

**INFLUENCE OF STAKEHOLDERS PARTICIPATION IN PRIMARY SCHOOL
MANAGEMENT ON ACADEMIC PERFORMANCE: THE CASE OF URINGU
DIVISION, MERU COUNTY, KENYA**

BY:

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DECLARATION

This research project report is my original work and has not been presented for any award in any other university.

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This research project report has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This research project report is dedicated to my dear husband, Muthomi Thiankolu, who gave me moral and financial support and my son Reagan Munene and daughter Alyssa Ntinyari for the sacrifice and understanding when I could not spend quality time with them during the time I was working on this project report. To my son and daughter, I hope and pray that they will grow up to uphold the virtues of hard work and perseverance to better their lives and that of the society.

I dedicate this project report in memory of my father Solomon Mutwiri and my mother Florence Kajuju for the foundation provided in my education. To other family members Rita, Edith, Kennedy, Emma, Bridget for their continuous encouragement and moral support as I undertook the course. Lastly, I acknowledge my in-laws, specifically my father in law, Thiankolu Kaibi, for the support provided during the development of this project report.

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LIST OF ABBREVIATIONS & ACRONYMS

KCPE:	Kenya Certificate of Primary Education
KEMI:	Kenya Educational Management Institute
KESI:	Kenya Education Management Institute
PM:	Participative Management
SPSS:	Statistical Package for Social Sciences
USA:	United States of America

ABSTRACT

Public schools in Kenya are often criticized as inefficient, characterized by poor academic performance. Some of the reasons for this low pass rate include: poor quality of primary education, often associated with weak school management, insufficient resources and lack of teacher commitment. The purpose of this study was to investigate the influence of stakeholders' participation in primary school management on academic performance in Uringu Division, Meru County. The study also sought to assess the head teachers' management skills, teachers' participation, pupils' participation and parents' participation in primary school management on academic performance in Uringu Division. The study used a descriptive survey design. The target population was 2441 teachers, head teachers, class eight pupils and parents. This study used stratified random sampling to select 331 teachers, head teachers, class eight pupils and parents. This study used both primary and secondary data. Secondary data was obtained from KCPE results for the last five years. This included the mean grades over the five years. The study used a questionnaire as the primary tool for data collection. Data analysis was quantitative. Quantitative data was analysed by use of the statistical package for social sciences (SPSS version 20). Descriptive statistics was utilized to analyse quantitative data. Descriptive statistics included frequency distribution, percentages, measures of central tendencies (mean) and measures of dispersion (Std deviation). The data was then presented in tables. Additionally, correlation analysis was used to establish whether there is a relationship between the dependent and the independent variables. The study concludes that head teachers' managerial skills, teachers' participation, pupils' involvement and parents participation positively and significantly influence academic performance in public primary schools in Uringu division. The components of head teachers' management skills that influence academic performance include leadership styles, interpersonal skills, managerial skills and time management skills. Teachers' involvement in school governance and in developing discipline policies increase their morale and motivation, which in turns improves pupils' academic performance. The involvement of pupils in management and decision making improves academic performance as it makes them feel more confident in their learning. Further, the study established that pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility. Parents' involvement in their child's learning process offers many opportunities for success-improvements on child's morale, attitude, and academic achievement across all subject areas, behaviour and social adjustment. The study recommends that the government of Kenya should provide opportunities for career development and training for primary school head teachers so as to improve the head teachers' managerial skills, interpersonal skills as well as time management skills. This study also recommends that head teachers as well as the management of public primary schools should ensure that teachers are involved in planning and management issues like budget planning, development and implementation of a strategic plan and organizing function. Further, parents are encouraged to participate in decision making and should be consulted before making decisions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a form of investment in human capital, which yields economic benefits by increasing the productivity of its people. Education a nation remains the most vital strategy for the development of the society throughout the world (Mokoena, 2012). Many studies of capital development concur that it is human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principle institutional mechanism for development of human capital is the formal education system of primary, secondary and tertiary training (Kariyana, Maphosa & Mapuranga, 2012; Lekhetho, 2013).

Since education is an investment, there is a significant positive correlation between education and socio-economic productivity. When people are educated, their standards of living are likely to improve since they are empowered to assess productive ventures which will ultimately lead to an improvement in their livelihood (Postholm, 2012). It is for these reasons that it was declared a basic human right globally recognized by article 26 of the universal declaration of human rights in the year 1948(Council of Ministries of Education 2000). Due to the afore mentioned benefits of education, governments in both developing and developed countries allocate much of their resources to education Adeyemo (2005) notes that this has resulted into considerable growth of educational activities world over.

In addition, since the World Conference on Education for All, the expansion and improvement of basic education has regained a prominent place on the agenda of the main international organizations and bilateral co-operation agencies, and in the action plans prepared by educational authorities in the majority of developing countries (Brownbridge, 2007). In addition, the Convention on the Rights of the Child ratified by over 160 States has helped to establish education not only as a necessity but also as a fundamental right. Despite the economic difficulties experienced in the 1980s, advances have been achieved in the last thirty years in terms of spreading primary education. Moreover, enrolment in schools has grown considerably since 1970s and the number of schools has doubled and that of teachers tripled. Both in Asia and

in Latin America, the education systems of many countries now have sufficient capacity to attend to their whole school-age population, and would already be in a position to ensure universal access to primary education (Knell, 2006).

