88.6%. This depicts the Kenyan 8-4-4 education system. The age brackets of the students were graphically shown in the diagram below. This emphasizes on the dominant age group among the students.

Age was one of the demographic factors that the researcher sought to establish in providing a clear understanding of the respondents included in the study and would influence the results based on the objectives of the study. The Figure 4.1 shows that the respondents (students) between 21-30 years out classed the other age brackets in numbers.

Figure4.1: Distribution of respondents by age



It is evident that majority of the respondents, that is, the students were between 21-30 years. This shows that they were mature enough to make sound decisions at the university level.

A similar assessment was done on the lecturers and the following results obtained. This had no significance on the research focus which was determining students' involvement in University governance.

Table 4.3 Distribution of lecturers by age and gender

Factors	Variable	Frequency	Percent
Gender	Male	15	78.9
	Female	4	21.1
Age	20-30years	4	21.1
	31-40years	5	26.3
	41-50years	10	52.6

Table 4.3 shows the representation of ages of lecturers and their gender. It was found that a higher percentage of the respondents were male. This shows that higher number of lecturers is male because they are willing to pursue higher education to meet the requirements of being a university lecturer advance in their careers. The lower number of female lecturers could be an indication of low levels of female pursuing higher education which could be due to their family responsibilities and lack of enough resources being a disadvantage factor to

women pursuing higher education. This has an implication on the female students' representation and participation in university governance as reflected by the number of male and female members in the highest organ of students' representation in the university, that is, Students Organization of Nairobi University (SONU) where out of the major ten positions in the 2013/2014 university general elections, six went to male students and only four were secured by the female students. On the other hand, all the positions of the 2013 campus representatives were secured by male students only. (University of Nairobi, SONU Electoral Commission (2013). This can be attributed to some extent to the few number of female teaching staff in the university who are expected to act as the role models to the female students.

Majority of the respondents were between 41-50 years of age. The significantly mature age of lecturers can be attributed to the number of years of experience required for one to understand the needs and demands of the university students and governance in the university. This age might also indicate that the respondents were mature enough to understand the factors affecting students' involvement in student governing council. The education levels of the respondents were also examined since it affects decision making hence influence other people to their own view point. The following information was obtained.

Table 4.4 Educational levels of lecturers

Factor	Variable	Frequency	Percent
Education level	PhD	14	73.6
	Masters in Education	5	26.4
Total		**19**	**100.0**

Table 4.4 above shows that most of the lecturers from the University on Nairobi were holders of Doctor of philosophy (PhD). This shows that most of the lecturers in the department of Education Arts are highly learned and were in a position to understand in detail the issues of university governance and involvement of students in governance. This can be attributed to the fact that the University of Nairobi is ISO certified and quality is highly emblazed to compete favorably internationally. This on the other hand has led to the university having staff that understands the pros and cons of involving students in the university governance. This understanding has consequently led to students being actively involved in university governance.

Table 4.5 Distribution of students by year of study

Factor	Variable	Frequency	Percent
Education level	O level	241	77.7
	A level	50	16.2
	Dip. In Education	19	6.1
Year of study	3rd Year	105	35.1
	4th Year	194	64.9

Table 4.5 clearly shows that majority of the students were O level holders. The major intake for the Education department is mainly from O levels graduate. The year of study displayed in the study shows that third year students are 35.1% while fourth year students are the majority in the group of the year levels of the student who responded. The researcher selected majority of the fourth year students since they have stayed in the university for a long time and hence were expected to understand and state clearly how they were involved in university governance. The ages of the students and their years of study was considered in the study as these would show their experiences and maturity in understanding issues of university governance and their participation in the sais governance. The study established that most of the students were mature enough and had vast knowledge about university governance. This knowledge and experience has consequently influence students' participation in governance in the University of Nairobi positively.

4.4 University lecturers' attitude towards participatory governance

The lecturers' attitudes were assessed to determine the effect their attitude has on the students' involvement in university governance and the following information was obtained.

