

**COMMUNICATION FUNCTION OF STUDENT GOVERNING COUNCIL IN THE
ADMINISTRATION OF PUBLIC SECONDARY SCHOOLS: A CASE OF AWENDO
SUB-COUNTY - KENYA**

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DECLARATION

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DEDICATION

This work is dedicated to my beloved mother, Martha Oliech whose inspiration encouraged me to do this work.

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I sincerely appreciate all those who assisted me to accomplish this work. I am particularly indebted to my supervisors Prof. Jerry Agalo and Dr. Charles Ong'ondo whose intellectual guidance and constructive criticism helped in shaping my work.

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ABSTRACT

The role of communication function of Student Governing Councils (SGCs) in the administration of Public Secondary Schools is increasingly becoming important. Currently, the government in partnership with other stakeholders has made it mandatory for schools in Kenya to have active SGCs who should play active roles including communication between the students and the school administration. However, it is not empirically established what exact communication functions these SGCs exercise in Awendo Sub- County. It was in light with this that the researcher sought to investigation the communication functions of SGCs in the administration of public secondary school in Awendo Sub-County, Migori County, Kenya. This study examined the understanding, implementation and the success of the communication functions of SGCs in the administration of public secondary school in Awendo Sub County. The study employed qualitative research design. The target population for the study was 24 principals, 24 deputy principals and 118 student leaders making a total population of 166. The students leaders was selected from 3 schools out of the 24 public secondary schools based on the category of the school i.e. girls, boys or boarding. Simple random procedure was used to randomly choose the student leaders from the 3 public secondary schools. The research instruments were a structured questionnaire distributed to each participant. The study revealed that the students as well as the school administrators understand the communication functions of SGCs. Majority of the schools have fully implemented the communication functions and have acknowledge its success in the administration of public secondary schools. The student councils have acted as a channel of communication between the students and the school; a role that this research have discovered to be significant for school administrative purposes. However, when undertaking this communication function, the SGCs have faced various challenges such as being termed as a sell out by other students, lack of motivation as well as the inability to handle issues such as drug abuse, homosexuality and indiscipline cases in schools. The study concludes that the communication function of SGCs is not yet exhausted in various school and further investigations should be done to ascertain how it can be strengthened. The study recommends that the student councils should be trained in order to acquire skills that will enable them overcome the challenges. In addition, benchmarking programs should be encouraged for the student councils to learn how their colleagues do it elsewhere.

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ABBREVIATIONS

BOM.....	Board of Management
FGD.....	Focus Group Discussion
KESSHA.....	Kenya Secondary School Heads Association
MOEST.....	Ministry of Education Science and Technology
OIT.....	Organizational Information Theory
SGC.....	Student Governing Council
UNICEF.....	United Nations Children’s Education Fund

OPERATIONAL DEFINITION OF KEY TERMS

In this study, the key terms used included:

Administration- the school management and includes the Principal, Deputy Principal and Heads of Department (HODs)

Baraza- students open forum where students meet to discuss issues of their concern.

Barriers- refers to distracters. They keep us from understanding ideas and thoughts that are being communicated to us. SGC may act as barriers when they distort information.

Channel- this is the mode by which the message moves from source to receiver and vice versa from school administration to students and back.

Communication: passing and receiving information from the school administration to the students and from the students to school administration through SGC.

Decoder – interpretation of the message from its original form in to one that the receiver understands. Decoding is the process of understanding and interpreting message by both the students and the administration.

Dialogic Communication: communication involving both students and the school administration at an equal context with neither party feeling more superior to the other.

Encoder –is the process of translating ideas, opinions and feelings into messages in a form which is likely to be understood.

Feedback – Feedback is the reaction or response to a particular message. It is the response of students to the information from school administration and vice versa.

Message– This is a verbal and non-verbal form of idea, feeling that one person communicates to another.

Participatory Communication: when students are involved or contribute in the communication process of the school.

Public School: schools that are maintained by the government in terms of employment of teachers and provision of basic requirements.

Receiver– The receiver is the person receiving the message and making sense of it by understanding and translating the message into meaning. The receiver may be the SGC, students' body of the administration.

School: organization where instruction is provided to the students or where teaching takes place under the direction of teachers or instructors.

Sender– This is the person who is sending the message or the communicator. The sender in this case could be the principal, deputy principal, teachers or the students directly or through the students' council.

Sheng-refers to mixing of Kiswahili words and English words during the communication process.

Stereotyped Thinking -having a formed opinion that students are mere recipient of information.

Student Governing Council- a group of students' leaders elected to represent the students in school.

CHAPTER ONE

INTRODUCTION

1.1. Overview

This chapter gives the background of Student Governing Council (SGC) as practiced in schools globally and in Kenya, particularly secondary school in Awendo Sub-County. It gives the educational administration context in schools in Kenya from the lowest level to the highest level of education (Primary to Tertiary). The chapter identifies the statement of the problem, research objectives, scope, limitations, justification, and significance of the study.

1.2. Background to the Study

Student Governing Council (SGC) is a representative body of students, through which they participate in the affairs of the school in partnership with teachers, parents and school management for the benefit of the wider student population (Kamuri, 2014).

The expression ‘Student Council’ is not a new idea, but has been there for long. Its origin could be traced back to the times of early philosophers such as Plato, who in 386 BC assembled a collection of fledgling philosophers including Aristotle in his cocoon and instituted his own “Conservatory” where both the tutors and learners possessed as well as took charge of the property, chapel, library, lecture and discussion rooms and living quarters which belonged to the academy. The students then elected their leaders on a secret ballot to serve for ten days. Aristotle later established a homogenous institution which he termed “Lyceum” where he further enveloped and integrated the students’ participation idea, in which students elected their leaders.

During the past two decades, student participation in school governance has spread so rapidly that it can no longer be considered as an innovation or an experiment (Torres, Jones & Renn, 2009). Studies conducted in the United States indicated that between two-thirds to three-quarters of all schools in the United States have some forms of student participation in school governance. In this case, members of SGC are elected by the students to serve as primary representatives, advocates and liaison officers and are charged with such responsibilities as collecting and expressing student opinion. They actively represent student views, appropriately address their concerns and ensure that the students are fully updated of all the information of impact to their experience while working with other student groups to program activities designed to foster cohesiveness with the entire student population (Leech & Fulton, 2008)).

SGC is a new phenomenon in the Kenyan school system that was introduced in 2009 following numerous strikes that affected most secondary schools in Kenya. This made the Ministry of Education (MOEST) in conjunction with Kenya Secondary School Heads Association (KESSHA) to recommend for the involvement of students in the school governance through the establishment of SGCs to enable students to participate in the school governance in general and in the communication process in particular (Awiti, 2012).

1.2.1. Schools administration in Kenya.

The Basic Education Act, 2013 outlines the structure of basic education in Kenya in four levels:

Pre-primary education - This admits pupils from two years old to six years and takes three years after which the pupil is promoted to the next level of education.

Primary education –admits pupils from age seven and takes eight years thereafter a national exam is undertaken to enable the students to proceed to the next level.

Secondary education– This admits students from primary school level and takes four years after which students sit for a national exams as an entrance to the next level of education.

Middle Level institutions of Basic Education/ University– This admits student from secondary school level. At this level the students undertake their career path

This structure is however undergoing some restructuring with the implementation of the 2-6-3-3-3 curriculum which shall eventually result into a new education system. This study was based on the third level of the education structure, Secondary education. Effective Communication between students, teachers and school administration reduces conflicts which may result into indiscipline that may cause confrontations as was witnessed in 2008-2009 when majority of secondary schools in Kenya experienced strikes (Kamuri, 2014).

Communication in secondary schools is basically top-down hierarchy with the Board of Management (BOM) at the top of hierarchy, followed by the School Principal, the Deputy Principal, senior teacher, Heads of Departments (HODs), class teachers, and finally the subject teachers with students not being part of the school administration. In this type of administrative structure, communication is generally a one –way process that involves passing of messages and information from top-down fashion, ranging from the school administration to the students. In this case the school administration gives instructions to students rather than encouraging dialogue and open discussion between the students and the school administration (Kindiki, 2009).

For a longtime, the participation of students in communication process in secondary schools has been very minimal; their representation in the communication and decision making process has been through the prefects' body. The prefects are often identified and chosen by the head teachers or deputy head teachers because of their maturity, leadership qualities, excellent performance and good behavior without involvement of ordinary students in the selection

process (Kipsoi, Chang'ach, & Sang, 2012). This has often resulted in students being dissatisfied with the prefects leading to poor relationship between the students and the prefect body. In most cases, the prefects serve the interest of the school administrators and not the general student populace (Otunga, Serem, & Kindiki, 2008).

In this manner, the prefects fulfill the needs of the school administration by communicating to the students through them, but hardly allow the students to communicate to the administration through the prefects. This makes the students feel left out in the communication process within the school and that there is no way they can communicate their ideas, feelings or grievances to the school administration as the prefects system encourages blind obedience to school authority and create unidirectional flow of orders or communication (Kariuki, 2008). This is thought to be the genesis of conflicts between the ordinary students' body and the prefects in secondary schools in Kenya as the prefects are rejected by the students (Kiprop, 2012). Students have gone on strike and burnt prefects to death as was the case in Nyeri High School in 1998 among other schools where the prefects were burnt to death by their fellow students (Daily Nation Newspaper, 1998). This is a sign of breakdown in communication process as the students do not have forum or channels of communication through which to express their dissatisfaction with the manner in which prefects handles them or express their views and opinions to the school administration.

Schools have continued to rely on traditional modes of communication in which young people are to be keen listeners who should do as directed by their elders (Archard, 2011). Secondary school governance has been characterized by authoritarianism and traditional modes of administration where communication and decision making is vested in the school Principals and BOM (Kindiki, 2009; Kipsoi, Chang'ach, & Sang, 2012). They pass on information to students

vertically from top authority to the students (downward communication). Students have been left out in communication and decision making process on matters that affect them even though they are key stakeholders in schools. Their participation is often seen to cause undue pressure to the school management, administrators, teachers and parents. They are considered as mere recipients of final decision and information (Kandie, 2017). This is because they are seen as minor, immature and inexperienced to make independent decisions on matters of the school and are viewed as problematic. This renders them passive, as decisions that concern them are made on their behalf either by their teachers, parents or administrators including the BOM (Archard, 2011).

Students are not given chance to speak their concern or give opinion on matters affecting their welfare while at school (Rajani, 2006) and are viewed as “recipients of knowledge and information rather than actors in a dialogical encounter of knowledge” (Obregon et al., 1980, p. 102). As a result, students have, in most cases, rejected decisions made on their behalf and communicated to them by school administration since “they lack ownership to such ideas or information because they are left with little or no chance for providing their own input” (Obregon et al., 2001, p.103). This has often led to violence which results into destruction of property as a way of communicating their dissatisfaction with the school administration on certain issues that affects them (Kiprop & Tikoko, 2011; Kindiki, 2009).

Due to violence that rocked secondary schools, it was realized that there was urgent need to open up channels of communication in secondary schools; cultivate a culture of dialogue and develop a non-violent dispute resolution mechanism. Rather than imposing prefects on the students, there was need for a more representative body that would give students a voice in their leadership and

making them to be a bridge of communication between students and school administration (Kamuri, 2014)

The recommendation by the Ministry Of Education, Science and Technology (MOEST) that secondary schools in Kenya should involve students in the governance imply that they be considered not only as part of the school administration but also in the communication process of their schools through the establishment of SGCs.

1.3. Statement of the problem

The establishment of SGC was intended to improve the governance of school by enhancing the communication process between the students' body and the school administrators in Kenya and represent their views on matters of general concern (Kamuri, 2014). This was believed to reduce the unrest that has often been witnessed in secondary school all over the country, Awendo Sub-County included. However, this has not been the case; the strikes and rowdiness have continued to exist within the students' body in secondary schools. The continued strikes in schools have led to massive destruction of properties. This has not only led to government wasting substantial amount of finances to rebuild and renovate the burnt dormitories but also led to decline in students' performance and drastic increase in indiscipline cases due to prolonged strikes and absence in school (Kiprop & Tikoko, 2011).

The change in the process of communication in schools from the traditional bureaucratic to modern participatory approach so as to include students in the administration of secondary schools in Kenya is the only remedy for the witnessed unrest. It is believed that lack of proper channels of communication between the students and school administration is among the causes

of students' unrests in secondary schools in Kenya. Poor channels of communication between the students and school administration are associated with development of antisocial personalities among students and have contributed to violent behaviors among them (Kindiki, 2009). Therefore, the inclusion of students in the school governance through the establishment of SGCs with the aim of improving not only school governance but also the communication process in schools in Kenya is a potent approach to reduce these students' violent behaviors and improve their involvements in governance of the schools, but when their roles in communication processes are not understood then their participation in school governance may remain ineffective, as is the case in Awendo Sub-County, Migori County. Based on this backdrop, this study therefore seeks to investigate the implementation of communication functions of SGC in the administration of public secondary schools in Awendo Sub-County.