Corporate governance is defined as the formal system of accountability and control for legal, ethical and socially responsible decisions and use of resources in business organizations. It is based on certain institutions like; laws, contracts, norms and regulations that create self-governing system in the organization (Peters, 2003). A corporation has various stakeholders, internal and external groups whose support is essential for the survival and growth of any corporation. A school frequently interacts with commonly acknowledged stakeholders who include employees, customers, shareholders, suppliers, government agencies, managers and community groups (Baraza & Nyongesa, 2007).

Cheng and Cheung (2003) have observed that efforts to enhance organizational performance have featured stakeholders' involvement in schools corporate governance. This encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies and implementation of solutions. In this case, employees are invited to share in the decision-making process of the firm by getting involved in activities such as setting goals, determining work schedules, and making suggestions. Involvement in governance has been acknowledged as an essential ingredient in quest for better school performance. This is in terms of involvement of teachers, pupils, parents and school management committees. For example, Kibera and Kimokoti (2007) assert that high levels of parental involvement in school governance, has a direct link with the school's academic performance.

Traditionally, principals throughout the world have been the main decision-makers at school level. This situation has been particularly evident in a number of countries such as Australia, Canada, New Zealand, the United Kingdom, and parts of the United States of America. During the past 20 to 30 years there has been a major shift towards participative management (PM) in schools (Hourani, Stringe & Baker, 2012; Nicolaidou, Sophocleous & Phtiaka, 2006). These authors have called for greater participation in decision-making as a progressive way of making schools more democratic and more efficient. In South Africa, for example, the new democratic government published a White Paper 2 on the organization, governance and funding of schools.

The aim was to help foster democratic school governance (by involving all of its stakeholders, including parents and learners, who are democratically elected). Democratic school governance is introduced by a structure that involves all the stakeholder groups in active and responsible roles to encourage tolerance, rational discussion and collective decision-making (Naidoo, 2005).

In many countries, decision-making at schools is now characterized by greater participation of all stakeholders. Parents, teachers, learners and non-teaching staff and *stakeholders* who are elected to serve on the school governing bodies become school governors. The term “stakeholders” is based on the assumption that certain groups and individuals have an interest, or a “stake”, in the activities of an institution. According to Msila (2014), stakeholders are all those people who have a legitimate interest in the continuing effectiveness and success of an institution.

In Pakistan, Adeyemo (2005) observes that teacher participation in decision making influence teaching and learning of pupils in classrooms in Pakistan. A similar case in Nigeria on teacher’s effectiveness and student academic performance in public schools suggesting the teacher as the main determinacy of the end of test results as not true. On the other hand, Mokoena (2012) reports that school leaders wishing to enhance the levels of trust among the stakeholders should consider these indicators of participative management effectiveness in carrying out their leadership duties and responsibilities.

When children are encouraged and supported in learning by parents, they do well in schools. According to Olguin and Keim (2009), some parents in USA are indifferent about schools unless when a controversial issue occurs. Parents do not attend meetings and this discourages school management. In South African societies, it has been noted that absence of a parent from home creates tension and motivational problems hindering academic progress of the pupils.

A study conducted in Philippine public schools indicated that effective involvement of stakeholders in corporate governance would lead to a more democratic approach in which planning and decision making are devolved to the individual schools which leads to high academic performance (Zoega, Valdimarsdottir & Hernandez-Diaz, 2012). In South African education according to the Task Team Report, new education policy required schools to involve all the stakeholders who included parents, pupils, school committees and other stakeholders to ensure efficient and effective delivery of services (Msila, 2014).

Although it is the Kenyan government's policy to ensure the delivery of quality education in schools, performance has remained poor despite the various interventions by policy makers and implementers. In the pursuit of improvements, schools like other organization involve stakeholders in the school governance. Most of these innovations towards better school outcomes assign utmost importance to the quality of governance in schools. According to Gastic, Irby and Zdanis (2008) schools need support of the other stakeholders such as teachers, parents, community leaders and students to succeed. However in developing countries, like Kenya various stakeholders do not participate fully in education matters contributing to poor academic performance .This study therefore seeks to investigate how stakeholders participation influence academic performance in public primary school in Uringu division, Meru County.

1.2 Statement of the Problem

According to Mokoena (2012), participative management (PM) that includes parents, learners, teachers, community leaders, members of the school governing body and the head teacher positively influences the academic performance of pupil's. The involvement of various stakeholders in school management has been found to influence academic performance in other countries. For instance, burke and Hara (2008) found that parent involvement was a significant factor in both accelerated and sustained student academic performance. Parents' active involvement results in greater recognition of teachers' skills, better teacher evaluations from their principals and hence teacher's improved motivation.

Public schools in Kenya are often criticized as inefficient, characterized poor academic performance. Some of the reasons for this low pass rate include: poor quality of primary education, often associated with weak school management, insufficient resources, lack of teacher commitment, and inadequate support from the Ministry of Education. Baraza and Nyongesa (2007) rightly note that despite sustained and well-intentioned efforts through targeted resources and strategic support, performance in schools still remain stubbornly low.

In the Kenya primary schools setup, school governing bodies and other stakeholders are mandated to manage the funds and run the affairs of schools (Gakure, Mukuria & Kithae, 2013). The Education Act provides guidelines for the school governing body and the head teacher on their roles and responsibilities in managing the affairs of the school. However, some members of

school governing bodies and head teachers either have little or no knowledge of the Education Act or simply interpret it incorrectly, which results in many schools experiencing resource mismanagement and poor pupils academic results. They also pointed out that although the Ministry of Education has been providing management training through the Kenya Educational Management Institute (KEMI) for school governing bodies and stakeholders especially the head teachers, many schools still encounter problems in this area and this translates into poor or low mean grades in pupils' academic results. Therefore, this study sought to establish the influence of stakeholders' participation in primary school management on academic performance in Uringu Division, Meru County.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of stakeholders' participation in primary school management on academic performance in Uringu Division, Meru County.