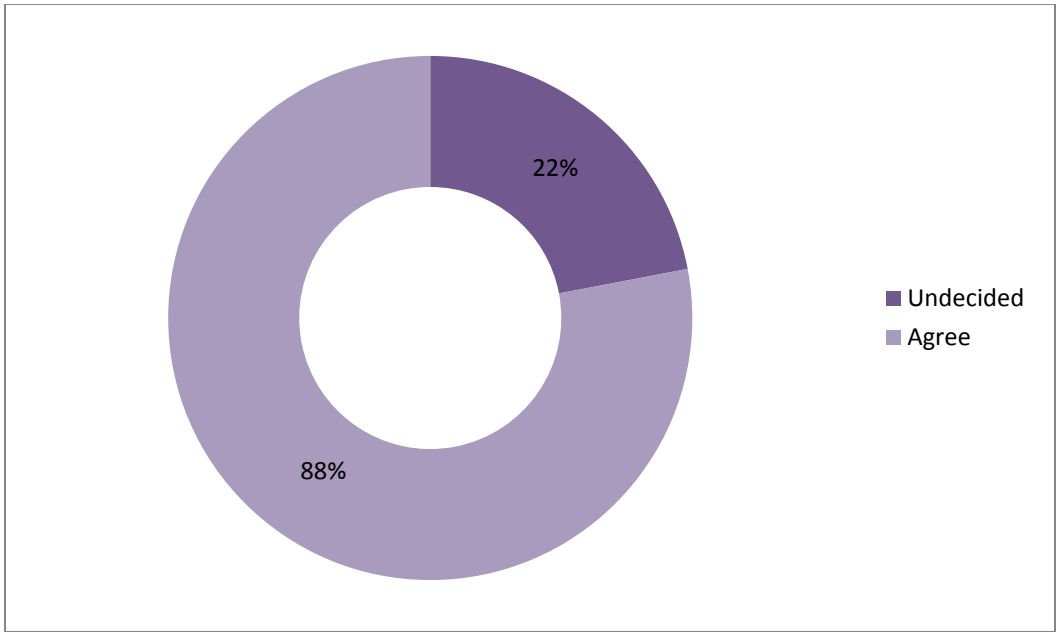
Table 4.6: Involvement of Students Governing Council in University Governance and unrest levels

Factor	Frequency	Percent
Undecided	4	21.1
Agree	15	78.9
Total	**19**	**100.0**

The study sought to establish the influence of lecturers' attitude on students' involvement in university governance. This section presents findings related to the first objective of the study which sought to establish the influence of the lecturers' attitude on students' involvement in university governance. This was necessary as it would assist the researcher to establish the views of the lecturers' on participatory governance where students governing council is involved in issues of the university which they are part of. Most academic literature on student politics suggests that the formal involvement of students in university governance is a relatively new development and it tends to portray such participation as the fruit of the recent student struggles of the 1960s (Therry, 2008).

The table above shows that lecturers are in agreement that the university unrest is reduced by the student council as agreed at 78.9%. The findings show that the lecturers emblaze students' involvement in university governance. This has positively influenced students' participation in the University of Nairobi governance.

Figure 4.2 Student Council involvements in University Governance and unrest



The above figure confirms the result of Table 4.4 that university unrest has reduced when the student leadership that is the Student Governing Council (SGC)is involved in the university governance as agreed 78% of the lecturers. It is clear from the findings that involvement of Students' Governing Council in university governance has drastically reduced the level of students' unrest in the university.

The study sought to establish the influence of students' governing body on students' involvement in university governance. This was important because it would create a clear picture of the council members who represents the students' issues to the university governors. The researcher studied the fairness of student council elections and the findings are presented in Table 4.7.

Table 4.7 Fairness of student council elections

Length of time	Frequency	Percent
All the time	5	26.3
Frequently	9	47.4
Occasionally	5	26.3
Total	**19**	**100.0**

This table shows that the lecturers felt that student council elections are frequently fair at 47.4%.High levels of fairness in students' governing council's election is a prerequisite for better representation of students' issues by their representatives at the university's decision making organs. (Goleman, 2002) indicated that collective governance does not relate leadership with the endeavor of single individual as in the conventional theories. It focuses more accurately on a new perception of governance where responsibilities and activities are shared out across an extensive range of people within each exact context (Lumbly, 2003).

This section was in line with the second objective which sought to establish the influence of university policy guidelines on students' involvement in university

governance. One of the major policy guideline in the University of Nairobi is the value of freedom of speech and expression. This has on the other hand impacted positively on students council member involvement in the implementation process of decision arrived at jointly with the management at the university as illustrated in the Table 4.8.