1.4. Research Objectives

The study had the following specific objectives:

- i. To establish whether the students as well as school administrators understand the communication function of SGCs in the administration of public secondary schools.
- ii. To find out the implementation of the communication functions of SGC in the administration of public secondary schools.
- iii. To ascertain the success of the communication function of SGC in the administration of public secondary schools.

1.5. Research question

- i. What is the understanding of both students as well school administrations on the communication function of SGCs in administration of public secondary schools in Kenya?
- ii. How the communications function of SGC in the implemented in the administration of public secondary schools?
- iii. Is there success of the communication functions of SGC in the administration of public secondary schools?

1.6. Scope of the study

This study investigated the awareness on the communication functions of SGC in the administration of public secondary schools in Kenya. The study only focused on the understanding to the communication function of the SGC as perceived by the students and school administrations. It considered the medium and language of communication between SGC and the school administration, established who sends what information, who receives the information, what type of message is communicated, how such information is encoded and decoded and whether or not there is feedback during the communication process. The study looked into the level of application of the communication functions in the schools, including the frequency of using the SGC in communication and types of information that is passed through SGC. The study also established the success of the application of communication functions of SGC in the administration of public secondary schools in Awendo Sub-County. These included positive difference realized in the implementation of the SGC in communication in the schools, relative to before the application of the SGC

The study was conducted in Awendo Sub-County in Migori County with a total of 25 public secondary schools. A total of 24 principals and 24 deputy principals were used as the respondents, well as members of SCG from the three schools sampled from each category of mixed, girls and boys schools. The study used both primary and secondary data sources and applied purposive sampling technique to arrive at the number of schools and respondents in the schools (more explained in Chapter three).

1.7. Limitation of study

Although this research was carefully prepared, there were some avoidable limitations. First of all, the study focused only on the communication function of SGC and not any other function of SGCs with regard to school governance. It did not consider any other available channels of communication within the school nor the communication between the students and the parents. The researcher, however, ensured that this was the main function of SGC in regard to school governance and therefore it warranted a research based on its significance.

Furthermore, it would have been prudent to study all public secondary schools in Migori County due to its divergent socio-cultural background but this was not possible because of the vastness of the county coupled with the existence of so many secondary schools, lack of effective means of transport as well as lack of enough funds to conduct the research in such a wide area. However, the researcher carried out detailed and exhaustive investigation from the sampled schools to give good conclusive information regarding all the schools in Migori County.

Thirdly, it would have been prudent for the researcher to use ethnography as a method of data collection; however, this was not possible because of the short duration that the study was conducted as well as lack of enough time to visit and stay longer in the sampled schools to collect data. The researcher maintained high quality information throughout the research to cater for all the categories of schools since the SGC in both categories of schools were believed to be entitled to the same treatments.

1.8. Justification of the study

This study was guided by the fact that the introduction of SGCs in the administration of public secondary schools in Kenya since 2009 to perform certain functions, communication being one of them, little was known about the level of understanding of the communication functions of SGC, its implementation as well as the success of its communication functions. There are some studies that have been done on the roles of SGC in promoting students discipline, the roles of SGC in school management, among others (Titus, 2014; Wambulwa, 2004; Mukiri, 2014) but little has been done to investigate particularly on the communication functions of the SGC in administration of public secondary schools, more elaborately as explained in the literature review chapter.

It was therefore necessary to use qualitative research design and case study method to explore the implementation of the communication functions of the SGCs in the administration of public secondary schools in Kenya, particularly in Awendo Sub-County-Migori County. Qualitative design enables to the researcher to understand how the subject of the study feel, react and behave in the way that they do (Maxwell, 2012). Furthermore, the case study approach of research offers a comprehensive investigation thus reducing biasness (Yin, 2011).

1.9. Significance of the study

This study will be useful to all education stakeholders. The students and school administrators will understand and appreciate the role of SGC in the communication process within the school. Having an understanding on the implementation of the communication functions of SGCs will enable teachers and school administration to involve the students in the communication process within the school and do away with the traditional belief and stereotyped thinking that students are mere recipient of information but can also be involved in dialogic communication. As long as the administration of school is participatory and effective, there will be reduction in conflicts between the students and school administration as SGC will be a bridge of communication between students and administration hence improve academic performance and avoid strikes that have always resulted into loss of lives and destruction of property in secondary schools.

Schools will be able to adopt the best communication practices that is participatory and is characterized by two-way communication and not the traditional bureaucratic form of communication where all information is from the administration (top-down) and students are recipient of information (Kiprop & Tikoko, 2011). SGCs will therefore be used to motivate, to relay information, control the behavior of students and offer fulfillment to students' personal needs thereby create an environment where students feel appreciated and have a sense of belonging when their views and opinions are taken into consideration when designing school policies and programs.

The study will also be helpful to MOEST and County education departments in formulating policies with regards to students' involvement in school affairs. This would enhance school administration, or making necessary adjustments to the already existing policies regarding the

application of SGC in communication system in schools. Finally the findings of this study will add knowledge to the already existing knowledge, especially at the County and national levels on improving administration in public secondary schools in Kenya.

1.10. Summary

The chapter looked at the emergence of SGC the world over and its adoption in Kenyan schooling system. It also considered why it is necessary to study the communication functions of the SGC in public secondary schools and further justified the needs to carry out the study in the locality. It explained the geographical region where the study was conducted. Aim of the study was also highlighted in the chapter and some of the limitations resulting, hindering effectiveness of the study. The chapter also looked at the school administration context of Kenya's education system with the study being based on the secondary level of education, the communication process in secondary school level.

CHAPTERTWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature on organizational communication in general and communication functions of SGC in the administration of public secondary schools, in particular. Relevant

theories of communication are also reviewed after which literature on previous research are explored. The Chapter ends with a rationale for the study based on the literature review.

2.2. Understanding of the communication functions of SGCs in the administration of public secondary school.

According to Harper (2013), the word Communication is derived from Latin word, “Communicare” which means to share. It is the process that involves the passing of messages or information through the use of symbols which all parties in the communication encounter understand (Schelly, Cross, Franze, Hall, & Reeve, 2012). It is the ability to share information with people and to understand what information and feelings are conveyed by others. Communication involves the transmission of meaning from one person to another or many people, whether verbally or non-verbally. Communication is basically meant to initiate some form of behavior by individuals who are sharing the information.

According to Wirth et al. (2007), for effective communication to occur there must be shared meaning and understanding between the person sending the message and the one receiving it. Schramm’s Communication Model identifies that communication has 8 basic components; sender, message, channel, receiver, feedback, barriers, encoder and decoder. According to this model, the sender; who in this particular research is the student sends the message to the school administration through the SGC or vice versa. The message is then passed through the SGC, who act as a channel to deliver the information. The passed information with then be received by either the students or the school administration who will have to give appropriate feedback. During the passing of message from the sender to the receiver, there are barriers that might be encountered. These obstacles often lead to misinterpretation of the intent of the communicated message. For instance, the SGC may distort the message or the students choosing not to take the

information passed to them due to mistrust or attitude towards the sender and the channel. Similarly, the school administration may overlook some important information passed to them from the students due to poor attitude towards the students. Therefore, it is important for both the message must be appropriately encoded and decoded by the sender, receiver and the channel to avoid twist and allow its true intent to manifest. Below is the diagrammatic representation of the Schramm Model of Communication.

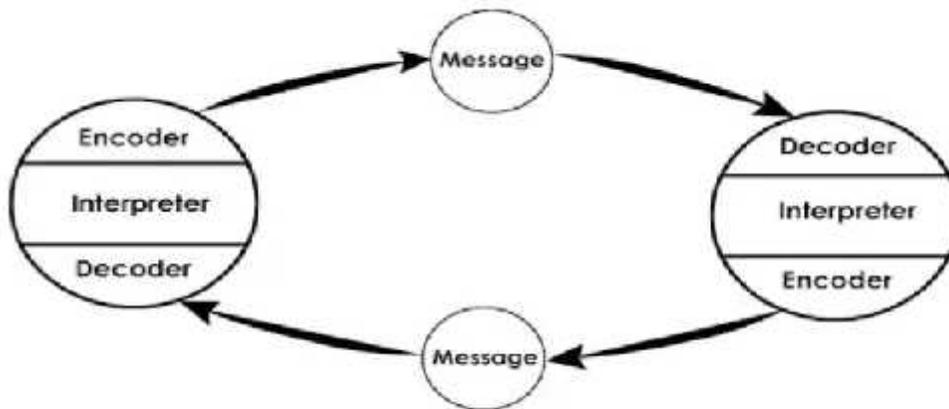


Figure 1: Schramm's Model of Communication

2.2.1. Types of communication in an organization setup.

Secondary schools are just like any other organization. Therefore, they take various forms of communication ranging from downward, upwards and horizontal (Sayyed, 2011).

2.2.1.1. Downward Communication.

This is also known as Top-Down or Top-bottom communication. In this case information moves from the supervisors or management to subordinates and usually consists of directives or updates. It is used to instruct, control, and direct impersonally and is commonly associated with

hierarchically structured, centrally driven organizations in which decisions are taken without too much consultation at the lower operating levels within the hierarchy. Feedback is not a requirement though team briefings are usually undertaken by middle managers (Sayyed, 2011).

In this study, top-down communication was clearly manifested. It involved communication from school administration to students. School administrations embraced top-down communications through issuance of instructions to students and communicating issues from which no immediate or completely no feedback was necessary. Such communication would be through SGC or directly communicated to the students.

This mode of communication lack the ability to find a viable solution that is agreeable to all. Students often feel that their interest are not considered in every decision that the school administration make; therefore, to air their voice and let their grievances known, they resort to violent behaviors such as burning of schools and strikes. This has evidently proven difficult for the school administrators in terms of costs

2.2.1.2. Upward Communication.

This is also known as Down-Top or Bottom-Up communication. In this study, upward communication referred to the communication from students to the school administration. It was manifested when students communicated to school administration either directly or through SGC. Messages communicated by students included issues that affects them directly and they wish to be addressed by the school administration. Some of the messages passed to the administration were majorly complaints the students had which they wished to be addressed by the school administration (Starr & White, 2008).

This form of communication has proven to be effective, but only if the students get positive feedback concerning the issues raised. In most scenarios, the school administrators will choose to

ignore the messages from the students and this may raise animosity that has often been the root of strikes in the Kenyan secondary schools.

2.2.1.3. *Horizontal Communication.*

This is when communication flows from workers to workers or from managers to managers (peers to peers). It consists of reports or data conveyed to the students by SGC. Horizontal communication in this study included communication between SGC and students (peer to peer communication). This would be done through students open forum in which students would get opportunities to express their concerns to SGC, or SGC would address specific issues to the students. Horizontal communication in this case allows the parties involved to freely express themselves in attempts to find solutions to specific problems identified (Castells, 2013).

This means of communication is less employed in schools but has proven to be very sufficient means of education. When students can freely interact with their representative without creating any animosity, and their issues efficiently addressed by school administrators, there will be harmony and the rate of unrest in various school will be immensely reduced.

2.2.2. *Communication functions in organization*

According to Sonam (2013), communication plays key role in the success of schools. It is the foundation for all types of psychologically healthy practices. She notes that communication has four main functions.

Firstly, it provides information that individuals and groups need to make decisions. Information within an organization is very important as it provides data and information so that members can effectively complete their work. It makes members of the organization to be aware of the rules of

the organization and eliminates uncertainty as they are fully informed. Information is dispersed throughout an organization through written or verbal communication. Secondly, it fosters motivation by clarifying to members of an organization such as students, teachers and other education stakeholders on what is to be done, how well they are doing and what can be done to improve their performance. Managers use communication to motivate workers to achieve higher performance. By clarifying the expectations of employees and providing incentives for meeting or exceeding expectations. Thirdly, communication is also for emotional expression or fulfillment of individual personal need. It is a way in which members of an organization show their frustration and feeling of satisfaction and provides an avenue for expressing emotions and fulfillment of social need. Lastly, communication controls the behavior of members of an organization to follow authority hierarchy and formal guidelines. An organization uses communication as a way to maintain control over employees and their work environment. Organizations have authority hierarchies and formal guidelines that employees are required to follow when conveying information e. g to the immediate boss.

Communication is a key aspect of any organization and is therefore essential in schools as organizations for understanding the specific roles and assignment, for planning and carrying out learning activities, coordinating approaches with students, providing information to teachers on students' progress and behavior and building a positive relationship with students, teachers and other staff. These key elements of communication are relevant to the study. They promote and mainstream the communication functions of SGC in schools (Sonam, 2013). Communication through SGC would help in conveying information either from the students to the administration or from the administration to the students, motivating the staff as well as students, offering emotional fulfillment to their personal needs and controlling their behavior to conform to the school rule and policies.

2.2.3. Administrative function of communication

Communication plays vital roles in administration of institutions, either through promoting participatory approach in decision making or promoting better understanding and enabling clarification to issues and messages (Bauman, Toomey, & Walker, 2008). They further opine that using students' representatives in promoting this quest through utilization of proper channels of communication is so important in the success of any school.