1.4 Objectives of the Study

The specific objectives of the study were:

- i. To assess how the head teachers management skills in primary school management influence academic performance in Uringu division
- ii. To explore the influence of teachers participation in primary school management on academic performance in Uringu division
- iii. To examine the influence of pupils' participation in primary school management on academic performance in Uringu division
- iv. To investigate the influence of parents' participation in primary school management on academic performance in Uringu division

1.5 Research Hypothesis

H₀1 Head teachers' management skills in primary school management influences academic performance in Uringu division

H₀2 Teachers' participation in primary school management influences academic performance in Uringu division

H₀₃ Pupil's participation in primary school management influences academic performance in Uringu division

H₀₄ Parents' participation in primary school management influences academic performance in Uringu division

1.6 Significance of the Study

The study is of great importance to teachers and school administrators because it generated knowledge and awareness on the influence of stakeholders' participation (head teachers, teachers, pupils and parents) in management on academic performance.

The study added to existing knowledge on the effect of stakeholders' participation in primary school management on academic performance, specifically in KCPE performance. The study also provided a base upon which other studies can be done on stakeholders participation in primary school management and academic performance.

To the government of Kenya and policymakers, the study provides information that can be used to enhance stakeholders' participation in primary schools management and hence improve academic performance. In addition, the study provided information that can be used to formulate policies to protect the stakeholders and resources in primary schools in Kenya.

Further, the information from this study is useful to the Ministry of Education when formulating training materials for head teachers and other stakeholders for in service courses. This might help them to ensure that they are trained on the importance of stakeholders' involvement in decision making.

1.7 Basic Assumptions of the Study

In this study, the following assumptions were made;

- i. The respondent would read, understand and be able to answer, through writing the questions, in the survey tool.
- ii. All participants would be co-operative and provide reliable, accurate and honest responses to the best of their ability.

- iii. Stakeholder participation in management affects the activities undertaken in the school environment

1.8 Limitations of the Study

The study was limited to the effect of parents, pupils, teachers, head teachers management skills involvement in primary school management on academic performance. In addition the study was restricted to Uringu Division, Meru County. This was due to lack of adequate time and resources to allow the researcher to carry out an extensive study in the entire County.

The researcher was faced with socio economic and environmental challenges like bad weather, distance and lack of receptiveness from the respondents because they may be wary of divulging their personal information. This was avoided by visiting the respondents and creating a rapport and also explaining the purpose of the exercise.

Due to logistic challenges, it was not possible to trace all the parents and other education stakeholders in the region and seek their views on the effect of stakeholders' participation on academic performance in primary schools and hence the study only used class representatives in each of the schools.

1.9 Delimitation of the Study

This study only covered primary public school in Uringu Division, Meru County. The study also intended to collect data from parents, teachers, head teachers and school committee on the influence of stakeholders' participation in public primary schools management on pupils' academic achievement in the area. The study excluded the sponsors, union bodies, politicians and quality assurance officers because of the wide scope of the study.

1.10 Definition of Significant Terms used in the Study

Stakeholder: is a person, group or organization that has interest or concern in an organization. They can affect or be affected by the organization actions, objectives and policies.

Stakeholder's Involvement: is the process by which a group engages people who may be affected by the choices and decisions it makes or can influence the execution of its decisions

Academic Performance: It is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment

Parents Participation: This is the involvement of pupils' parents in the management the schools

Teachers' Participation: This is the involvement of teachers in the management of the schools

Management Skills: The ability to make decisions and lead subordinates within a school. Three most common skills include: human skills - the ability to interact and motivate; technical skills - the knowledge and proficiency in the trade; and conceptual skills - the ability to understand concepts, develop ideas and implement strategies.

1.11 Organization of the Study

This study is organized into five chapters each giving details of the sections. The first chapter is the introduction chapter and hence it highlights the background of the study, statement of the problem, purpose of the study, objectives of the study research questions and significance of the study, assumption of the study, limitations /delimitations and operational definitions of terms used in the study.

The second chapter presents a review of literature. The subsections of this chapter included an introduction, review of variables, theoretical framework, conceptual framework, conceptual framework, gaps in literature reviewed and summary of literature review. The third chapter dealt with research methodology and focused on research design, target population, sample size and sampling procedures, sample size, sampling procedure, data collection instrument, pilot testing of the instruments, validity of the instrument, reliability of the instrument, data collection procedures, data analysis techniques, ethical considerations and operational definition of the variables. The fourth chapter dealt with data analysis, presentation and interpretation. The last chapter covered summary of the findings, discussions, conclusion and recommendations for policy and practice and areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the related literature review as per the objectives of the study: influence of head teachers' management skills, teachers' participation, pupils' participation and parents' participation in primary school management on academic performance. This is then followed by a theoretical framework, explanation of relationships of variables in the conceptual framework, gaps in literature reviewed and summary of literature.

2.2 Head Teachers' Management Skills and Academic Performance of Pupils

According to Riley (2008), head teachers are considered as the main source of leadership by the staff, parents and governors. This therefore calls for head teachers to be knowledgeable in educational matters. Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies. Managerial skills of head teachers therefore contribute to the general performance of schools. Kenya has established KESI, an institute that organizes in-service courses for administrators. KESI was established in 1981 to serve as an instrument for the development of administrative staff for the ministry of education. Its main concern was those teachers who had barely taught for two years after college and were being appointed head teachers without induction. Courses offered by KESI are tailored to address the practical day to day school administration matters, finances and the managerial aspects of school administration. Management skills include technical skills, human relations skills, conceptual skills, time management skills and infrastructure management skills (Nongubo, 2004).