Table 4.8 Cross-tabulation of student council members' involvement and reduced unrest

Involving student council in university has reduced unrest	**Yes**		**No**	
Variable	**Frequency**	**%**	**Frequency**	**%**
Frequently	15	78.9	12	63.2
Occasionally	4	21.1	7	36.8
Total	**19**	**100.0**	**19**	**100.0**

The lecturers who indicated that students' council involvement in university has reduced unrest, a greater percentage of the lectures felt that student council members are involved in implementation of the decision made at the university as presented in the above table. These results indicate that the university policy guidelines have positively influenced students' involvement in university governance as the students' governing council is frequently involved in the implementation of the decisions arrived at in the university. This is important in reducing students' unrest and ensuring they are actively involved in most of the

decisions made. On the same issue, the study established that only one (33.3%) out of the three schools on study in the university had a copy of the university guidelines. Two (66.7%) did not have a copy of the university policy guidelines. This finding is confirmed by Sithole (1998) who suggested that students' failure to make meaningful contributions may be found in educators' attitudes displayed towards them.

This section presents findings related to the fourth objective of the study which sought to establish the influence of students' governing council on students' involvement in university governance. A well represented students' population by the students governing council indicates a high level of students' involvement in university governance while lack of students' representation of the student population is an indication of low level of students' involvement in the university governance. The results are as represented in the Table 4.9.

Table 4.9 Student Council members' representation

Factor	Variable	Frequency	Percent
Student council well represented	Frequently	14	73.7
	Occasionally	5	26.3
Student council members consulted indecision making	Occasionally	15	78.9
	Never	4	21.1
	Total	**22**	**100.0**

The table above shows the opinion of the lecturers in terms of the student representation. Most of the lecturers felt that the students are frequently represented; the representation could mean that of student representation in various governing body at the university. The Students Governing Council are the representative of the student population and representing them in various decision making organs of the university have their issues tackled and indicates that students are adequately involved in the university governance .

4.5 Students' knowledge of international university best practices and involvement in university governance

The respondents indicated that the university was an ISO certified institution and adequately met international standards and is among the best performing schools in the region. The university attained the ISO 9001:2000 certification on 24th of July 2008.

Every university should have similar practices to standard reference point. The best practices by the universities around the world is measured on whether or not it has ISO-certification , able to meet the students' needs of service and catch up with the expectation of the world in terms of accepted best practices and rich student history.

Universities have their campuses within major towns of the world hence the need to have their way of operation being internationally accepted. Given the benefits to individual higher education and the economic impacts on nations at large,

international student enrollments have been closely watched in recent years ballooning at the faculties which serves the greater East Africa and beyond.

The university academic reputation, facilities, financial aid package, relationship between the students and the administration are generally ranked to be in conformance with the international standards and practices. Hobson assessed the extent to which a university's academic reputation, facilities, financial aid package, relationship between students and faculty, and location affect prospective students' overall perceptions of the institution. The study's findings indicate that international students describe certain aspects of their education as universally important, while other characteristics matter to some groups more than others. For example, academic reputation was found to be of considerable importance to all students, regardless of their home countries.

This section sought to establish how students governing council which is the representation of the student population is involved at the university in implementing discipline policies on students as internationally required and expected of an ISO certified university.

Table 4.10 Cross-tabulation of students' knowledge on international university best practices and implementation of discipline policies

Students' knowledge on international university best practices	**Yes**		**No**	
Variable	**Frequency**	**%**	**Frequency**	**%**
All the time	35	11.7	41	13.6
Frequently	35	11.7	21	7.0
Can't tell	54	18.1	66	22.1
Rarely	123	41.1	105	35.0
Never	53	17.7	66	22.1
Total	**299**	**100.0**	**299**	**100.0**

The Table 4.10 shows that most of the students who felt that the student governing council or leaders is rarely involved in implementing discipline policies had knowledge on international university best practices. The result shows that only a few of the respondents are involved in the implementation of discipline policies among the various departments. Many 105 (35%) of the female students indicated that the student governing council or leaders is rarely involved in implementing discipline policies. Adam (2005), agrees with Muchelle (1996) that schools that instituted form of participation in school governance, enjoy a relatively smooth administrative tenure with a fewer students related administrative problems. This is an indication that student population is

inadequately represented in the implementation process of the stipulated discipline issues at the university.

This section also was in line with the fourth objective which sought to establish from the student population the influence of the students' governing council on students' involvement in university governance. This was important because if students fell well represented at the department discipline committee their level of unrest reduces but if they feel inadequately represented at the department discipline committee their level of uncertainty and unrest is high and can lead to strikes at the university and consequently destruction of property. The results of involvement in the department discipline committee are as shown by the Table 4.11.