School administration can communicate particular messages to students through the SGC for particular action to be taken. The SGC is therefore important in the administration of schools since it helps in the maintenance of student discipline (controlling the behavior) as well as in the issuance of instruction (passing information) to the general student body. This is because they are close to the students and therefore are able to deal with discipline cases at the grassroots level. They are the bridge between the staff and student community. SGC can thwart even planned strikes (Kamuri, 2014) by reporting such to the school administration well in time so that appropriate action can be taken.

Titus (2014) adds that when proper channels of communication are used in secondary schools in Kenya, then proper school management and administration can be ensured. He continues to say that while school administrators can ensure school administration, the communication functions of SGC should never be ignored. In this study, the administrative function of the SGC was evident from the important information they passed regularly to the students and their roles in maintaining students' discipline, and generally managing various issues regarding students' wellbeing in schools and at the same time passing key information to the school administration.

2.2.4. Types of participatory communication

Participatory communication has been defined as “a dynamic, interactional, and transformative process of dialogue between people, groups and institutions that enables people, both individually and collectively, to realize their full potential and be engaged in their own welfare (Singhal, Cody, Rogen, & Sabido, 2003)

Participatory communication gives stakeholders opportunities to articulate their views, identify common concerns and seek solutions from within the community. Furthermore, it is characterized by horizontal flow of information and points to a strategy inclusive of and largely emanating from the traditional ‘receivers’. Servaes (2012) refers to this as the right of all people to individually and collectively speak their word and that it is not the privilege of some few individuals, but it is the right of every man or woman. It stresses reciprocal collaboration throughout all levels of communication, listening to what the others say, respecting the counterparts attitude and having mutual trust are needed (Servaes, 2012). According to Thomas (2009), participatory communication can be categorized into three, namely; Passive, collaboration and Empowerment participatory communication.

2.2.4.1. Passive Participatory Communication

Passive participatory communication is also known as Participation by Information. It is where stakeholders act as “empty vessels” and receive information. Primary stakeholders participate by being informed about what is going to happen or has already happened. In this case students are considered as mere recipient of information. Feedback is minimal if at all it is there and participation is assessed through methods such as headcounts. This view is held by school administration where policies are designed by adults; in this case teachers and students are to follow them to the later. This borrows the concept from African culture where children are not

allowed to make decision or communicate with adults and are excluded from consultative processes (Kiprop & Tikoko, 2011). Theirs is to follow the instructions given to them by their elders.

2.2.4.2. *Collaboration Participatory Communication*

Participation by collaboration is where groups of primary stakeholders are formed in order to participate in discussions and analysis. Objectives of such discussions are predetermined. This method incorporates components of horizontal communication and capacity building among all stakeholders but does not usually result into dramatic changes in what should be accomplished which is often already determined though it require active involvement in decision making. In this case, students can participate on issues but only to a certain degree (Robinson, Lloyd, & Rowe, 2008). Their inputs are necessary and are recognized though that does not change the predetermined outcome

2.2.4.3. *Empowerment Participatory Communication*

This is where primary stakeholders are capable and willing to become involved in the process and take part in decision making. Outsiders are equal partners, but the stakeholders make final decisions as ownership and control of the process rests in their hands. In this case knowledge exchange leads to solution.

Participatory model of communication is a dialogic and horizontal approach to communication which empowers people to be actively involved in identifying problems, develop solutions and implement strategies. In this case, students are involved in identifying their problems and concerns and come up with solutions to such problems.

Freire believes that individuals have the capacity for reflections, for conceptualization, for critical thinking, for making decisions, for planning and social change (Servaes, 2012 quoting Freire, 1997). Participation of students in communication process of their schools is an important concept with potential for positive impact in the administration of schools and overall development of the students. By being able to communicate their ideas and notion on issues that concerns them such as the curriculum, and school policies, the students feel that they are part of the school governance. However their participation in decision making is often confined to issues concerning their welfare and not in school governance issues. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders, for example, playgrounds, toilets and lockers (Schimmel, 2003).

According to Kiprop & Tikoko (2011), students have unequal decision making opportunities in school since they do not make decisions on administrative issues. Administrative issues that affect them are done by the BOM, Principal, teachers and parents without involving the students. This has often resulted into students using violence as a means of getting their views heard by the school administration. This is the reason why the government, through the Ministry of Education came up with a policy document that would allow the involvement of students in the school governance through the establishment of SGC in secondary schools in Kenya, where it is believed they would be given opportunity to participate in the decision making of their schools e.g. in re-defining the school rules.

Participation may be more than representation in the decision making but includes self-management where the participants, such as students exercise their power of decision making

within communication enterprise and is also fully involved in the formulation of communication policies and plans (Titus, 2014).

2.3 Implementation of Communication functions of SGC in public secondary schools.

School is an organization where learning takes place (Webster) and comprises various stakeholders including students, teachers, parents, and Board of Management (BOM). Out of these stakeholders, students are the most important investment partners in schools (Wirth et al., 2008).

In secondary schools, communication functions include relaying of information to either students or to teachers/administration, motivation to students and teachers, management of students behavior as well as fulfilling students' emotional and personal needs (Kamuri, 2014). Kamuri further notes that before the directives from the Kenyan government on the implementation of SGCs in public secondary schools, communication functions in schools were majorly performed by teachers and school administration.

School stakeholders are charged with the responsibility among others, of making decisions that affect the schools in general and the students in particular. In most cases decisions are made and communicated to the students either by the principal, teachers', parents and BOM while the students' responsibility is to listen and do as directed without being given chance to give their views or opinions and with very minimal feedback (Awiti, 2012).

Communication in public secondary schools has been one-way top-bottom whereby students are given instructions to follow to the later. Apart from the prefects' body, other forms of communication to students in secondary schools have been through the notice boards, school bulletin, suggestion box, school assemblies, school barazas as well as class or form meetings. In

all these cases communication has been downwards with ideas and information emanating from the school authorities while students are mere recipient of information and are expected to do as directed. This has often led to students seeking alternative means to express themselves like going on strike in order to express their dissatisfaction with the school authority or writing anonymous letters to school whenever they have issues that they feel should be addressed (Awiti, 2012).

Awiti further opines that poor communications between school administration and students have resulted into misunderstanding between them and has generated into suspicion and indiscipline of the students. In some occasions, such misunderstandings have often led to students' strike or escalation of students' indiscipline, with more general decline in academic performance.

2.3.1 Justification of Participatory communication in the administration of public secondary schools.

Participation of the students in the communication process in school is very important. There are three categories of people who support the participation of secondary school students in communication and decision making process in schools. Their views are based on either the following three theoretical perspectives on democratic schooling. These are the normative, instrumental and educational theoretical justifications (Kiprop & Tikoko, 2011).

Supporters of normative justifications believes in the idea of children's and human rights as enshrined in Article 12 of the United Nation Declaration of the Rights of the Child and on the Right to Freedom of Expression has to be respected. This provides for a child's right to participation and protects a child's right to express his or her opinion freely in all matters affecting him or her. According to this view, allowing students to become more involved in their

schools is a way of valuing them as individuals rather than granting them rights as such. Those who support this view are more likely to look at student participation in terms of teacher-led consultation rather than democratic decision-making powers (Rowe, 2003). In this case, teachers are to direct students rather than allowing them to be independent.

Instrumental justifications focus on the benefits of student participation to the school as a whole and or to wider society beyond the school. It is believed that when students participate at the school level, there are a range of benefits; including improved discipline, better teacher- student relations, less exclusion and more positive attitudes towards school and school learning (Hannam, 2003). Student participation has also been associated with more effective school management and decision-making (Hallgarten, 2010).

Educational justifications focus on the impact of participation on individual student learning. Student participation has also been associated with a range of educational outcomes, which includes personal development and well-being of the individual student such as improved self-esteem or self-confidence, an increased sense of self-efficacy and personal and collective responsibility. It is also associated with education for democratic citizenship (Griffin, 2008). Participatory communication should occur among all parties affected, to ensure that all have similar opportunities to influence the outcome of the initiative. This includes school management, teachers and students.

Students have a voice and a contribution to make to their school. It is important that they be given the opportunity to express their views on issues of concern to them in the school. It is equally important that they are listened to and encouraged to take an active part in promoting the aims and objectives of the school. Their participation in the communication and decision making

process should be considered part of the educational process (Bore, 2002). Hulpia, Devos, & Rosseel (2009) also notes that students are important part of communication in secondary schools in Kenya; he recognizes that students express their views through various platforms, including suggestion boxes which are later picked by school administration to enhance response. A study conducted by United Nations Children Education Fund (UNICEF) in 2008, in conjunction with the Ministry of Education on the effect and extent of student participation in Kenyan secondary schools came up with a national program that would involve development of democratic structures in schools. In order to bring schools into the democratic process of governance, the Ministry of Education has decided that there will no longer be prefects in schools but rather secretaries elected by the students' body instead of head teachers and deputy head teachers. These secretaries, the school captain and deputy school captain make up the student governing council(SGC) that acts as a link between the students and the school administration (Awiti, 2012).

2.3.2 Views on student participatory communication

There are three viewpoints concerning the participation of students in communication and decision making process in schools (Kiprop & Tikoko *et al*, 2011). One viewpoint stipulates that students must remain passive and receive instructions from parents and teachers. This implies that all school policies must be designed and communicated by adults; teachers, BOM or parents and that student are meant to follow such policies to the later. In this case students are locked out of decision making and communication process, thus students resort to violence as a way of expressing their opinions due to conflict between them and the authoritarian school structure.

The second viewpoint stipulates that students can participate in decision making but only to a certain degree (Squelch, 1999). In this case, teachers and school administrators define the issues which affect students quite narrowly and the participation of students in consultation and decision making is often limited to such aspects of social life that affects them directly and has no immediate relevance to other stakeholders (Kiprop & Tikoko *et al*, 2011). It stresses the fact that students have legitimate interest only in issues that are specific to them and that they do not have the right to decide for themselves on issues that they want to be involved in.

The third viewpoint stipulates that students should fully participate in decision making (Magadla, 2007). According to Kiprop & Tikoko *et al*. (2011), school administrators and other stakeholders should not underestimate the contributions of students especially when they are given opportunity to develop their skills and their level of maturity

Participation of students in the communication process of school is an important concept which can impact positively on the management of schools (Wirth *et al.*, 2008). Student participation therefore implies the inclusion of students at whatever level of schooling in decision making processes in their institutions. Students should therefore be involved in all areas of school life for example in formulating school rules, curriculum, teaching and learning, management and development planning (Huddleston, 2007).

Student participation in communication and decision making in school is necessary since they are key stakeholders who should play important role in the running of school programs. This is as a result of the socio-cultural, political and economic revolution brought about by technological developments due to increased contact with foreign cultures especially from western outlook that the modern student is exposed to due to new technologies (Nasibi, 2003).

SGC plays an important role in the overall development and improvement of the students' communication in schools as it enables students to develop the qualities of self-responsibility and confidence in them. This is vital in our modern society especially considering the current situations in schools and colleges when students' tempers run amok, the SGC endeavors to help other students to cope up with such situations (Titus, 2014).

The SGCs are a link between the students and the school administration through effective communication. They ensure proper channeled presentation of students views, thus carries the responsibility of creating a valued and positive impact in improving student- teacher relationship and academic and non-academic performance (Hulpia, Devos, &Rosseel, 2009).

2.3.3 Participatory communication in public secondary schools through the SGCs.

Wikipedia, the free encyclopedia, defines Students' Governing Council as a curricular or extracurricular activity for students within elementary and secondary schools around the world. It is an elected body of student representatives who become the voice of other students in the school and present their views to the school administration on various subjects (Webmaster).

Kamuri (2014) identifies the following roles of SGC in secondary schools; giving input about implementation of policies, being the bridge of communication between the students and administration, motivating and inspiring other students as well as coordinating activities and policies that encourage positive behavior in the school. This view is supported by Mukiri (2014) who opines that SGC is the vehicle through which students can express their opinions as it brings the views and concern of students to the school management in a diplomatic way and provides information that the school administration may not be aware.

The establishment of SGC is meant to strengthen education with the aim of tackling student indiscipline, unrest, bullying and inculcating a culture of integrity and accountability among students through effective participatory communication with both the students' body and the school administration (Ndirangu & Maina, 2012). It allows for more democracy as well as giving students opportunity to participate in school management and at the same time acts as a link between the school administration and the students through effective communication (Otieno, 2012).

It is clear that student voice becomes a critical factor in allowing students to participate in school programs (Wilson, 2002 quoting Farrell, 1988). This notion supports Section 27 of the Kenyan Education Act 2013 which stipulates that children and young people will have a voice in matters that affects their lives and be provided with opportunities to express themselves (Kenya Educational Development and Research Bureau, 2013).

Children have proven that when they are involved, they can make a difference in the world around them since they have ideas, experience and insights that enrich adult understanding and make a positive contribution for adult action (Kariuki, 2008).