The technical skill is concerned with expert knowledge in a given field, particularly involving methods and techniques and the ability to analyse issues. It is with the right way of doing things using the correct technique. Head teachers need to know current issues and trends in education. They should also be competent in their subject areas so as to set standards for the rest. Since they are tasked with the finances of institutions, they should be conversant with accounting. Cases of fund misappropriation are rife in the education sector in Kenya (Ndiku, Simiyu & Achoka, 2009). In Britain, as it is in many countries, one can only be a head of a school if he or she is a

qualified school teacher. Such a person not only requires pedagogical skills but also needs to understand the trends in education. Also, it has been found out in Britain that, other non-education qualifications such as Masters of Business Administration and other Masters Degrees have proved to be very useful in helping deal with leadership challenges.

Misoloh (2011) indicates that interpersonal skills are of great assistance when it comes to dealing with the aspect of human resources. The head teacher needs to get along with the others. This skill is good for team building and motivation of the junior staff. For work to be coordinated and tasks shared in any institution, members should have a harmonious relationship. Time that would have been spent on solving conflicts between members is used for productive work. Leadership styles fall under human relations skills. These styles include authoritarian, democratic and laissez faire. An authoritarian leader uses power and authority repressively to dominate and negatively control the juniors under him or her. In a school situation, such a head teacher will not appreciate the ideas of the teachers. This style runs the risk of the teachers alienating the head or becoming rebellious or still sabotaging him. A head teacher who is democratic encourages teachers to share in making decisions about school-related problems. He can also involve parents, pupils and stakeholders in making decisions that may affect the entire school community. Another style of leadership is the laissez faire style in which the leader simply abdicates responsibility. The manager constantly refers everything back to others rather than make a decision. This gives room for those who are loud mouthed to win. Head teachers improve the teaching and learning of pupils and therefore their academic outcome through their influence on staff motivation, commitment, teaching practices and developing teachers' capacities for leadership. After realizing the need to professionalize school leaders, England has seen the need for certified training for head teachers to provide for management skills not included in teacher training. Interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning (Cheruto & Kipkoech, 2011). Delegation of duties and responsibilities builds a system of shared leadership and decision making empowering teachers to make timely decisions in their areas of operation. As observed above, the head teacher is pivotal in the success of a school.

As the policy makers and policy implementers, head teachers need to have a clear vision for their institutions. They need to have clear long term goals with an elaborate road map to achieve them. Decision-making, problem-solving and creative skills are key components of the conceptual

skills. As managers head teachers are tasked with making decisions that determine the direction and progress of their institutions. This is not easy as decision making is a skill that needs to be developed and nurtured through experience and training (Nongubo, 2004). Decision making involves identifying alternatives and then choosing the most appropriate alternative. Precedents may form a basis for certain decisions, thus making experience an important factor. Head teachers need to differentiate whether the decisions are policy related, organizational, personal or ideological. Head teachers may be required to consult their seniors, peers and their teachers in the decision making process. Schools have hierarchies with deputies, SMTs, senior teachers, heads of departments and class teachers who play a role in a school's decision making (Wadesango & Sisulu, 2012).

Time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task. Goals should be written down and that they should be important so as to motivate an individual (Sapungan & Mondragon, 2014). Time management skills will also lead to the head teacher to prioritizing those tasks that must come first and those that may have to wait. Though public schools have a similar timetable, each school decides which lesson precedes the other to minimize time wastage. Time management skills will ensure the timetable is learner friendly and takes into consideration all other aspects of the school situation. At the beginning of the school term the head teacher needs to have a plan or a calendar of activities for the term. This shows the activities that the school will engage in throughout the term. These include; games and other co-curricular activities, tests and examinations and meetings (Cheruto & Kipkoech, 2011).

Poor infrastructure is one of the major barriers to improving access to primary education in Kenya. Kibaara and Ndirangu (2014) report adds that physical facilities are important in both school attendance and achievement. Therefore, the infrastructure of a school has a direct bearing to the achievement of learners in examinations. Learning takes place better in an environment that is conducive and this includes good structures, in form of classrooms, libraries, workshops etc. There has been a shortage of permanent classrooms and even those in existence are generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance.

2.3 Teachers' Participation in Management and Academic Performance of Pupils

The hierarchical structure that places head teachers at the apex of a pyramid of staff is a common feature in secondary schools in Kenya. In this arrangement, school heads are poised to use their superior knowledge and experience to direct and control the working of the entire school. This negatively affects efficiency and productivity of the schools because teachers work at half steam because they are not effectively involved in decision making to make them feel as part of the schools (Armstrong, 2004). Owing to the dynamics of professionalism and diversity of ideas in secondary schools occasioned by staffing schools with professionally trained teachers and the need to decentralize decision making to the lower levels, the hierarchical structure in management of schools is challenged. On many occasions head-teachers have been advised to involve teachers in decision making as a way of motivating them and to create a feeling of belonging (Ndiku, Simiyu & Achoka, 2009).

According to Armstrong (2004) teachers' involvement in decision making enhance pupils' academic performance. Lahler (2006) discovered that teachers have all the willingness and skills needed to the job but will always need to be involved in school activities and decision making processes. Mumbe (2008) in his study on leadership style and teacher satisfaction in primary schools identified that delegation of authority can only be successful when the subordinates have ability, information and are knowledgeable about the task and their willingness to perform and take decisions.