Table 4.11 Cross tabulation of gender and students' representation in department discipline committees

Gender	Male		Female	
Variable	**Frequency**	**%**	**Frequency**	**%**
All the time	70	23.4	31	10.4
Frequently	104	34.8	120	40.1
Can't tell	72	24.1	47	15.7
Rarely	18	5.8	12	4.0
Never	35	11.7	89	29.8
Total	**299**	**100.0**	**299**	**100.0**

The student leader's representation in the various departmental committees is shown in Table 4.9 where most of the male students felt that they were frequently represented by their leaders at the departmental levels that are 34.8 percent of the students who responded. Most of the female students felt that they were also frequently represented by their leaders at the departmental levels. This shows that the student council plays an important role in discipline mediation with various departmental committees.

If it is a policy of any student union to listen to their members before the disciplinary committee then such kind of a policy goes a long way in protecting the student who probably could be a prey to wrong judgment or any form of discrimination

4.6 Extent to which the Student Governing Council influence students' involvement in university governance

The student council plays a major role in the governing of the student body where their role is clearly defined and allowed to work independently without any form of victimization. The table below assessed their contribution within the guidance and counseling departments as well as the contribution they have in other departments like the disciplinary departments of the university.

This section sought to establish the extent to which the student governing council influences students' involvement in university governance. This was important because students would feel at ease getting guidance and counseling sessions from their peers or in presence of their peers as opposed to always getting guidance and counseling from adults alone; that is the parents and the university's teaching staff. The results were as indicated in the Table 4.12.

Table 4.12 Cross tabulation of students' education level and involvement of student leaders in guiding and counseling

Students education level	**Fourth years**		**Third years**	
Variable	**Frequency**	**%**	**Frequency**	**%**
All the time	54	18.1	72	24.1
Frequently	86	28.8	67	22.4
Can't tell	54	18.1	69	23.1
Rarely	71	23.7	73	24.4
Never	36	12.0	19	6.4
Total	**299**	**100.0**	**299**	**100.0**

The involvement of the student leaders in the guiding and counseling department for the students indicates that most of the students who are in their fourth year of learning believe that frequently they are involved in the student counseling. A lesser percentage of the students who are in their third year level of education indicated that student leaders are involved in guiding and counseling all the time. It can therefore be deduced that the students' governing council is frequently involved in guidance and counseling of their fellow students at the department. This is a high level of students' involvement in the university governance as the issues handled are those affecting their peers. These findings agrees with those of Obielo (2012), who carried out a research at Kenyatta University on "The Involvement of Student Leaders in the Governance of University: *An Implication*

of Shared Leadership" and found out that Student leaders as members of the 'community of scholars' have minimal contribution in decision making (Obiero, 2012). The senior academicians have the final say in decisions made about the learning and teaching, student leaders are considered to be inefficient in matters of the curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also suggests areas for further research.

5.2 Summary of the study

The study sought to investigate the factors influencing students' involvement in university governance among bachelors of education (Arts) a case of the University of Nairobi. The following factors were studied and their weight on the study purpose. First university lecturers' attitude towards participatory governance was assessed to determine the influence on student's involvement in university governance. Secondly, the influence of university policy guidelines has on student's involvement in university governance in the University of Nairobi was investigated. Thirdly, the effect of international university best practices have on student involvement in university governance was also investigated. The last factor in consideration was to what extent does student governing council (SGC) influence student's involvement in university governance.

The study employed a descriptive survey design targeting all the 111 lecturers and 2,602 students from Kikuyu campus, Bachelor of Education external and the Main campus, evening group. A sample of 10% of all the 2,602 students and 20% of all the 111 lecturers was used where representatives from the lecturers and the

students' body were selected using simple random sampling technique. Quantitative data collected was coded and entered into the computer using the Statistical Package for Social Sciences (SPSS) version 17.0. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts, percentages, pie charts and bar graphs while qualitative data was analyzed using content analysis (used when one has sets of existing written responses which require analysis).

5.3 Discussion of findings

Given below are the main study findings. The study employed a descriptive survey design targeting all the 111 lecturers and 2,602 students from Kikuyu campus, Bachelor of Education external and the Main campus, evening group. A sample of 10% of all the 2,602 students and 20% of all the 111 lecturers was used where representatives from the lecturers and the students' body were selected using simple random sampling technique. Quantitative data collected was coded and entered into the computer using the Statistical Package for Social Sciences (SPSS) version 17.0. Descriptive statistics were used to analyze the quantitative data obtained. The statistics used included frequency counts, percentages, pie charts and bar graphs while qualitative data was analyzed using content analysis (used when one has sets of existing written responses which require analysis).