Student's voice is fundamental to deep participation if students are to be accepted as participants in and practitioners of education (Wilson, 2002). "Students' voice goes to the heart of student learning and without their voice; adults cannot help them to learn" (Wirth et al., 2008, p.2). Student voice becomes a critical factor in allowing students to participate. Thus it is important to involve students in the communication and decision making process of secondary schools through SGC as it gives them opportunity to give their inputs on issues that affects them while in school.

In Kenya, following the wave of strikes that hit secondary schools in 2008 where property worth millions of shillings were destroyed and precious lives of innocent students lost, the government formed a commission to inquire into the causes of the strikes. It was established that one of the causes of these strikes was inadequate participation of students in the management and communication process of the schools (Standard Newspaper, April, 29, 2012, p. 25.). This made Ministry of Education in conjunction with Kenya Secondary Schools Heads Association (KESSHA) to call for the establishment and adoption of SGC in secondary schools to enhance student participation on school governance and in the communication process.

Thus in 2009 KESSHA in conjunction with UNICEF and the MOEST rolled out the Student Leadership Program, the SGCs in public secondary schools in Kenya

2.4 Theoretical Framework

This is the review of relevant theories. According to Kombo & Tropm(2006), theory is a systematic relationship among phenomena and gives a generalized explanation to an occurrence. A theoretical framework is conceptual model of how one theorizes or makes logical sense of the relationship among the several factors that have been identified as important to problems (Sekaran, 2003).

Communication in school is critical to meeting the needs of the students because quality education outcomes are best achieved by harnessing student motivation (Wilson, 2002 quoting Boomer, et al., 1992). Student participation in the communication process implies the inclusion of students at whatever level of schooling in communication and decision making processes in their institutions (Wilson, 2002). This study was guided by the Organizational Information Theory and Participatory Theory of Communication

2.4.1 Theories of communication

2.4.1.1 Organizational Information Theory.

Organizational Information Theory (OIT) refers to the way in which information is disseminated and utilized throughout organizations. This theory was developed by Karl Weick (2011) who believes that organizations are process driven, rather than structurally driven. OIT emphasizes on reducing levels of messaging equivocally, or uncertainty which normally exists in dynamic, information-rich environment. Since its introduction, it has been used by various organizations as a powerful tool to comprehend information that is of importance to their well being. Schools, just like organizations, are composed of various stakeholders. For instance, students, teachers, and BOM; each of this might have a divergent opinions beneficial for administrative purposes. Therefore, the school administration has to make sense of this equivocal information.

The essence of collective mind is very important in the smooth running of any type of organization. According to Gioia (2007), organizations should strive to create viable realities from equivocal circumstances and to employ the use of informed judgment to negotiate prudent course of action through the reality created. This creation of ‘viable realities’ is a continuous process; therefore, no single reality is permanent. In a school set up, students would appreciate when they grievances and ideas are keenly listened to and to some degree, implemented as part of the administrative decisions. With this, a harmony will exist within the students, administration, and SGC.

2.4.1.2 Participatory Theory of Communication

Participation is the involvement of stakeholders in decision making. The notion of participatory communication stresses the importance of cultural identity of local communities and

democratization and participation in communication at all levels (Naidoo, 2004). A local community in this case refers to the general student body as being part of the school organization.

Participatory communication is an approach capable of facilitating people's involvement in the decision making process and focuses on dialogic communication rather than on linear communication and is viewed as mechanisms for consultations; consensus building and open discussions that involve all stakeholders in an organization. It is a crucial part of any democratic process in which members of a community dialogue across different viewpoints and manages conflict in order to make the best decisions possible. This helps teams to understand their conflicts, to manage them more constructively and to frame their differences affirmatively because all the participants are treated as fully formed, whole and complex human beings (Littlejohn & Domenici, 2007).

Participatory communication calls for new attitude for overcoming stereotyped thinking and to promote more understanding of diversity and plurality with full respect to the dignity and equality of peoples living in different ways (Serveas, 2012). It is in this view that students in secondary schools should be granted the opportunity to participate in the communication process in school at all levels rather than being recipients of information. This will help do away with the traditional mindset and stereotyped notion that young people should be mere recipients of information.

This study was guided by the **Theory of Participatory Communication** as expounded by Paulo Freire. This theory emphasize on empowering the stakeholders to get involved in the development process and determine the outcome, rather than establishing outcome. In this case it refers to the involvement of the students in the production process, and also in the management

and planning of communication system within the school set up. It views communication as a process which involves students, teachers and school management in the communication and decision making process in schools (Sarveas, 2012). Thus students need to be allowed to participate in the communication and decision making process within their schools, since they are key stakeholders of the school fraternity (Wirth et al., 2008). This would enable them to share information, knowledge, trust and commitment in their academic life. The resultant would be increased self-esteem and improved academic performance.

Huesca (2008) argument works by a dual theoretical strategy. He insists that subjugated peoples must be treated as fully human subjects in any communication process. This theory is a dialogic communication with or between individuals and a relation between persons that is characterized in more or less degree by the element of inclusion (Russo, Watkins, Kelly, & Chan, 2008).

Dialogic discourse describes forms of two-way communication where participants support their own positions with justification and actively listen to others' positions with the goal of mutual understanding (Innes, 2007; Hufferd *et al.* 2004). It is where all interacts simultaneously express and hold valuable their own views as well as the views of others. Martin Buber (1950) theorizes that people who engage in dialogic communication are able to maintain the validity of their own view points and at the same time they are open to others viewpoints or opinions. It stipulates that the purpose of communication is to make something common or to share meanings, perceptions and world views.

This theory is relevant to the study through dialogue as advocated from the theory, when students are involved in decision making processes in matters related to school administration and management, then it is believed that their concerns are taken care of as their opinions and ideas are considered during decision making. Dialogic system of management does not only ensure

inclusivity of various ideas, but also quality of decisions made (Innes, 2007). Based on this, by understanding the communication functions of SGC in public secondary schools, it is very easy to understand their dialogic roles in the schools which are a pathway to inclusivity in the administration in the schools.

On the other hand, just like in the theory it is very important to ensure frequent interactions between students and school administration through SGC as a means of promoting understanding.

2.5 Review of related previous research

Various researches have given a lot of similar viewpoints regarding the communication function of SGC. In these previous researches, emphasis is laid on the importance of key roles played by the SGC, especially on the administration and management of schools. Some of these literatures are discussed below.

Kiprop & Tikoko (2011) in their research gave out significant roles played by the SGC. In their piece of work, they emphasized on the administrative functions of SGC, their key functions in bridging the communication between students and schools administration. This position is also supported by Kamuri (2014) who mentions that SGC in secondary schools helps bridging the communication between the students and the school administration, this is important in enhancing the flow of information between the school administration and the students. Wambulwa (2004) on the other hand notes that SGC help school administrations relaying information to colleague students which significantly meets the communication function of SGC. In terms of managing students' behavior, Gatrell (2002) lays important emphasis on both internal and external approaches in behavior management. In the internal approaches, SGC are involved

in guidance and counseling hence managing students' behavior. These revolve around factors that emanate from personal issues for example, the external factors that emanate from the students environments (within the school and home) are considered. Sprague *et al* (2002) argues that poor channels of communication between students and school administration are associated with the development of antisocial personalities among students and have contributed to violent behavior among them. Hence SGC plays a key role in managing students' behavior. These may include empathizing with the students as well as offering guidance and counseling. Kamuri (2014) believes that SGC assists in coordinating activities and policies that encourage positive behavior in the school. He notes that effective communication between students, teachers and school administration reduces conflicts which may result into indiscipline that may cause confrontation.

Fielding (2011) noted the key role of SGC in motivation of students. Yet SGC faces various challenges in their quest to motivate their colleague students, they still appear to be very insignificant in this role. Fielding, further talks about congratulatory messages and appreciation remarks frequently given by SGC to students to be very important as motivational approaches. According to Wilson, 2002, quality education outcomes are best achieved by harnessing student motivation.

Various previous literature talks on the roles of SGC in fulfilling students personal and emotional needs. Rogers et al. (1998) notes that SGC have a good relationship with students and therefore play a significant role in counseling and encouraging student on various aspects of students' personal lives or psychological and emotional needs. SGC are involved in consoling colleague students when they are bereaved or when they are emotionally deprived.

2.6 Rationale for the study based on the literature review

It should be noted that many studies have identified the role of SGCs in secondary schools to be very crucial in the administration of secondary schools in Kenya. From the above literature review it was evident that most of the researches done were on the role played by students' councils in school governance on matters related to maintaining students discipline and participating in decision making processes. However, it should also be noted that little has been done to investigate on the communication function of SGC in administration of public secondary schools in Kenya, more specific in Awendo Sub-County in Migori County. It was therefore necessary to conduct research at this point in time to investigate specifically the communication functions of SGC in ensuring public secondary schools administration and addresses these gaps with the view of enhancing communication so as to reduce conflicts between the students and the school administration, improve students discipline and achieve academic excellence.

2.7 Summary

The chapter defined the concept of communication in general and looked at organizational communication in particular; functions of communication in an organization, functions of communication in public secondary schools in Kenya, types of participatory communication, justification of participatory communication in public secondary schools, views on student participatory communication, participatory communication in secondary schools through SGCs, theoretical framework, review of related previous research and finally the rationale of the study based on the literature review.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents a detailed procedure that was followed in conducting this study. It discusses the research design used in the study, examines how data was obtained, the population and sampling procedures, area of study and discusses techniques for data analysis, data presentation as well as ethical considerations.

3.2. Research Design

This study adopted the qualitative approach to collect, analyze and interpret data. Qualitative approach involves techniques and measures that does not include numerical data but are in the form of words (Mugenda &Mugenda, 2012). To generate data, the study applied Case Study method. Case study involves intensive, descriptive and holistic analysis of a single entity. It studies a single entity in-depth in order to gain insight into the larger cases (Oso and Onen, 2011). In this case it involved identifying 24 principals and 24 deputy principals and 118members of SGC from three schools (one from each category of boys, girls and mixed schools) that had implemented the communication functions of SGC and studying each school in detail. The size of the school dictated the composition and the size of SGC. The bigger the student population, the higher the number of SGC.

Purposive sampling was adopted to identify the three schools. This is a non- probability sample that is selected based on characteristics of a population and the objective of the study (Mugenda & Mugenda, 2012).

3.3. Research Method

This is the procedure to be followed in conducting the study (Mugenda & Mugenda, 2012). The study was conducted in public secondary schools. It involved studying all the 24 principals and 24 deputy principals (one school being headed by the researcher was not studied to avoid biasness) as well as members of SGC from three schools identified from girls, boys or mixed day schools.

Purposive sampling method was applied to identify the three schools to be studied, one school from each category of boys, girls and mixed school. The schools were identified from each category by the researcher's own judgment to have a representative sample (Black, 2010). The study targeted all the twenty four principals of public secondary schools (see Appendix II) in Awendo Sub-County; 24 Deputy Principals and 118 members of SGC from three schools sampled purposely from the category of girls, boys or mixed schools. The findings of this study were used as a generalization of all the public schools in Awendo Sub-County.

Exploratory case study method was used in this research. Exploratory case study is a type of case study that investigates distinct phenomena characterized by lack of detailed preliminary research, especially formulated hypothesis that can be tested (Albert et al., 2013). Case study method was adopted by the researcher to allow in-depth study of each school in order to gain deeper understanding of the communication functions of SGCs as practiced in the schools (Jwan and Ong'ondo, 2011).

The researcher applied this method due to its ability to offer high degree of flexibility and its independence with regard to the research design. Furthermore, the data from study required hypothetical formulation that had not been identified earlier, and this approach could be made possible by the use of exploratory case study.

The researcher used interview and asked questions that were intended to lead the respondents towards giving data that would meet the study objectives. As the interview progressed, the researcher transcribed and audio-taped the conversations; this enabled the researcher to capture all the information given by the respondents. Interview allowed the researcher to gather in-depth data which would not have been possible to get using questionnaire or observation methods of data collection.

Focus Group Discussion was used to collect data from 118SGC members selected from the three schools out of a total of 742 members of SGC in Awendo Sub-County. Each group was composed of between 8-10 members. Focus group discussion is a group interview where a researcher facilitates a discussion with a small group of people on a specific topic (Jwan and Ong'ondo, 2011). It enabled the researcher to get data from a large population of SGCs within a short time. This made it possible for members to cross examine each other to verify the information that they were giving.

In this study, the researcher targeted members of SGC of between eight to ten students per session with the purpose of discussion to get their views on the communication functions of SGC in their respective schools.

3.4. Location of study.

The study was conducted in Awendo Sub-County located in the south western side of Kenya and borders Rongo and Uriri Sub-Counties in Migori County. The economic activities of this region are mixed farming with sugarcane and tobacco being the main cash crops grown as well as livestock rearing. There are a total of 25 public secondary schools in Awendo Sub-County with a population of 8,336 students (Source: TSC Director of Education- Migori County, 2014).

Awendo Sub-County was chosen in order to examine the communication functions of students governing council in the administration of public secondary schools; this was motivated by the researcher's interest and knowledge of the area.

