

**PARTICIPATION OF STUDENTS IN EDUCATIONAL
ACTIVITIES IN DAY SECONDARY SCHOOLS IN MANDERA
EAST DISTRICT, KENYA**

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REG/NO: MED/111/03445**

**A Research Project Submitted in Partial Fulfillment of the
Requirement for the Award of Master of Education Degree in
Educational Administration, Leadership and Management of
Mount Kenya University**

NOVEMBER, 2013

ABSTRACT

Although most schools have put measures in place which are trying to maintain students in school, there are always cases of poor school participation. According to a research by the Ministry of Education in Kenya, students are still poor participants in secondary schooling. Students' participation in schooling is critical to meeting student needs because quality education outcomes are best achieved by harnessing student motivation through education. Educators need to understand how students' participation in educational activities can be fostered in schools. Parents through their Parents' Teachers Association (PTA) have contributed towards students' participation through their support services, material/financial support and parental guidance and counseling. The concept of meaningful participation has its roots in the writing of Habermas (1979) who endorse emancipatory processes of communicative action in which all stakeholders have a voice. Participation involves access, enrolment, retention and completion. This study sought to establish factors contributing to participation in educational activities among students in the day secondary schools in Mandera East District. Research was carried out in the day secondary schools in Mandera East District. In the twelve (12) day secondary schools of Mandera East District there are 3865 students and 60 teachers making a total of 3925. It is from this population that 264 participants were selected; 24 being teachers and 240 students. A pilot study was carried out in two day secondary schools in Mandera East District that was not included in the actual study. Stratified sampling was used to obtain eight day secondary schools that were used to draw the representative sample. The individual schools from the strata were selected through random procedures and samples of respondents were selected. The study used two questionnaires to collect the required data. A minimum reliability coefficient of 0.7 was used as a bench-mark. The Spearman's Rank Order Correlation coefficient was used and a Reliability of 0.7 was realized from the questionnaires. Data was analyzed using the Statistical Package for Social Science (SPSS Version 14) computer software. Descriptive statistics namely the mean, frequency and standard deviation was used to analyze the data. The major findings of the study was that the rate of participation according to the students and teachers was that majority of the classes had 1-50 students and that the dropout rate was between 1-10 students, the student-based factors influencing participation in educational activities showed many students dropped out of school due to transfer to other schools, expulsion, poor performance because of lack of books, few teachers and other reasons like poor living standards and lack of time for personal study. School-based factors like role models the research showed that the best role model to the students were their teachers and parents. The efforts being made to improve participation of students in educational activities is to make the students develop positive attitude, encouraged by giving prizes, encouraging teamwork, group discussion and guidance and counseling. The research findings was useful to the parents, teachers and administrators in providing curative and preventive measures to curb the poor participation of students in educational activities in day secondary school in Mandera East District.