In relation to the extent to which university lecturer's attitude towards participatory governance influence students' involvement in university

governance, the study established that lecturers are in agreement that the university unrest is reduced by the student council involvement in university governance as agreed at 78.9%. Only 21.1% of the lecturers were undecided on the issue of students' involvement in university governance. The findings show that the lecturers emblaze students' involvement in university governance and therefore have a positive attitude towards students' involvement in university governance.

On the issue of involving student governing council in university governance, the study established that students were not fully involved in university governance. The major areas where students are involved included; implementation of the decisions made at the university 78.9%; representation in departments discipline committee at 34%, involvement in decision making process at 72.7%. However, the study found out that there are areas where students are not well involved in the university governance which included involvement in the implementation of discipline policies on students at departmental levels where only 11.7% agreed that students' governing body is involved all the time and a higher percentage (41.1%) felt that they were rarely involved in university governance. These findings agrees with those of Obielo (2012), who carried out a research at Kenyatta University on "The Involvement of Student Leaders in the Governance of University: *An Implication of Shared Leadership"* and found out that Student leaders as members of the 'community of scholars' have minimal contribution in decision making (Obiero, 2012). The senior academicians have the final say in

decisions made about the learning and teaching, student leaders are considered to be inefficient in matters of the curriculum.

The study therefore, concludes that student participation in the university governance should be improved. The university governors should create effective channels of communication through which students can channel their grievances. On the extent to which policy guidelines influence students' involvement in university governance; the study established that students' involvement in the governance is affected with the rules that define the scope of their operation. Here it is evident that the policy favors the student body since a majority (34.8%) agreed that they have representation in the departmental committees where various departmental rules are constituted in order to serve the students better.

The opportunity to sit in the disciplinary departments help the leaders protect their own without none of the students being expelled without the knowledge and the signature or presence of the Students Governing Council representative sitting on the disciplinary committees. On the same issue, the study established that 78.9% felt that students governing council is involved in the implementation of decisions made at the university with only 41.1% feeling they are only represented occasionally.

On the issue of students' governing council consultation in decision making, the study established that 78.9% of the students felt that the council was consulted on decision making process by the university management while 21.1% of the

respondents felt they were never consulted. These findings conquer with those of a Canadian Journal of Higher Education on Student Participation in University Governance which found out that Students were extensively involved in university academic and administrative decision-making at different levels.

The study established that the university being ISO certified its policy guidelines were pegged on international university best practices. Results of the analysis revealed that only 33.3% of the three campuses under study in the university had a copy of the university policy guidelines, 66.7% did not have a copy in their offices ready. Every university should have similar practices to standard reference point. The best practices by the universities around the world is measured on whether or not it has ISO-certification , able to meet the students' needs of service and catch up with the expectation of the world in terms of accepted best practices and rich student history.

On the extent to which the student council influences student's involvement in university governance, the study established that28.8% of the student believes that frequently the council members are democratically elected to represent them and that are frequently involved in the university governance. 12% felt that the student leaders were not involved in university governance, with 17.7% agreeing that the council members are involved at all the time in university governance.

It can therefore be deduced that the students' governing council is frequently involved in university governance issues in the University of Nairobi such as

guidance and counseling of their fellow students at the department. These results conquer with those of Mwangi, (2013), who carried out research on "Institutional Factors Influencing Students' Involvement In Governance In Public Secondary Schools In Kigumo District, Kenya**"**, and found out that those students from well performing schools (National schools) were more involved in school governance compared to students from schools with low performance (District schools). This was depicted by the varying mean scores obtained by students on aspects measuring their involvement in school governance. This is so because the University of Nairobi is the leading university in the country and being a major recipient of the students graduating from the national schools as found from the research carried out by Mwangi (2013).

5.4 Conclusions

Based on the findings of the study, it can be concluded that lecturer's attitude towards participatory governance influence students' involvement in university governance, the study established that lecturers are in agreement that the university unrest is reduced by the student council involvement in university governance. On the extent to which policy guidelines influence students' involvement in university governance; the study established that students' involvement in the governance is affected with the rules that define the scope of their operation. The study therefore concludes that students were not maximally involved in the university governance. The study established that the students were excluded from major decision making areas of the university. These

included; consultation of students' council members in major decision making although they are highly involved in the implementation of the made decisions; implementation of discipline policies on students in the departments. This could be explained by the fact that there are some issues at the university which are critical and students may not be necessarily consulted on them for examples issues of examinations and promotion of the teaching staff. Some discipline issues such as closure of the university after a strike may also require immediate action by the management without consultation with the students' governing council. The university therefore, may exclude the students on these issues because of unrealistic demands from the students' population which may have security implications to the university. However, it emerged from the study that students were adequately involved in university governing issues concerning; implementation of the decision made at the university, guidance and counseling and electing their council members freely.