3.4.1. Target population

Awendo Sub-County has a total of 25 public schools grouped in 4 categories as boys boarding, girls boarding and mixed day schools. The study targeted all the 25 public secondary schools in Awendo Sub-County but only focused on 24 schools (one school was left out because it was headed by the researcher and the researcher may have developed biasness when studying it), 24 Deputy Principals and 118 members of SGC from three schools comprising of one boys boarding, one girls boarding and one mixed school identified through purposive sampling.

3.4.2. Sampling technique

This is the description of strategies that are used to select representative respondents from the target population (Oso & Onen, 2011). It is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Mugenda & Mugenda, 2012). The researcher employed the use of stratified sampling techniques to group all the 25 public secondary schools as boys boarding, girls boarding and mixed day schools. This enabled the study of all schools without bias as it ensured that every member of the target population had an equal and independent chance of being included in the sample (Oso & Onen, 2011). All the 24 principals and 24 deputy principals of the listed schools (except the one that is headed by the researcher) were studied in the first phase. However, in-depth study on SGCs on three schools, one from each category was studied from those schools that were found to have implemented the communication functions of SGCs. A total of

118 members of SGC from the three sampled schools were interviewed using the Focus Group Discussions (FGD).

3.4.3. Sample size

Purposive sampling was used to develop the sample size. Purposive sampling method is a basic sampling method that can be applied whenever there is order in heterogeneity in a population arrangement, and therefore can be used to sample a particular population using a specific class of individuals in that particular population (Mugenda & Mugenda, 2012). The researcher used purposive random sampling to select a sample of respondents to participate during data collection. A total number of twenty four (24) principals were sampled. This represented 100% from this category of the school principals (stratum), 24 deputy principals and 118 SGC from three schools selected representing 16% of this strata (Mugenda & Mugenda quoting from Gay, 1983). Table 3.1 illustrates these sample sizes:

Table 1: Sample sizes

Respondents strata	Target population (number of schools)	% within a stratum	Sample size
Principals	24	100%	24
Deputy Principals	24	100%	24
SGC	742	16%	118

3.5. Data generation techniques

This is the process of assembling data (Jwan and Ong'ondo, 2011). Data was collected through Interviews and Focus Group Discussions. Interview is an oral administration of questionnaire or

an interview schedule (Mugenda & Mugenda, 2012). Interview was used because the target population was accessible and the researcher was using a small number of respondents to gather data. Structured interview schedule was prepared by the researcher. In the structured interview, a list of questions intended to lead the respondents towards giving data that met the study objectives was prepared (Mugenda & Mugenda, 2012). This allowed the researcher to collect in-depth information that could not be directly observed or put down in writing through questionnaires. Interviews enable the researcher to know what an interviewee thinks, his attitude and why he/she thought in that manner (Jwan and Ong'ondo, 2011 quoting Cohen et al., 2007).

Face-to-face interview was conducted to all the respondents. This enabled the researcher to collect information within shorter time. Both note-taking and audio-recording were used during the interview process. This enabled the researcher to capture all the relevant information. Tape recording enabled the researcher to concentrate on asking questions rather than on taking notes.

Focused Group Discussions were used to get data from the SGC from the three schools that had been sampled. Focus Group Discussion is a form of group interview where a researcher or a moderator facilitates a discussion with a small group of people on a specific topic (Jwan and Ong'ondo, 2011). Using purposive sampling technique, the researcher was able to identify this group of respondents. All members of SGC from the three schools selected were studied. Focused Group Discussion was opted for by the researcher to study the SGC due to its ability to enable one-on-one interactions with the respondents and that exhaustive data could be gathered from this approach.

3.6. Data analysis

Data analysis is the organization, interpretation and presentation of the data that has been collected (Oso & Onen, 2011). It is a systematic process of transcribing, collecting, coding and reporting the data in a manner that makes it sensible and accessible to the reader and researcher for the purposes of interpretation and discussion (Jwan and Ong'ondo, 2011). It is the process of bringing order, structure and meaning to the mass of information collected (Mugenda & Mugenda, 2012).

The data collected was organized first by reading the notes and listening to the audio tapes on information gathered during the interviews and Focus Group Discussions, transcribing and re-familiarizing with the data. Transcription refers to turning data from the verbal such as audio-recorded interview to written data (Jwan and Ong'ondo, 2011). In this case, thoughts and speech were recorded down to make sense out of the data. The data received in raw form was transcribed to create transformed data that could be used for further analysis and make it acceptable.

The researcher then coded the data collected by highlighting extracts of the transcribed data and labeling them in such a way that they could be easily retrieved or grouped for easy interpretation. The researcher then created categories by identifying all the data that illustrated similar categories, and thereby developed themes and patterns from the data collected from the respondents (Thematic Analysis).

Data Reduction was then used. This step involves reorganizing and making raw data more meaningful through reconfiguration (Huberman, 1994). The data collected was condensed for the sake of manageability, and to enable transformation of the data so they can be made intelligible in terms the issues that were being investigated. This procedure enabled the researcher to have

the choice about the particular data to be emphasized, minimized or completely set aside for the purpose of the study.

Thematic data analysis involves searching for themes relevant to the topic being researched with reasonably large amounts of data from different sources such as observation, interviews and documents could be organized (Jwan and Ong'ondo, 2011). Once the data was organized and categorized, the researcher evaluated, analyzed and compared the information, considered the credibility, usefulness and validity of the information got in answering research objectives. The data was then interpreted and a summary of the report developed that identified the major themes. Direct quotations from respondents were used to present the findings of the study.

Data analysis enabled the researcher to make sense out of the raw data that had been collected from the respondents through Interviews and FGD and thereby facilitated the drawing up of meaningful conclusions.

3.7. Ethical considerations

The researcher sought for permission from the various principals to access their institution for the purpose of collecting data and ensured that the respondents were informed of the purpose of the research, the reasons for their involvement in the research and the duration that the researcher gave them so that they could make informed choice to either participate in the research or not to participate. All the respondents were treated as anonymous throughout data collection and where identity was necessary; names were changed to hide the identity.

The researcher developed a consent form for the principals, deputy principals and students to sign before the commencement of the research, to ensure that their rights were protected. This

form also guaranteed the respondents' right to withdraw from participation at any time before the completion of the research.

Respondents' privacy and confidentiality of the information given was maintained throughout the research by ensuring that all the data gathered were accessed only by the researcher and supervisors for academic and supervisory purposes only. The researcher ensured that information was not passed to a third party without the consent of the respondent.

The participants' names did not feature so as to protect their identity and remain anonymous. Where there could be need for identification, the researcher assigned the participants and research sited pseudonyms so as to conceal their true identity.

Credibility was ensured by coming up with operational of key concepts in the study and using them consistently throughout the research. It was also achieved by the researcher collecting accurate data personally from the field to ensure that the conclusions made were valid, concrete and credible-that is, the conclusions made were in consistent with the primary information gathered and that the final information used for conclusions were reflective to the observations made during the research.

Reliability and validity of the study was ensured by using the same questions in the interview guide to the various categories of respondents and ensuring accuracy in transcribing and coding of the information as received from the respondents. Using the same questions ensured limited deviation from the responses, consistency and made it easier to do comparison from various information gathered from various respondents.

3.8. Trustworthiness of the study

Since qualitative research entails the researcher taking an active role in the collection and interpretation of others' meaning making, to be credible, qualitative researchers must be good and trustworthy. To increase the trustworthiness of the study's findings, the researcher employed strategies recommended by renowned qualitative researchers like Shenton (2004). These include triangulation which is an approach that involves the use of interviews, focus group discussions and observation. The researcher employed the triangulation method in order to increase credibility of the research findings, through comparing the responses from the same thematic areas from different research approaches.

The use of the multiple sources of data enabled the researcher to ensure both internal and external validity of the research findings, hence trustworthiness. External validity ensured that the findings from the research could be replicated to other schools and that when extrapolated; there would be consistency in the findings. On the other hand, internal validity would be ensured by ensuring that confounding factors within the research are eliminated, such as; conflicting ideas, inconsistent data and non-contextual data.

The researcher performed member checks by sending participants (especially the principals and the deputy principals) a copy of their interview transcript and asking them to verify the accuracy of the content from their responses, before any more detailed analysis could be done. This verification enabled the researcher to filter the data in order to come up with true records of the findings and that the final data was true record of the data from the respondents

3.9. Summary

The chapter discussed qualitative research approach with case study as the method that was used to collect data. This enabled the researcher to collect in-depth data on opinions, views and

feelings on the communication functions of SGC in public secondary schools. It also considered structured interview and Focus Group Discussions as the instruments for data collection. The study targeted all the public secondary schools in Awendo Sub-County with focus on all school Principals, three Deputy Principals and members of SGC. All schools had implemented the SGC in the school administration but most of the schools had not fully understood the communication functions of SGC. Three schools were found to have effectively implemented the communication functions of SGCs. The chapter looked at the various ways that the researcher adopted to analyze the raw data in order to make it meaningful and easy to interpret by the researcher. Finally the chapter ended with ethical considerations for the study to ensure the privacy and confidentiality of the respondents' details, and how the researcher ensured the reliability and credibility of the information that had been got from the field.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presents findings on communication functions of Students Governing Council (SGC) in the administration of public secondary schools in Awendo Sub-County, Migori County. Audio recordings during the interview sessions, transcripts from in-depth interviews to the school Principals and Deputy Principals as well as transcripts from Focus Group Discussion sessions with the SGCs were all used to obtain the data. The chapter therefore discussed the data based on the following specific objectives: level of understanding of both the students and school administrators on the communication functions of SGCs in the administration of public secondary schools, implementation of the communication functions of SGC in the administration of public secondary schools, success levels of the communication functions of SGC in the administration of public secondary schools. The data presented in this study is qualitative in nature.

4.2. Background and demographic information of the respondents

The researcher conducted face-to-face interview for all the 24 principals and the 24 deputy principals Focus Group Discussion was conducted to 118 members of Student Governing Council out of 742 members representing 16%. This is supported by Gay (1983) who establishes that 10% of a population can be adopted for a study that is descriptive. The principals and deputy principals were interviewed to data and information about their understanding and implementation of the communication function of SGCs in the administration of public

secondary schools, as well as the extent of the success of the communication function of SGCs in the administration of public secondary schools. Members of SGC were engaged in FGD to give data and information on their understanding of the communication function of SGCs in the administration of public schools. A total of 118 members of SGC from the following types of schools were interviewed; 1 boys' boarding, 1 girls' boarding, and 1 mixed school, totaling to 16% of the target population of the SGC in Awendo Sub-County out of the 742 members of SGC. This was a good representation of the targeted population. The researcher approached different schools with an assumption that they had the same cultural level, economic strengths and other factors that aids in the functioning of the students governing council. The researcher wanted to know the sex distribution of the Students council body since this information was deemed important to identify the type of respondents in question. The findings are represented in the table 4.1 below.

Table 2: Sex of the students grouped according to the type of school they come from

Type of school		Sex	
		Male	Female
Boys' Boarding	Count	42	0
	% within type of school	100	0
Girls' Boarding	Count	0	55
	% within type of school	0	100
Mixed	Count	12	9
	% within type of school	57	43
Total	Count	54	64
	% within type of school	46	54

4.3. The understanding of students and administration on the communication functions of SGC

This section looks into the understanding of the communication functions of SGC by both students and school administration (including the principals and the deputy principals) as the first objective of the study. The section is discussed from various perspectives to bring all the aspects of this objective.

4.3.1. Existence of SGCs in the schools

The respondents from all the participating schools (24 (100%) principals, 24(100%) deputy principals, 118 (100%) student council revealed that SGC exist in their schools and that it was part of the schools' systems as a governing body of the overall students' body in the schools. SGCs, as was noted, was created to replace the previously called 'prefects body', though in some occasions the SGC were still referred to as prefects. Even though the policy of creating SGCs in secondary schools in Kenya was issued in the year 2009 by the government through the Ministry of Education Science and Technology (MOEST), its implementation in most of the participant secondary schools did not take place immediately; 65% of the schools created SGC body immediately while 35% did so after two-to-three years; Despite 100% of the schools have implemented SGCs, 45% of them still term it as prefect body.

The number of students in the SGC differed from school to school, depending on population of a school, nature of the school (boarding or day school, mixed or single gender school) and the number of students-based departments in a school, such as clubs and societies. It was noted that schools with relatively higher students' population had a larger number of students in the SGC

than to those that had relatively smaller students' population. Boarding schools had a larger number of students in the SGC compared to mixed day schools.

The SGC members were democratically and rightfully elected by fellow students in attempts to factor in interests of the students in electing their leaders. Interested candidates for particular positions were required to register their interests in time, and depending on the time frame allocated by a school, a campaigning period was given to the potential SGC members to seek support from their fellow students.

In most schools, vetting was done by teachers to potential SGC members in order to allow only right candidates for particular positions. Some of the factors considered included; students' discipline, communication skills and academic performance.