Further, Knell (2006) found significant differences between teachers' involvement in school governance and pupils' academic performance. This correlation study indicated that those head teachers who held the most favourable attitudes towards stakeholders involvement perceived the stated organizational conditions as barriers to participation and those head teachers who held less favourable attitudes towards participation did not perceive these conditions as barriers to involvement. In addition, Misoloh (2011) established that leadership is a very strong predictor of school performance and teachers and students play a significant role in enhancing the academic success of a school. The study recommended that principals of secondary schools should be encouraged to use democratic leadership style since the style is positively related to students' academic performance excellence. In addition, teachers should actively be involved in the day -

to-day running of the school-so as to enable them to contribute positively towards enhancing the academic glory of the school.

Cheruto and Kipkoech (2011) established that teachers in secondary schools are involved in managerial decisions but at lower levels. Head teachers should therefore evaluate and identify teachers' needs on managerial decisions in order to facilitate further training on the same. This in turn would encourage teachers' participation and enhance team spirit in decision making that would result in efficiency in management of secondary schools. Further, Wadesango and Sisulu (2012) established that insignificant teacher participation in critical school issues result in low staff morale and this culminate in stressful school governance.

2.4 Involvement of Pupils in School Management and Academic Performance of Pupils

Participation in management is about pupils getting involved in all aspects of school leadership, management, systems and structures. It is not about just 'taking part' in school or lessons. It is about getting involved in real decision-making in school, which is systematic, consistent and sustained (Lahler, 2006). It implies that a range of avenues are available for all pupils and not just representatives on school councils. It is about participation of pupils in decision-making threaded continuously through all the key aspects of school life and teaching, learning and curriculum. According to Livingstone (2012), pupil participation, in practice, means opening up opportunities for decision-making with children and young people as partners engaging in dialogue, conflict resolution, negotiation and compromise – all important life skills. Children and young people's personal development and our democracy will benefit from their learning about sharing power, as well as taking responsibility.

When pupils become involved in the governance of a school, the school can benefit enormously and become better equipped to meet their needs. Schools involved in pupil participation initiatives indicated that involving pupils more in school life can have positive impacts for themselves, the school and staff (Lienhart & Willert, 2002). It can lead to improvements in achievement and learning, pupils feeling more confident in their learning, improvements in teaching practice, better discipline and behaviour and more positive community relationships between the school, children and adults. Involving pupils in governance can also bring a sense of legitimacy to the school (Mumbe, 2008). Decisions can then be viewed as legitimate and not as

something that have been imposed from above. Getting pupils involved in governance can also help to bring fresh, new perspectives and ways of looking at and thinking about a whole range of issues (Lockheed, Marlaine & Verspoor, 2005).

Riley (2008), states that it is rare that children's voices are heard in school management. Riley further argues that children have much to learn, much to be taught, but they are not empty vessels, and they also have much to give. His view that learners' voices deserve to be listened to and that they can make a significant contribution to creating a vibrant school community of learners. A recent South African study on learner involvement in school management revealed that this aspect is still a challenge in many schools and which had an impact of pupils' academic performance. Nongubo (2004) found that learner involvement in school management is still problematic, though it is presently provided for by policies that govern schools, including the South African Schools Act.

Nongubo (2004) suggests that the reason for minimal learner involvement in school management is that there is an indecisive and autocratic mind set among educators regarding the issue of learner involvement in governance and management. Pupils' participation in school administration refers to participation of pupils in collective decision-making at school or class level and to dialogue between prefects and other decision-makers in the school. Pupils' participation in decision making in schools is often viewed as problematic to school administrators, parents and society at large. Thus pupils' participation in decision making is often confined to issues concerned with pupils' welfare and not in core or major governance issues. The extent of pupils' involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. In a study by Bisschoff and Phakoa (2009) indicates that learners are not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all other stakeholders. The literature survey conducted by Bisschoff and Phakoa (2009) was based on the position of minors in governing bodies of public secondary schools in England, Japan and Kenya. According to the studies conducted, South African learners appeared to be dissatisfied with their representation, however, the findings of these Scholars revealed that, compared with England, Japan and Kenya, South Africa represents a unique educational scenario in terms of learner representation (Bisschoff & Phakoa, 2009).

Kiprop and Tikoko (2011) indicate that although there are attempts to include views of students in school policy, such attempts are mainly tokenistic and do not extend to core management issues. Students are only allowed to participate in student welfare issues but were deemed to be immature and therefore unable to participate neither in administrative issues such as managing funds and budget nor in curriculum issues such as teaching methods or number of exams.

2.5 Parents' Participation in School Governance and Academic Performance of Pupils

Parents play an important role in their children's ability to achieve academically. Every parent should be involved in their children's education. In order for children to succeed in academics, there needs to be a good foundation in place in their homes as well as routines, boundaries, support, and rules that govern the home. These components create stability and an environment that is conducive to learning and achieving success in their academic studies as well as life in general (Livingstone, 2012; Hatry et al., 2004).

The role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement. In recent years as explained by Banks (2002), certain educational organizations and international conferences have concentrated almost entirely on the issue of partnership between schools and parents; for example the Parents in Education Research Network, European Research Network about Parents in Education. Education is Partnership Conference, Copenhagen, November 1996 among others. This is an indication that within this area of parents' role in education lies a vast spread of concerns and purposes. Bisschoff and Phakoa (2009) pointed out that parents have rights in terms of their children's education. He introduced an insight of viewing 'parents as consumers'. This view demonstrates education as a commodity and parents are given the right to 'shop' for their children's education in the school of their choice. However, Blase and Blase (2004) differed by explaining that this view of parent power, together with the notion of schools' partnership with parents is rhetoric since in reality there is little opportunity for parents to exercise an individual or collective 'voice' which will have an effect on the children's school experience.