5.5 Recommendations

Based on the findings of the study, the following recommendations were made;

i. The university administration should create awareness to all the teaching staff on the importance of students' involvement in awareness university governance. This is because according to the findings of the study, there is still a few of the teaching staff who are undecided on the issue of students involvement in university governance. This can be done through seminars and workshops to sensitize them on issues of participatory governance.

ii. The university governing council should provide all the departments with copies of university guidelines. This is because the study established that only 33.3% of the university campuses studied had a copy of the university guidelines. This can be done through departmental heads and chairs ensuring that their departments are in possession of at least a copy of current university guidelines.

iii. University administration should ensure that the number of students represented at the university council meetings is raised from two as stated in section 14 of the university Acts to six members to tally with the representation at the senate level. This can be done by the government through the parliament so that the university Acts section 14 can be amended to accommodate more members from the students' body. This is due to the fact that governance issues are not a concern of a few but are part and parcel in contributing to development of higher education and maintaining democratic culture without which democratic institutions cannot function properly. This will help students feel their voices and views are being heard and acted upon.

iv. The university governing council should create clear channels of communication for instance making good use of the suggestion box and addressing the views expressed by students through it. This is important to ensure that the issues that students are not able to address directly to the administration due to their levels of sensitivity are passed on through

operational suggestion boxes. These suggestion boxes can be placed at strategic points like outside lecture halls or near administrative offices for ease of access by the students and the administrators in charge. .

5.6 Suggestions for further study

The study centered on the factors influencing student involvement in university governance and was limited to that due to time and financial constraints. However, further studies can be conducted in the following areas;

i. A study should be conducted to find out the influence of students involvement in governance issues on the academic performance of the students. This will help to find out the challenges involved hence discover the best ways to involve students in governance to the benefit of all stakeholders.

ii. The study was carried out in a public university. Another research study should therefore be conducted in a private university to find out whether the same findings would be obtained.

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APPENDICES

Appendix A: Letter of Introduction

University of Nairobi,

Department of Educational Administration and Planning,

P. O. Box 92,

KIKUYU

Dear Sir/Madam,

REF: MED RESEARCH STUDY

I am a student at the University of Nairobi pursuing a Master of Education Degree in Corporate Governance. My area of study is **Factors Influencing Student Involvement in University Governance**; **Case of Bachelor of Education (Arts) of the University of Nairobi, Kenya**.

I hereby kindly request you to allow me in your department to enable me obtain important information for the research. The identity of the respondents will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used as pertaining to this study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Gachoka Jesse

Appendix B

Questionnaire for lecturers

This research is purely academic and the information provided in it will be used in this research work only. Your identity will be treated confidential. Your cooperation will be greatly appreciated.

Instructions:

a. Do not write your name on this form

b. Kindly respond to all items

Section A: Background information

Please mark with a tick (✓) in the blanks provided to indicate the choice that represents your correct opinion for the questions.

1. What is your gender? [ ] Male [ ] Female
2. What is your age bracket? 20-30 [ ] 31-40 [ ] 41-50 [ ] 51-60 [ ] 60+ [ ]
3. What is your highest academic level?

   PhD [ ] Master in Education [ ] B.A with PGDE [ ] B.Ed [ ]

   Diploma in Education [ ] Any other specify……
4. For how long have you been teaching in the university? _____years.

Section B: Students' involvement in university governance

For each of the statements below, please indicate the extent of your agreement or disagreement by ticking in the appropriate space provided; where 1= strong disagree; 2= Disagree; 3= Undecided; 4= Agree; 5= strongly agree.

	Statement	**1**	**2**	**3**	**4**	**5**
1	Students are involved in the process of decision making in the university					
2	Student representatives help lecturers in enhancing decision making in the university					
3	Involving the student council members in university governance has reduced unrest in the university					
4	Students involvement in the university governance has improved relations between students and university governors					

5. In what ways are students involved in university governance in the University of Nairobi?

   _____

6. In which ways should students be involved in university governance in the University of Nairobi?

_____

_____

_____

Section C: Benefits of students' involvement in university governance

Please respond to the following statements by ticking appropriately.