4.3.2. Communication channel within the schools

All the participants (100%) acknowledged the use of oral communication in order to relay messages within the schools, either from students to teachers/administration or from teachers/administration to the students. Even though there were other channels of communication, oral communication was the mostly used channel of communication in the schools. 85% of the participant recognized that the use of oral communication was the most preferred channel since it ensured immediate feedback when information was conveyed to the intended recipients while 15% were not sure why it was the most popular channel for communication. Reaction of the recipients could be seen from the message conveyed and this would help in gauging the reception of the recipients to the messages conveyed to them. One of the Principals described how she would feel every time she communicated a message to the students in a school forum. She said that she prefers using oral communication when addressing students as this allows us to get immediate feedback from the students.

I like oral communication, especially when I am addressing students in a school forum because I can tell how receptive the students are to the information that I relay to them. This is more especially to issues that directly affect them within the school system. In an event that they are receptive to the message relayed to them, I'll be satisfied that the message has achieved what it intended, but if they become resistant unexpectedly, I will be able to know the next step to take. This enables me to gauge whether further clarification should be made on the message in order to win the students satisfaction, or I would rather abolish the intent for the sake of avoiding any rebellion from the students

School assemblies which are mainly conducted on Mondays and Fridays appeared to be the most used forum through which oral communication was used. During school assemblies, the Principal, Teachers on Duty and SGCs would address the students on various issues concerning the students.

As was reported by 85% of the principals that they hold two forums every term to meet all the students and address issues that concern them. Some of the issues that would be addressed by the Principal are related to students' discipline, matters relating to academics (e.g. exams performance) and students' welfare or sometimes on emerging issues that the principal felt that he/she should communicate directly to the students.

Also, 92% of the students governing council reported that class and dormitory meetings were used to discuss the issues that faced the students. Class or dormitory secretaries would convene meetings for members to address issues that affected their respective classes/dormitories. Such assemblies would occur frequently to discuss pressing issues affecting them, and sometimes would involve school captain or even a class teacher or dormitory patrons depending on the magnitude of the matters to be addressed.

75% of the SGCs reported that Students' baraza (students open forum) exists in their schools. Every term, students meet with SGCs and have open discussion on issues that affect students in general. One of the school president (school captain) from one of the participant schools

emphasized on the importance of open forums and his take on the need for open forum in his school:

I am convinced that students' open forum is so much important since it gives students a useful platform to discuss issues that affect them within the school in the absence of their teachers. Whenever the Student Governing Council meet with the students in open fora, the students would always open up to talk on issues that affect them, issues that they can never dare discuss with teachers directly. Whenever they bring their complaints on matters that they feel are not favoring them within the school system. As SGC, we note them down and later forward to the school administration in attempts to seek sustainable solution. In other instances, the students complain on the leadership practices of the SGC and this can enable us to correct on areas that they feel are not right. Furthermore, SGC get important opportunity to address students on issues that they deem necessary or on those that are communicated from the school administration to the students through the SGC body.

SGCs forum was found to be a platform through which oral communication was embraced. This involved meetings amongst the SGCs only. In most of the occasions, the meetings would take place at the beginning of a term or at the beginning of every week. This enabled the SGCs to lay down their leadership strategies for the week or for the term and to discuss on various issues regarding governance of the school through their input. Deputy Principals or teacher on duty would sometime call for such meeting with the SGC. In events where SGCs were to meet alone, school president (captain) would convene and chair such meetings.

Despite oral communication being the predominant way for passing information, 100% of the school administrators (principal and deputy principals) recorded that they still use written communication as well to pass some of the messages to the students. Written channel of communication was recognized to create point of reference since someone (recipient) could always re-read on the written communication in order to develop more understanding on the intended information without distortion that could have happened if a third party would report the same message to the intended recipient.

On the other hand, written communication would be used in schools to emphasize on the previous oral communication. One of the deputy principals interviewed noted:

In most cases we use written communication in our school to put more emphasis on a previously verbal communication on issues to the students or staff. Sometimes there is need to put more emphasis on a serious issues communicated within the school or an intended information to the students or teachers. Usually after addressing students in the assembly on serious issues, such as contagious health issues, we ensure that we write a notice and pin on the school notice boards to ensure that students develop more understandings.

Bulletin boards (school and office boards) were used to display notices to the students and teachers or to all, depending on whom the message was intended to. Internal memos were normally pinned in the offices and staffroom to communicate to teachers. School notice boards were placed at strategic places within the school to ensure that all the students could access. Some of the types of messages communicated through school notice boards included; exam results, school core values and missions, school policies and rules, and any other general information that the school would feel fit to communicate through the notice board.

Newsletters were normally written to parents to communicate specific issues from school, like issues regarding school fees, call for parents meeting, students discipline, school term dates, school development programs. This would be prompted only during the events that the letters intend to communicate. On the other hand, school magazines were used by few schools to communicate messages regarding guidance and counseling and educative articles. This would be done by both students and teachers and most of the times would be intended to the students. The participants also noted that the articles written in the magazines were coordinated by SGC.

As realized during the field study, most of the communication done on the notice boards were from the administration to the students (top-bottom approach), but in other cases SGC would communicate to other students on the notice boards.

4.3.3. Language(s) used by SGCs in relaying messages

100% of the participants reported that the official languages in the schools were English and Kiswahili, and that all the students were bound to speak in the two languages. They also said that specific days had specific language (either English or Kiswahili) and all the students had to comply with the policy. For example, 70% of the schools, Mondays were English days while Fridays were Kiswahili days, 25% of the schools used Kiswahili on Monday and English on Friday while the remaining 5% used Kiswahili on Wednesday and English on Monday and Fridays. Therefore, all the students (including SGCs) were expected to use the languages on the respective days. They other days the students and teachers could use any language they prefer between Kiswahili and English. However, in some few occasions there would be the use of Sheng (a mixture of Kiswahili and English) amongst the SGCs or between the SGC and the students even though it was forbidden in all the schools.

The SGCs were expected every time to use the official languages within the school as they address other students or when communicating with teachers. One of the SGC members recognized their need to use the official languages every time as leaders who were expected to maintain high level of discipline in terms of languages they speak:

As a leader, I am required to comply with the school's regulations every time. Other students would be looking upon me as a leader and as a role model, and therefore I risk losing my integrity if I go against the stipulated rules and regulations by speaking in any other language that is not official.

4.4. The implementation of the communication function of SGC

100% of the administrator reported before they have fully implemented the communication function of SGC. However, only 74% of the student governing council acknowledged that the SGC is fully whereas the remaining 26% complained that they were bypassed on all communications of the administration to the students. The results were however divided into the following;

4.4.1. Messages to the students through SGC

80% of the school administrators reported that they consulted their student governing council on matters relating to school routines, school rules, behavior change, updates on current affairs (e.g. on cholera outbreak), students discipline and health and sanitation, curriculum and co-curriculum changes within the school before passing the similar information to the rest of the students.

However, only 65% of the SGC confirmed this. The remaining 35% indicated they were neither consulted nor informed on any intended message of the school administration to the students. In the occasions the SGC were consulted, they were expected to pass on the messages as communicated from the school administration. 75% of the SGC passed the information to the students during school assemblies, students open forum whereas 25% did so via class secretaries and Dorm captains. 45% of the SGC indicated that after passing the information from the school administrators, they gave the students opportunities to give their responses on the communicated message while 55% deemed it unnecessary to ask for the students input. Of the SGC that received the feedback from the students, only 80% passed the response to the administration; 20% found it unnecessary to do so.

80% of the school administrators indicated that they ensure re-enforcement of the messages communicated to the students through the SGC by making follow ups and re-communicating the

same message to the students to lay more emphasis. As noted by one of the deputy principals, there was a great need to make follow ups and re-communicate similar messages communicated by the SGC to the students from school administration:

Whenever our school administration communicates something that is felt to be so important for students and to the school, e.g. security alerts, we always make follow ups to gauge whether there was understanding and reception from the students on the information, and in other cases we re-communicate the same message ourselves (administration) to the same students for the sake of emphasis.

100% of the administrators who could not communicate some messages to the students through SGC believed the issues to do with school administration are very sensitive and could trigger rebellion from the students, including the SGC. One of the principals said:

We embrace communication to the students through SGC, but we do it cautiously. There are some issues that may affect all the students negatively, including the SGC themselves and therefore we cannot fully entrust them with such information. In such cases, even SGC receive such messages negatively, hence they may be influenced to convey them negatively. Issues such as controversial change in school meals must be communicated carefully, especially when it does not favor the students themselves.

4.4.2. Messages to the administration through SGC

100% of the student governing council confirmed that they passed both oral and written communications from the students to the school administrators. The information were either feedback from the messages previously received from the administration or the new issues that the students need to be clarified. One of the SGC member emphasized on the need to have written report of the students' message to the administration:

We sometimes feel that when we write the message on paper, it will make it easy for the administration to always refer to the document and it will also bring more seriousness to the information that the students intend to be heard. Therefore, after

students' forum, we compile full report of the students' issues and forward to the school administration.

The participants identified some of the issues raised by the students to include; dissatisfaction on diets and food quality, high handedness by some teachers, reports on lesson attendance by teachers (recorded by class secretaries), concerns on health and sanitation within the school, among others.

Further, all the school administrators indicated that at one point they have received anonymous letters written by the students and dropped into their offices or in school suggestion box. Such messages would include issues that criminalize SGC for specific wrongdoing and therefore students would not trust the SGC to pass such messages to the administration.

One of the deputy principal's reported that:

In some cases students themselves write anonymous letters and drop secretly in my office or into the principal's office. Such messages raise issues concerning misconducts from the SGC or even teachers or administration and therefore students find it difficult to forward such information through SGC because of fear of being reprimanded.

From the interview, 80% of the administrators noted that whenever they received information through SGC or from anonymous letters, they would always accept the message without prejudice. This would be followed by investigative analysis by the administration before responding to that information. The response from the administration depended on the nature of the information.

4.4.3. Response of school administration to communication from students through SGC

100% of the school administrators noted that they consider communications from students through SGC. 80% of them noted that they would conduct investigations upon receiving information from students through SGC to authenticate issues raised while 20% accepted acting immediately without conducting further investigations. Of the administrators that conducted investigations, their response to issues depended on the nature and magnitude of the issues conveyed. Issues such as planned students strike were treated as urgent and the administration responded immediately.

One of the Principals interviewed reported how he would respond to various communications from students through SGC:

Addressing issues from students, through SGC, would depend on the nature of the issues themselves. There are those that need immediate attention such as planned students strike, and this would call for urgent response to avert the likelihood of strike. We treat such issues with the urgency it requires and try to devise means to prevent such from happening.

Issues touching students' academics are also treated urgently by administration. For example, when students reported on specific issues contributing to decline in their performance such as teachers missing their lessons, the administration would make positive response by establishing validity on such information and coming up with immediate remedy.

It was also interesting to note that occasionally administration gave negative response to communications from the students by either ignoring such communications or by failing to do in line with students' expectations. In such cases, administration would explain reason as to why such issues could not be addressed to their expectations, or rather administration would totally ignore without giving any response. Some of the issues include; students requesting for change

of school uniform which may be deemed as not urgent and pressing, inclusion of a specific meal in current school diet.

4.4.4. Response of students to communication through SGC

100% of the respondents noted that communications to the students through SGC were basically from the teachers or administration (top-down communication). Only in few occasions the SGC would communicate to students directly (horizontal communication). The nature of response given by the students to communications from SGC depended on the nature of the message, either favorable or unfavorable to them. In events where the messages favored the needs of the students, they tended to give positive responses. Never the less, if the messages conveyed to them by SGC were not favorable, they became less receptive to the messages and therefore were likely to give negative responses.

One the members of SGC reported how students would respond, depending on the type of message conveyed to them:

Students will always want to hear what they feel is good to them and favor their needs. Whenever any official communicates a message that do not meet their expectations or is less satisfying, they will revolt or rather accept the directives but gloomily. On the contrary, if the message favors their needs they will always show happiness and show positive signs of following the directives.

All the participants acknowledged that in some situations the students were forced to comply with the communication from the teachers or administration through SGC for the fear of punishment from the administration/teachers. Students would then give positive response, especially when assigned duties by SGC. Students perceived teachers and administration as top authorities of schools and therefore students were bound to comply with instructions and directives given to them from the authority, through SGC. One participant explained why

sometimes students do not question communication from teachers or administration but just comply:

Sometimes students fear the wrath of being punished by teachers or school administration if they fail to do the tasks they are assigned to, and therefore they would show positive response when SGC communicates such messages to them from the teachers/administration.

Generally, 90% of the participants realized that students would show positive response when communicated to by SGC since they feel that the SGC were their peers and could express to them messages in a language that they could easily understand. The participants also acknowledged that whenever the SGC interacts with the students, they would feel at ease to interact and express what they feel since they are addressed by their fellow students (SGC).

Nevertheless, 10% of the participants reported that students hardly trusted and feel complete subjects before their fellow students' (SGC). In such instances, they failed to seriously take the messages delivered to them by SGC. They would give negative responses to most of the communications given to them from SGC. This would be realized when they failed to perform duties assigned to them by the SGC or refusing to carry out the task completely. In such cases the administration or teachers would make follow ups to ensure that students adhered to the information passed through SGC.