An alternative view suggested by Bryk and Schneider (2005) is that parents can be seen as a 'problem' for teachers. Since in particular children are frequently judged to come from 'poor backgrounds', from a home environment which is unsupportive to the school and unsupportive

of the educational process. There is also the widespread belief amongst educationalists that working class parents do not stimulate their children adequately and in particular do not develop their education performance (Cheng & Cheung, 2003).

Sapungan and Mondragon (2014) did a study on parental involvement importance, barriers and benefits in child's education. The authors exemplify the fact that parents' involvement in their child's learning process offers many opportunities for success- improvements on child's morale, attitude, and academic achievement across all subject areas, behaviour and social adjustment. This study underscores that the most common obstacle to parental participation is the parents' pessimistic attitude towards supporting school where their children are enrolled in, and the "we-don't-care-attitude" among parents. It further indicates that parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial.

Further, Kibaara and Ndirangu (2014) conducted a study to investigate the effects of parents' involvement in their children's academic achievement in twenty one public schools in Kieni West Sub-County in Nyeri County. The findings of the study indicated that most of the parents interviewed participated in school events and activities and monitored their children's homework. The parents believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition, most parents felt that organized parental involvement programmes can improve their relationship with their children. Major recommendations included identifying the type of parental involvement in place, parent's awareness programmes through seminars and workshops and holding teacher parents conferences.

2.6 Theoretical framework

The study was based on Bertalanffy (1968) social systems theory. From a biological point of view, an organism is an integrated system of interdependent structures and functions. An organism consists of cells and a cell consists of molecules which must work in harmony. A system is an entity made up of two or more interdependent parts that interact to form a functioning organism. The phrase 'interdependent parts' is very important and means that a manager should not look for a single cause of a problem. A system can either be open or closed. An open system interacts with its environment (Drack, Apfalter & Pouvreau, 2007). All

biological, human and social systems are open systems and many physical and mechanical systems are closed systems. Traditional organization theorists regarded organization as closed systems while modern view is to treat it as an open system having constant interaction with its environment. In other words, an organization is an open system that interacts regularly with external forces such as government agencies, customers and suppliers (King, 2009).

The open system concept is the first part of the two parts of systems theory. The second part is the impact of changes within an organization. The changes in one part of the organization affect all other parts of the organization. The boundaries of open systems are permeable or penetrable, flexible and changeable depending upon its activities. The function of the management is to act as a boundary-linking pin among the various subsystems within the organizational system.

In a school, the organism represents the academic performance while a cell represents a parent. A group of cells represents a group of parents. Each cell has molecules and these molecules will represent the influence from each parent, pupil, teacher and head teacher. The influence could be social, economic or cultural. Each group of parents, teachers and pupils will form a structure of the school and this will have a specific role to play in the school. The failure of the structures to perform well leads to low academic achievement of the school.

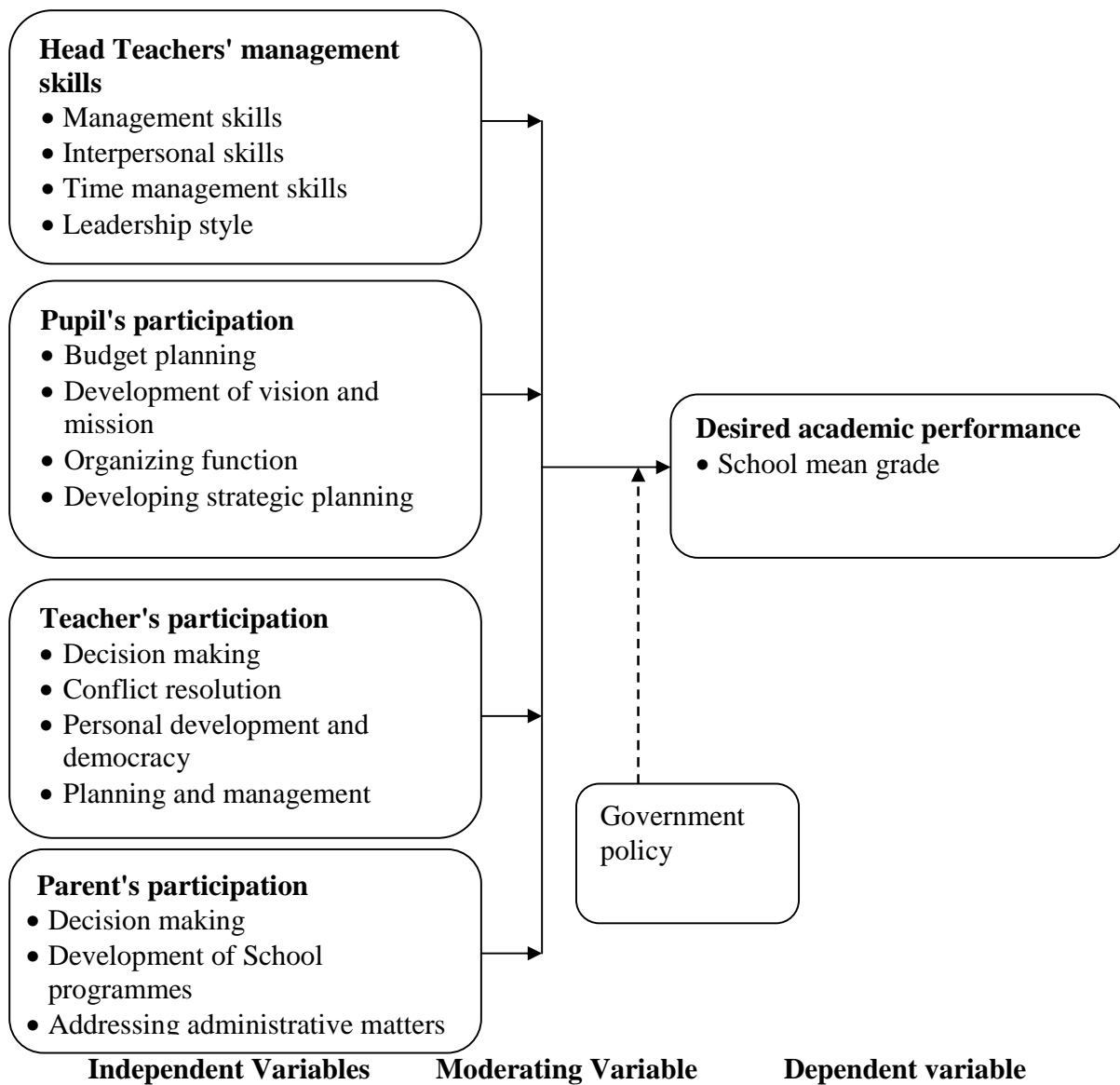
The systems theory contends that all systems are purposeful and goal directed. Schools for example exist to achieve objectives through the collective effort of individuals and groups in the systems. The success of a school in achieving its goals depends in large part upon the facilitating effects of several subsystems within the system. Subsystems which include teachers, pupils, parents and head teachers are designed to achieve order and organization in the face of environmental demands. Schools are open systems; they operate within a larger context with which they exchange matter, energy, and information through formal and informal feedback processes e.g. the local community. Hence the achievement of the school goals will be a result of successful interaction of the various parties involved.