	Statement	**All the time**	**Frequently**	**Occasionally**	**Never**
1	Students council members elections are free and fair				
2	Students council members are well represented in decision making committees in the university				
3	Students council members are consulted before decisions are passed in the university				
4	Students council members are fully involved in the implementation of decisions made in the university				

11. Please indicate by the use of a tick (√) in the relevant column the extent to which each of the following statements applies in your department;

Strongly Agreed (SA); Agree (A); Undecided (U); Disagree (D); or Strongly Disagree (SD).

	Statements	**SA**	**A**	**U**	**D**	**SD**
	Students would benefit from a more democratic form of student organization in which they elect their own leaders					
ii	Dialogue in the university between students and Departmental Heads is of the benefit of the overall university climate and so should be encouraged and harnessed.					
iii	Students get sufficient opportunity to practice skills of self-governance in their unions such that there is no need for extra opportunities on the university wide scale					
iv	A suggestion box is an essential component of the university administration and should be available					
v	Publications run by students can invite malice					

	and so their content should be edited by HoDs and lecturers to keep on with the University image.					
vi	The best way to punish a student is through counseling before opting for suspension.					
vii	Organizing for seminars and workshops on students leadership would strengthen university governance as much as it would pose a challenge to the administration					

12. What suggestions would you make for involvement of students in university governance in the University of Nairobi?

_____

_____

13. What challenges does your department face in involving students in university governance?_____

_____

_____

14. What are your recommendations towards improvement of students' involvement in university governance in UoN?

---

15. In your view what do you think are the advantages and disadvantages of having student council involved in university governance?

_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION

Appendix C

Questionnaire for students

The purpose of this questionnaire is to investigate the factors influencing students' involvement in university governance among Bachelor of education (Arts) School of education of the University of Nairobi. Kindly respond to the following questions. The answers you give will only be used for the purpose of this study.

Instructions:

a. Do not write your name on this form

b. Please mark with a tick (✓) in the blanks provided to indicate the choice that represents your correct opinion for the questions.

c. Kindly respond to all items

Section A: Background information

1. Please indicate your gender; Male [ ] Female [ ]
2. Please indicate your age bracket;

   Less than 20 years [ ], 21-30 years [ ], 31-40 years [ ]
3. Please indicate your highest educational level ;

   a. O level [ ] b. A level [ ] c. Diploma in Education [ ]
4. Please indicate your year of study;

   a. 1st [ ] b. 2nd [ ] c. 3rd [ ] d. 4th [ ]

Section B: Students' involvement in university governance

5. Kindly give your opinions on the most prevalent governance issues that the students in your department are involved in?

_____

_____

_____

_____

6. Please list some student management inadequacies that are reducing the level of students' involvement in university governance.

_____

_____

_____

_____

7. What do you think should be done to improve students' involvement in university governance?

_____

_____

_____

_____

8. Does the administration respond to the opinions and suggestions posted in the university's suggestion box governance? Support your answer please.

_____

_____

_____

_____

9. To what extent do the student council in the university play the following roles of governance; where;

   AT = All the time, F= Frequently, CT= Can't Tell, R= Rarely, N = Never

Please indicate whether the council members in your department are involved in the below roles;	How often are the student council members involved in the stated tasks (please tick)				
Roles	AT	F	CT	R	N
Formulation of students discipline policies					
Guidance and counseling					
Representation in the departmental discipline committee					
Implementing discipline policies on students in the department					

Any other (state it)

_____

_____

_____

_____

Section C: Challenges students face in the university administration

10. List down challenges related to students' involvement in university governance in the University of Nairobi;

_____

_____

_____

_____

11. Kindly list what in your opinion needs to be done to improve students' involvement in the University of Nairobi;

_____

_____

_____

12. In your view, what do you feel are positive and negative effects of having student council involved in the university governance in the University of Nairobi;