4.5. Success of the communication function of SGC

90% of the school administrators acknowledged that the communication function of the SGC have been a success. They noted that through SGC, they are able to receive adequate information that are of great help in avoiding the students' unrest that have been witnessed in many schools within Awendo Sub-county. Further, they acknowledged that the existence of SGC was

appreciated to have helped in shortening communication pathway between students and administration/teachers. There was no particular day that would pass without SGC relaying message to the students from administration/teachers or from students to administration/teachers. SGC helped in reducing the contact times between the administration/ teachers and the students and this was very essential in ensuring that administration/teachers-students respect was maintained and teachers concentrated on both academic and administrative issues. By SGC speaking on behalf of the school administration or teachers, it created a platform in which students would listen to the SGC freely and closely as opposed to when a teachers/administration would communicates the same message to them. Occasionally students felt less comfortable when addressed by school's principal or deputy principal, and therefore the students would find it intimidating before the administration.

One the SGC explained his experience before he was elected:

I remember how I would always feel uncomfortable when being addressed by the principal in school assemblies or in open forums. When the principal speaks to us no one dare oppose his orders or ask questions on controversial issues he addressed. The situation is different when we (SGC) address students on particular issue, as students always feel free to ask for clarification and even give their immediate genuine response. Students feel at ease with us.

It was largely recognized that SGC uses simple expressions to address the students and therefore students were likely to listen and understand them. This made communication more effective.

Horizontal communication was highly embraced whenever communication was done to students or teachers/administration through SGC. This created a great sense of dialogue between the students and administration/teacher as SGC acted as a mouthpiece in such situations, and this was perceived by the SGC to be a good platform to represent students by ensuring that their needs were catered for through dialogue.

On the other hand, 10% of the administrators reported that the communication function of SGC is a failure. They noted that the students do not respect and trust their fellow students who sit on the SGC; therefore, the information given by the SGC is normally deemed void by the entire population. Furthermore, SGC would distort the information given to them by either students or the administrators and passed over the unintended message.

4.6. Summary

The purpose of this chapter was to highlight the findings which emerged on account of the interviews and Focus Group Discussion that were carried out. It is clear from the findings of this research study that SGCs form important part of schools' administrative systems and they do not only help in effective communication between administration/teachers and students, but also ensure there is frequency in passing on of information between the two reference parties. However, the participants also acknowledged the existence of some challenges in application of SGCs in enhancing communication functions in school systems, and this could occasionally hamper effective communication between students and administration/teachers through SGCs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The purpose of this study was to examine the knowledge, implementation and success of communication function of SGC in the administration of public secondary schools in Awendo Sub-County. The research was conducted through face-to-face interviews and Focus Groups Discussions with twenty four schools. This chapter reviews, analyzes and discusses (in reference to relevant literatures) the findings of this study. This chapter also highlights the implications of the findings for effective enhancement of communication function of SGC in public secondary schools.

5.2. Summary of key findings

5.2.1. Understanding of both students as well as school administrators on the communication function of SGC

The first objective of this study was to find out the understanding of both the students as well as administrators on the communication function of SGC. The findings revealed that all students and school administrators (Principals and Deputy Principals) fully understand the communication functions of SGC. According to the results, all the 24 schools have student council bodies that are functional. The SGC confirmed that they fully understand their role of passing information from school administration to the student and vice versa without distortion. In the same manner, majority of the school administration reaffirm their knowledge on the importance of SGC as a channel of communicating to the students. They believe that communication function of SGC is the major reason why there are no wrangles between the students and the school administration. Whenever a right channel of communication is used in

relaying a particular information to a given target recipient, then the reception of the information by the recipient become positive and the level of understanding is boosted which leads to immediate response.

In using the SGC to communicate to the student, administrators used both written and oral communication, though the latter was the predominant one. Linda (2000) notes that the type of audience normally dictates the type of channel to be used in communication and by using the right channel of communication, the recipients are likely to get satisfaction in regard to their expectation of the information relayed to them. For the schools to show trust to their SGC, they majorly used oral communication to pass information to the rest of the students through their leaders. The only circumstance they used written communication was on sensitive matters. Diana (2008) notes that some of the reasons why an institution may opt to use written channel of communication include; the urge to ensure that the message is relatively more permanent than oral channel, the need to create a point of reference on a particular message that was previously communicated to ensure clarity and understanding, and the need to make a particular communication look more official than if oral communication was applied. As identified during this research, SGC and school administrations embraced a lot of oral communication in various platforms within the schools. Linda (2008) supports this by further emphasizing the essentiality of application of oral communications in various institutions in an organized system ensures that recipients of a particular information enjoys immediate clarification if need be and that the communicator always get personal satisfaction whenever there is immediate response from his or her audience.

The major issues that were communicated by the SGC to school administration basically pertained to students' welfare, e.g. on students' discipline, students' complaints on meals and hygienic matters, lessons attendance by teachers, etc. It was also important to note that in some cases school administration would specify the type of messages to be communicated by the SGC to the students, and that the SGC were to adhere to the guidelines provided by the school administration. On the other hand, school administrations communicated a wide range of issues regarding students' welfare and curriculum implementation, e.g. issues related to health, emerging and current issues, students discipline, school routines, school policies and regulations, and school fundraising events, etc. Mutua (2014) notes that the types of messages communicated by students through SGC are normally limited to issues related to the students welfare within schools, and occasionally are conveyed orally. Kiprop & Tikoko, (2011) also confirms that parameters used by student leaders and school administrations conform to standards laid down by various ministries of education around the world. Before a teacher or school administration consider conveying any message to students directly or through students' leaders, the teachers or administration must ensure that a given set of parameters are laid down to guard the interest of the message in question. Mukiri (2014) also affirms that most of the secondary schools in Africa are very authoritarian due to the fact that the school administrations tend to be stricter with communications that SGC should make to the students and in some cases school administration tend to certify or doctor particular messages before they are passed to the student.

Types of information passed to students through SGC can directly give indications on the extent of students' participation in communication process in their schools. In occasions where administration communicates administrative or policy issues to the students (top-bottom), like, exam issues, students always feel dictated to and made to be listeners rather than stakeholders on

issues that affect them (Aggrawal, 2008). He further notes that such issues are very sensitive and can only be handled by the school administration. However, Wirth et al. (2008) disagrees by noting that students should be involved in implementation of communication function in schools, and they should be given chance to have input on matters that affect their welfare since they are the key stakeholders in school.

5.2.2. The implementation of the communication function of SGC

According to the findings of this report, 100% of the school administrators believed that they have fully implemented the communication function of SGC. Even though only 74% of the student councils confirmed this, it is enormously visible that the SGC is actively functional in all schools. The SGCs confirmed that they received information from the school administrations and effectively relayed them to the students as instructed. At the same time, they confirmed that they recorded students' grievances and successfully passed them to the administrators. Majority of them confirmed that they are the only channel of passing of information between teachers and students except for the some few incidents that the administrators reported to have received anonymous notes directly from students concerning varied issues. Further, the report confirmed that both the administration and the students responded promptly to the information given to them by the SGC from the respective sender. Responses to communications through SGC largely depended on the nature of information conveyed. If students perceived particular information to be in favor of their interest they would respond positively, but they would appear defiant to the messages that do not favor them and would therefore give negative responses. Fielding & Rudduck (2002) confirms these findings by noting that students are always positive to communications that serve their interests and meet their expectations. On the other hand,

students are reluctant to respond positively whenever they deem particular information not to meet their expectations.

As was noted from the research findings, compliance and positive responses from students to communications through SGC was made easy since the students and SGC interact on the students-peers platform. This good relationship between them makes it possible for good reception of the messages. For instance, class secretaries and dorm captains found it easier to have positive responses for the communications on issues related to cleaning of classrooms and maintaining good hygiene in the dormitories. Fielding & Rudduck (2002) recognizes that students (peer-peer) relationships is so important in ensuring that they communicate with great understanding amongst them, and this make it easier for student to easily give positive responses to communications from SGC. Furthermore, Njue (2014) emphasized that the nature of response from students to any communication depends on who communicates. SGC create a good environment for further interaction, requisite for seeking more clarifications, thereby finding it easy to respond to information that they understand. Fielding & Rudduck (2002) in his substantiation recognizes the existing positive relationship that exists amongst students-peers in schools and the nature of fondness amongst them. He further notes that such relationships among students, to a larger extent, helps student leaders to create good rapport with other student, and this enhances positive reception of students to communication from SGC as was realized during the study.

5.2.3. Success of communication functions of SGCs

According to the results, the communication function of SGCs have been implemented in all the public secondary schools in Awendo Sub-County.90% of the administrators acknowledged its

success with only 10% giving the contrary opinion. As was noted by most of the participants, without SGC in schools communication pathway would be long and the frequency of passing information from students to administration or from administration to students would be reduced significantly. Titus (2014) notes that, SGC in Kenyan secondary schools are so important in ensuring a high level of effectiveness in communication process between school administration and the general students' body. Titus divides the levels of effectiveness into three, i.e. supervisory roles, representational roles and disciplinary roles as summarized in the table 5.1 below:

Table 3: The effectiveness of the communication functions of SGC

Role	Activities	Achievement(s)
Supervisory	General cleaning, games activities, movements/time management, language usage, etc.	Enhances positive students' behavior and positive relationship with SGC
Representational	Airing students grievances to administration	Addresses students emotional and personal needs
Disciplinary	Issuing light punishment to students, reporting in disciplinary cases to administration	Promotes students discipline, promotes level of understanding and controlling students behavior

The findings further reported that the SGC has been very successful in providing the link between the school administration and the students. Schimmel (2003) notes that prefects(SGC) in schools in Kenya are very important links in school systems as they provide a more participatory approach to decision making in public secondary schools in Kenya. According to

Wambulwa (2004), the use of prefects (SGC) in promoting communication functions in secondary schools has raised a great link in connecting students/learners and school administration which may serve as rich ingredients for discipline, high representation in inclusive decision making of the students in school matters. This was expounded by Kiprop & Tikoko (2011) who notes that prefects (now SGC) are backbone of information passage in secondary schools in Kenya, and their presence enables for an existence of an important link between students and school administration. He further emphasizes that the presence of prefects (SGC) enables students to open up to what they wish to communicate to schools' administration as they occasionally don't have direct contact with school administration. The presence of SGC builds the students confidence in speaking their minds as they view them as their peers whom they can open up to and speak the same language.

The range of information passed from students to administration through SGC sometimes tend to be limited to issues related to students welfare (e.g. complains on foods), reports on students discipline and codes of conduct, suggestion in decision making processes on matters that affect students directly, and issues related to students rebellion and potential planned strikes. Wambulwa (2004) who notes that prefects (SGC) interact with students on daily basis in issuing daily manual work assignments, in supervising the duties assigned to them and in passing on various messages to them from teachers or administration. SGC have various platforms for relaying information to the students, including; school assemblies, class and dormitory assemblies, and students' forums.

Regardless of the success of the communication functions of SGC, this research found out that majority of the SGC faced various challenges when relaying the information. The mistrust and

lack of unity amongst the students' council was a great challenge that contributes to poor duties and job execution. Mutua (2014) affirms this finding by noting that lack of teamwork which is usually experienced when some members of the SGC decide to work on their own without consulting others, or refused to take orders from the school captain, may contribute to division amongst them and in the long run lead to lack of cohesiveness and poor delivery of their duties. Similarly, they received overwhelming expectations from the students and administration/teachers and when they fail to meet these expectations, they would always face criticism and get demoralized. In addition, the SGC lacked basic training on how to perform their communication roles effectively and this presented various challenges in handling various roles in relaying information, motivating students, meeting student's personal and emotional needs and managing students. These findings are in line with Kiprop & Tikoko(2011) who established that most of the time student council members being still student and being unexposed to any training are unable to handle common problems which face other students like drug abuse, HIV/AIDS, homosexuality and conflicts between teachers and students. Furthermore, some of the SGC members would be found in indiscipline cases and this would lead to lose of respect from fellow students, and therefore when communicating to students they would not be taken seriously. These are affirmed by Okumbe (2001) who emphasizes that prefects (SGC) are also students like any other normal students and therefore are vulnerable to being indiscipline, and this may make them be in awkward positions when punishment is issued before other students.

5.3. Conclusions

From the research findings, it was confirmed that all schools in Awendo sub-county has established SGC as part of the schools administrative systems. From the research, it was found

that SGC had been established in the schools, but their communication functions had not been wholly implemented. SGC played pivotal roles in the schools' administrative support, including the promoting of communication functions within the schools' systems, which includes; relaying of information, motivation to other student, managing students' behavior, fulfilling students' personal and emotional needs. Despite being deemed to be very important in the implementation of these communications function, SGC had not realized full capacity to implement the functions due to lack of full knowledge, lack of opportunity, among others.