2.7 Explanation of Relationships of variables in the Conceptual framework

Participative management encourages the involvement of teachers, parents, head teachers and pupils at all levels. They are invited to share in the decision-making process of their schools by

participating in activities such as setting goals, determining work schedules, and making suggestions. The study is conceptualized based on the variables used in this study which are represented diagrammatically to show relationship between them by illustrating the influence of the independent variables on the dependent variables in order to give coherence. Independent Variables include; teachers' participation in management, Parents' involvement in management, pupils participation in management and head teachers management skills. On the other hand, the dependent variable will be the academic performance of pupil's. The moderating variable will be government education policy.

Figure 1: Conceptual Framework



2.8 Gaps in Literature Reviewed

Various studies have been conducted on stakeholders' participation in primary school management globally and locally. For instance, globally, Lekhetho (2013) did a study on stakeholder perspectives on strategies that can improve student performance in the school-leaving examinations in Lesotho and Mokoena (2012) conducted a study on the effective participative management of stakeholders in schools. However, since these studies were not conducted in Kenya, their findings cannot be generalized to Kenya and more specifically to Uringu division.

In Kenya, Misoloh (2011) did a study on the influence of participatory management on students' academic performance in public secondary schools in Rarieda District. However, the study was conducted in a secondary school set up which is very different from a primary school set up. This study therefore seeks to fill this research gap by investigating the influence of stakeholders' participation in primary school management on academic performance in Uringu Division, Meru County.

2.9 Summary of Literature Review

This chapter has reviewed relevant literature on the influence of stakeholders' involvement in public primary school management on pupils' academic performance. It was established in this literature that head teachers are considered as the main source of leadership by the staff, pupils and parents. This therefore calls for head teachers to be knowledgeable in educational matters and managerial matters. Managerial skills necessary for school management include technical skills, human relations skills, conceptual skills, time management skills and infrastructure management skills. It was also found that teachers' involvement in decision making enhance pupils' academic performance. Teachers desired greater involvement in decision making than they were currently involved.

Further, pupils' involvement in management can lead to improvements in achievement and learning, pupils feeling more confident in their learning, improvements in teaching practice, better discipline and behaviour and more positive community relationships between the school, children and adults. Lastly, parents were found to play an important role in their children's ability to achieve academically. Every parent should be involved in their children's education. In

order for children to succeed in academics, there needs to be a good foundation in place in their homes as well as routines, boundaries, support, and rules that govern the home. These components create stability and an environment that is conducive to learning and achieving success in their academic studies as well as life in general.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a methodology that was used in the research. This includes aspects such as the research design, target population, the sample size and sampling procedure, research instruments, pilot testing, instrument validity and reliability, data collection method and data analysis techniques.

3.2 Research Design

The study used a descriptive survey design. Descriptive survey according to Mugenda and Mugenda (2003) is the process of collecting data in order to answer questions concerning the current status of the subject under study. Descriptive study also involves an examination of the state of affairs describing, analysing and reporting conditions that exist or that existed (Kothari, 2004). The researcher used this research design since the research intends to generate statistical information to be used to describe the then current relationship between the influences of stakeholder's involvement in primary schools management and pupils' academic achievement in public primary schools in Uringu Division, Meru County.

3.3 Target population

Kothari (2004) defines the target population as all the members of the real set of people, events or objects to which the researcher wishes to generate the findings. The target population of this study was teachers, parents and head teachers. There are 32 public primary schools in Uringu Division, Meru County with 521 teachers, 32 head teachers and 1632 class eight pupils. Since it is challenging to get parents in Uringu Division, this study purposively used the class representatives of each school to represent the parents' body. Therefore the number of parents' will be 256. The unit of analysis in this study was schools and the unit of observation was parents, teachers, pupils and parents. The target population was therefore 2441 respondents.