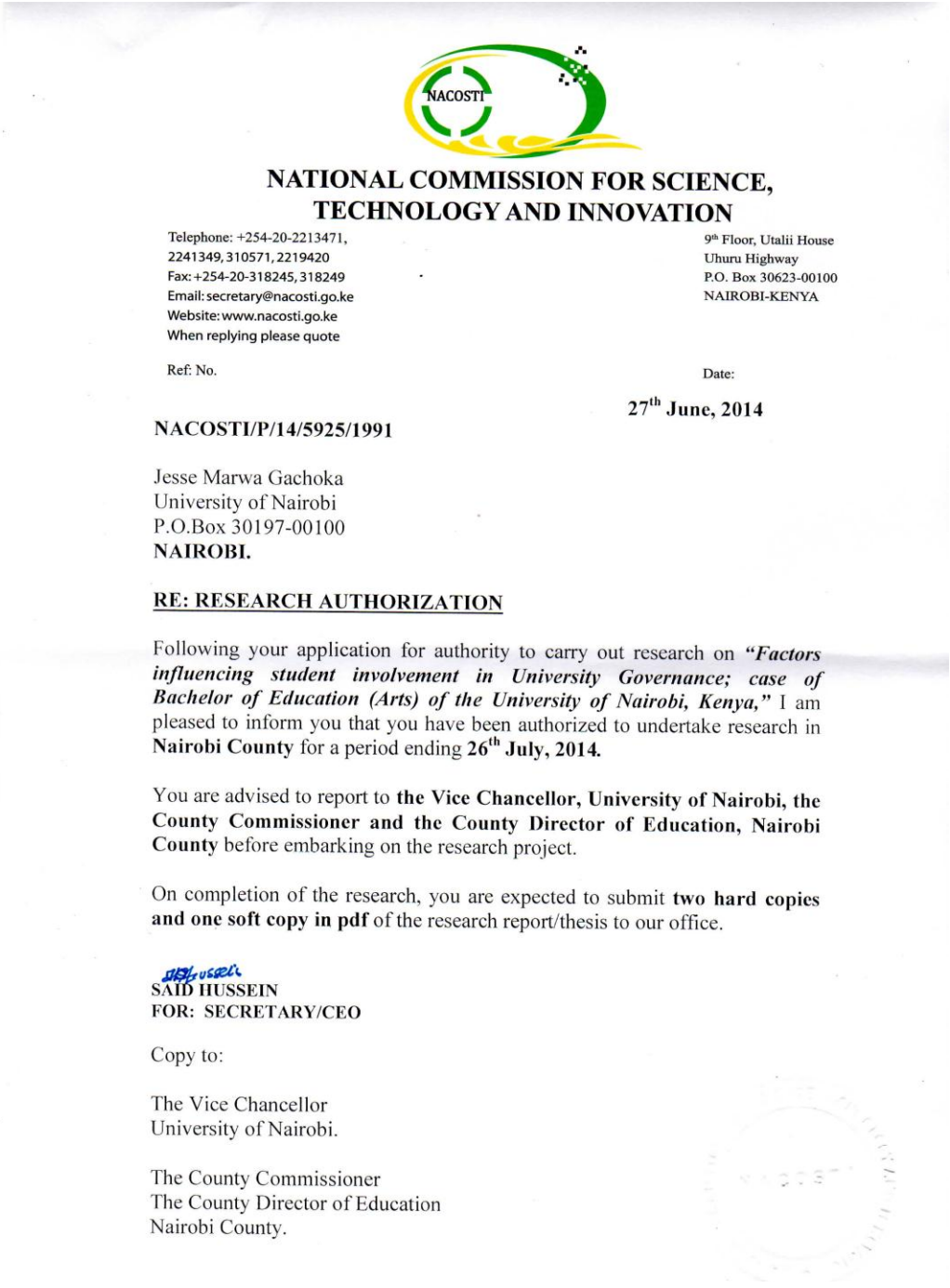
_____

_____

_____

THANK YOU FOR YOUR PARTICIPATION

Appendix D: Research authorization



NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

27th June, 2014

NACOSTI/P/14/5925/1991

Jesse Marwa Gachoka
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing student involvement in University Governance; case of Bachelor of Education (Arts) of the University of Nairobi, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **26th July, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The Vice Chancellor
University of Nairobi.

The County Commissioner
The County Director of Education
Nairobi County.

Appendix E: Research permit

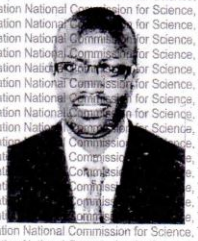
THIS IS TO CERTIFY THAT:
MR. JESSE MARWA GACHOKA
of UNIVERSITY OF NAIROBI, 73385-200
NAIROBI,has been permitted to conduct
research in *Nairobi County*

on the topic: *FACTORS INFLUENCING STUDENT INVOLVEMENT IN UNIVERSITY GOVERNANCE; A CASE OF BACHELOR OF EDUCATION (ARTS) OF THE UNIVERSITY OF NAIROBI, KENYA*

for the period ending:
26th July,2014

Applicant's Signature

Permit No : NACOSTI/P/14/5925/1991
Date Of Issue : 27th June,2014
Fee Recieved :Ksh 1,000



Secretary
National Commission for Science, Technology & Innovation

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2046

CONDITIONS: see back page