The study findings showed that SGC had great significance in relaying information within the schools' systems, that is, information from administration/teachers to students, and from students to administration/teachers. On a frequent basis, the SGC was involved in passing on of messages to students from the administration on: supervisory, disciplinary and representational information. The research concludes that the extent of relaying particular information is limited to the nature of information and SGC is not fully involved in disciplinary role but largely involved in administrative, supervisory and representational in relaying information.

It was realized that students (including SGC) had very unique relationship amongst themselves and this could make it so easy for SGC to meet the needs to fulfilling students' personal and emotional needs. In some occasions students would entrust SGC with their private information in attempts to find solution to their personal and emotional needs. This aspect therefore enables SGC to ensure fulfillment of students' personal and emotional needs as an important communication function in secondary school in Kenya.

Also from the findings, it was realized that SGC were involved in motivating students. However, this communication was not fully achieved as most of the schools did not have full understanding of the motivational function of SGC. This left the SGC with generic approaches in

motivation that included; appreciating students when they performed manual duties as expected, when students maintained a required standard level of discipline and when students had exemplary achievements in sport activities. It can therefore be concluded that SGC in secondary schools in Kenya are rarely involved in motivating students, as they do not fully understand this function and they feel that they do not have the full capacity to implement this function.

Another important finding was the communication function of managing students' behavior by SGC. SGC had great role to play in ensuring that students' behaviors were contained within expected levels for the sake of maintaining students discipline while in school. Both internal approach, external approach and interactional approach was widely used by SGC to ensure that students' behaviors were to the accepted limits. The study therefore concludes that all the approaches employed by SGC in managing students' behavior in schools were effectively used to realize this function. In most of the schools, the school administration entrusted SGC to play an important role in this regard.

Despite the frequency of communication through SGC in public secondary schools in Awendo Sub-County and the appreciation of effectiveness of the use of SGC to pass information within the schools' system, there existed some challenges in the use of SGC in passing on information within the schools. These challenges presented inefficiency in ensuring completeness in application of communication function of SGC in the schools. Therefore, for effectiveness in the understanding and implementation of the communication function of SGC, challenges like; lack of full understanding of the communication roles, lack of proper opportunities to implement the communication functions and proper delegation of the roles, must be overcome in the public secondary schools.

5.4. Recommendations

A number of recommendations were derived from the study, after having examined communication functions of SGC in the administration of public secondary in Awendo Sub County. The recommendations included;

5.4.1. Understanding of the communication function of SGCs by the students as well as school administrators.

From the research findings, it is clear that not all SGCs and school administrations fully understood the communication functions of the student governing councils in the administration of public school. Their understanding was restricted to supervisory role. Therefore, it is recommendable that both the students together with their leaders (SGC) and school administration should be able to fully understand the communication function of SGC. To achieve this, they should be offered regular trainings on the communication functions in particular and on leadership skills in general. This should be organized by the school administrators themselves and the government through the MOEST. They should annually hold seminars and workshops for both students' leaders', teachers and school administrators to.

Secondly, the administrators and student leaders from various schools should conduct benchmarking programs to schools that have fully executed the communication function of the SGC in their day to day administration. This will enable both the students and administrators to learn through observation and interview on how these other schools have successfully executed this function. Also, this will enable them to adopt various leadership skills in promoting communication functions and improve on the existing ones in their schools.

5.4.2. The implementation of the communication functions of SGC in the administration of public secondary school.

According to the finding not all the schools have fully implemented the communication function of the student governing council. Some of the administrators have communicated directly to the students and have failed to give room for students' opinions or views. This has evidently led to students' unrest resulting to strikes and destruction of school properties. To ensure that the schools effectively implement this function, this study recommends that all schools pass every administrative decision to the students through their leaders and allow students to convey their inputs with regards to the school management/ administration through the representatives, the SGC. In the event that they deem that certain decisions are sensitive and should directly be relayed to the students by the administration themselves, they should first consult with the student governing body so that they are not caught unaware. This will enable the SGC to answer impromptu questions that the civilian students normally ask them.

Secondly, the administration should steer away from avoiding the issues sent to them through the student governing body. They should ensure that every issue or information from the students relayed to them through the SGC is diligently addressed and given the equal attention. When some issue are ignored or assumed and others addressed, the civilian students will lose trust on their leaders and might stop airing their grievances through the SGC. This will lead to strikes; since they will take this as an alternative of being heard.

Thirdly, the school administration should open offices for the SGC within their respective schools so that the leaders can be able to effectively receive information from students. Having the offices would enable them the much required privacy to diligently perform their duty of being the link for conveying information between the students and the school administrations.

Finally, school programs should be made in such a way that students have free time for interactions. This would make it easy for students to share ideas and opinions which would eventually be conveyed to the school administration. This would help reduce cases of students going on rampage to express themselves and let the school know their demands.

5.4.3. Success of the communication functions of SGC in the administration of public secondary school.

To ensure that the communication function of SGC is successfully executed, the school administration should do the following: first and foremost, they should frequently motivate the students' leaders to encourage them to diligently perform their duties. Offering presents like free school uniforms and shoes, occasional offer of special meals, publicly commending them for their good works and offering occasional outings or trips is important to encourage them to work selflessly. This will also reduce the number of times that SGC have distorted information. Secondly, the school administration should frequently train student leaders on the need for effective leadership and communication skills. Holding conferences within Awendo Sub-county for the SGC of all the schools will enable them learn new skills from their colleagues. Finally, the administration should incorporate SGC in the guidance and counseling team and train them on peer counseling techniques. This will enable them effectively handle issues such as drug abuse and HIV/Aids trauma amongst their fellow students.

5.5. Suggestions for further studies

The community, the parents and the non-teaching staff play a very key role in molding students and thus Students Governing Council. The study recommends that a conclusive research be conducted on the influence of community, parents and non-teaching staff in the implementation

of the communication functions of Students Governing Council in Secondary schools in Awendo sub-county and/or any other sub-county or county in order to have a holistic understanding on the factors influencing the implementation of the communication function of SGC.

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APPENDICES

APPENDIX 1: RESEARCH PERMIT

APPENDIX2: RESEARCH AUTHORIZATION

APPENDIX 3: INFORMED CONSENT FORM (IFC); RONGO UNIVERSITY

Informed Consent for Principals, Deputy Principals and members of Student Governing Council (SGC) who will be invited to participate in the research study titled “Communication Functions of Student Governing Council in the Administration of Public Secondary Schools in Awendo Sub- County”

Researcher: **Anne Akinyi Oliech**
Rongo University
Department of Communication Studies.

This Informed Consent Form has two parts;

Part I: Information Sheet (to share information about the study with you).

Part II: Certificate of Consent (for signatures if you accept to participate)

You will be issued with the full Informed Consent Form.

PART I: INFORMATION SHEET

Introduction

I am Anne Akinyi Oliech, a student from Rongo University. I am undertaking a research on Communication functions of Student Governing Council in the administration of public secondary schools in Awendo Sub-County in Migori County. I am going to give you information and invite you to participate in this research. It is not a must that you take part or not to take part in this research. Before making the decision, you are free to consult any person with whom you are comfortable with about this research. This consent may contain words that you may not understand. You are free to stop me as we go through the information so that I can take time to explain such words. You are also free to ask any question(s).

Purpose of the study

This study intends to investigate the implementation of the Communication functions of SGCs in the administration of public secondary schools in Awendo Sub-County in Migori County. The findings of this study will be useful in policy formulations aimed at involving students in participatory communication and decision making in schools for effective school administration.

Participant selection

You are among the selected participants in this study as a principal/ deputy principal /student involved in the school set up. In the course of this study you will be requested to participate in answering questions in the in interviews.

Voluntary Participation

Your participation in this study is voluntary. You can choose to either participate or not to participate.

Procedures

I am requesting for your view on the implementation of the communication functions of SGCs in your school. If you choose to participate in the study, I will be requesting you to take part in a one-to-one discussion with me so as to give you an opportunity to share your experiences and views with me in more details. The questions will revolve round the communication functions of SGC and your perceptions on its implementation in your school.

Duration

The study will take two months. During this period, I will make personal visitation to interview you and have Focused Group Discussion. The interview session will take not more than one hour.

Benefits

There will be no direct benefit to you for participating in this study. However, the kind of information that you will provide will assist in understanding the implementation of the communication functions of SGCs in the administration of public secondary schools.

Sharing of information

The information that you will give will not be shared with any other person outside the research team. If I choose to use the information you will give in my final report, then I will not mention your name or reveal your identity in any way. The knowledge that I will get from this study will be shared with you and your colleagues before it is made widely available to the public. I will organize a meeting with all those who will have participated in the study where I will inform you of the kind of knowledge that I got through your participation. After the meeting, I will publish the results so that other interested people may learn from the study.

Right to Refuse or Withdraw

Even though you have been chosen as a participant in this study, your participation is entirely voluntary. You reserve the right to refuse to participate or withdraw at any stage of the study and this will not in any way have any negative consequence on you.

Confidentiality

The information about you will be protected by the researcher and will not discuss any information that I learnt about you with anyone outside this research team. All study information will be identified only by individual participant code numbers and will be kept confidential. This information will only be made available to the study staff. Excerpts from the interview may be made part of the final research; however your identity will remain concealed.

If You Have Questions

If you have any questions or concerns with regards to this study, you may contact my supervisors;

PART II: CERTIFICATE OF CONSENT

I have been asked to participate in a study aimed at investigating the implementation of the communication functions of Student Governing Council in public secondary schools in Awendo Sub-County in Migori County. I voluntarily agree to participate in the study.

Name of Participant.....

Signature of the Witness.....Date.....

Statement by the researcher/person taking consent

I have read out the information sheet to the potential participant and to the best of my ability made sure that the participant understands that the following will be done;

The participant will participate in answering interview questions.

I confirm that the participant was given an opportunity to ask questions about this study, and that all the questions asked by the participant have been answered correctly. I confirm that the individual has not been coerced into giving consent and that consent has been given out of free will and voluntarily.

A copy of this Informant Consent Form has been provided to the participant.

Name of the Researcher.....

Signature of Researcher.....Date.....

APPENDIX 4: BUDGET

S/N	ITEMS	AMOUNT (kshs)
1	Equipment: Stationary, tape recorder	20,000
2	Printing and photocopying	15,000
3	Travelling to various schools	10,000
4	Personnel/ Research Assistant	24,000
5	Transcriber	15,000
6	Miscellaneous	10,000
	TOTAL	94,000

APPENDIX 5: INTERVIEW GUIDE FOR PRINCIPALS

1. What is the category of your school?
2. What are the channels of communication that are used in your school? Why do you use these channels of communication in your school?
3. Kindly tell me the media or ways in which you communicate to/with the SGC) Why?
4. What language do the SGC use to communicate with the teachers and school administration?
5. Could you kindly tell me the types of messages that you communicate to the students through SGC? What type of messages do SGC communicate to the school administration?
6. How do students respond to communication from the school administration?
7. How does the administration respond to communication from the SGC?
8. In your view, how effective is the communication between SGC and the school administration?
9. How does your school apply communication by SGC to:
 - a) Relay information? What type of information?
 - b) Motivate the students?
 - c) Manage the behavior of other students?
 - d) Fulfill students' personal needs or emotional expression?
10. How frequently do you communicate to the students through the SGC?
11. What are some of the challenges that you encounter as you apply the communication functions of SGC in your school?
12. Kindly suggest ways that could be adopted to improve on the communication functions of SGC in secondary schools?

APPENDIX 6: INTERVIEW GUIDE FOR DEPUTY PRINCIPALS

1. Does your school have established Student Governing Council? How are members of SGC identified?
2. Does SGC perform communication functions? Which communication functions do they perform?
3. How do you train members of SGC on their communication roles?
4. What channels of communication do you apply in your school?
5. What type of information is conveyed by the school administration to the students through SGC?
6. What information is conveyed by the students to school administration through SGC?
7. Does the school administration seek the opinion of SGC before implementing school policies and programs? If yes which policies and programs are their opinions sought.
8. How do the students respond to information conveyed through SGC?
9. How does the school administration respond to messages conveyed through SGC?
10. How successful is the communication through SGC? What are the barriers to communication through SGC?
11. What would you recommend to improve on the communication through SGC in your school?

APPENDIX 7: INTERVIEW GUIDE FOR MEMBERS OF STUDENT GOVERNING COUNCIL (SGC)

1. General questions

- a. Are you male or female?
- b. Do you have established SGC in your schools?
- c. How are members of SGC identified?

2. Level of understanding the communication function of SGCs.

- a. Are you offered training on the communication functions of SGC? If yes how are you trained?
- b. What is the nature of communication process in your school? is it top-down, down-top or horizontal? Who communicates what message?
- c. What language to you use to communicate with the students? School administration?

3. Implementation of the communication function of SGCs

- a. Are you consulted by the administration before implantation of school policies and programs? If yes which school policies and programs are you consulted?
- b. What type of information do you convey to the students? To the school administration?
- c. How do you collect students' views to be communicated to the school administration?
- d. What is the response of students to communication from school administration through the SGC?
- e. What is the response of administration to the information from the students that are relayed through SGC?
- f. Can you suggest ways of improving communication through SGC in your school?