Table 3.1: Target Population

Category	Target Population
Teachers	521
Head teachers	32
Class Eight Pupils	1632
Parents	256
Total	2441

3.4 Sample Size and Sampling Procedures

3.4.1 Sample Size

This study used Krejcie & Morgan (1970) sample size determination table to obtain the sample size. According to the table for a population of 2441, a sample size of 331 should be selected. This sample size was distributed among the four categories of stakeholders.

Table 3.2: Sample Size

Category	Target Population	Sample Size
Teachers	521	71
Head teachers	32	4
Class Eight Pupils	1632	222
Parents	256	35
Total	2441	331

3.4.2 Sampling Technique

This study used stratified random sampling to select 71 teachers, 4 head teachers, 222 class eight pupils and 35 parents. In statistics, a simple random sample is a subset of individuals (a sample) chosen from a larger set (a population). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals.

3.5 Data Collection Instruments

This study used both primary and secondary data. Secondary data was obtained from KCPE results for the last five years. This included the mean grades over the five years. The study used a

questionnaire as the primary tool for data collection. The use of questionnaire in this study had several advantages, which include its ability to reach all respondents and was economical to use in terms of money and time. The questionnaire was structured with closed-ended and likert questions. The structured questions were used in an effort to conserve time and money as well as to facilitate an easier analysis as they are in immediate usable form. For the closed-ended questions, a Five-point Likert Scale was used which included: (5) strongly agree (4) agree (3) Neutral (2) disagree (1) Strongly disagree. The strongly agreed responses was scored at 5 for direct positive responses while those of strongly disagree was scored at 1 for direct negative responses. Closed ended questions were included because they are easier to administer and to analyse.

3.5.1 Pilot Testing of the Instruments

The questionnaire was randomly administered to 10% of the respondents from the sample population. This helped in refining the questions through rephrasing and removal of ambiguous questions. It also helped to remove typographical errors. The pilot testing process was used to determine if questions asked are relevant and appropriate. The questionnaires were ready for distribution once all the issues have been addressed. Pilot testing process helps to check on the clarity and suitability of the wording in the questionnaire.

3.5.2 Validity of Research Instruments

According to Creswell (2008) validity is the extent to which results acquired from process of analysis of the data actually embodies the phenomenon under study. There are two types of validity: content validity and face validity. Face validity refers to probability that a question is misinterpreted or misunderstood. According to Cooper and Schindler (2006) pre-testing is a proper way to increase the possibility of face validity. On the other hand, content validity, also referred to as logical validity, refers to the degree to which a measure depicts all facets of a given social construct. In this study, the content validity was improved by seeking the opinions of experts in the field of study, particularly the supervisors. Also, the face validity of the research instrument was improved by carrying out a pilot test and changing any unclear and ambiguous question.

3.5.3 Reliability of Research Instruments

Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. The study used Cronbach's Alpha to measure the reliability of the research instruments. The alpha value ranges between 0 and 1 with reliability increasing with the increase in value. Coefficient of 0.6-0.7 is a commonly accepted rule of thumb that indicates acceptable reliability and 0.8 or higher indicated good reliability. The pilot data was not included in the actual study

According to the findings, head teachers managerial skills had a Cronbach reliability alpha of 0.724, teachers participation in school management had a Cronbach reliability alpha of 0.732, pupils' involvement in school management had a Cronbach reliability alpha of 0.698 and parents' participation in school management had a Cronbach reliability alpha of 0.711. This clearly shows that the research instrument was reliable and hence no amendments were needed.

Table 3.3: Cronbach Reliability Alpha

Construct	Cronbach reliability alpha
Head teachers managerial skills	0.724
Teachers participation in school management	0.732
Pupils' involvement in school management	0.698
Parents' participation in school management	0.711

3.6 Data Collection Procedures

The researcher applied for a research permit from the National Council of Science and Technology Council. The researcher shall also write a letter of transmittal of data collection instruments to individual respondents. The researcher booked an appointment with the respondents and agree on the timings for filling the questionnaires. The questionnaires will be administered with the help of two research assistants. The questionnaires were both hand delivered as well and emailed to the respondents. Follow-ups were made on daily basis to

monitor the progress of the respondents in filling up the questionnaires. The data collection exercise was expected to take approximately two weeks.

3.7 Data Analysis Techniques

Data analysis process entails the process of packaging the collected data putting in order and structuring its major elements in a way that the results can be easily and efficiently communicated. Data analysis was quantitative. Quantitative data was analysed by use of the statistical package for social sciences (SPSS version 20). Preceding the analysis, a codebook for the different quantitative variables will be prepared on the basis of the numbering structure of the questionnaires. All the questionnaires were numbered prior to data collection to make the referencing easier.

After confirming that all the data entered is accurate, descriptive statistics was utilized to analyse quantitative data. Descriptive statistics are frequency distribution, percentages, measures of central tendencies (mean) and measures of dispersion (Std deviation). The data was then presented in tables and graphs. Descriptive statistics help the researcher to significantly explain distribution of measurements and to also explain, organize and review data (Creswell, 2008).

Additionally, correlation analysis was used to establish whether there is a relationship between the dependent and the independent variables. The study applied a 95% confidence level. A 95% confidence interval indicates a significance level of 0.05. This implies that for an independent variable to have a significant consequence on the dependent variable, the p-value ought to be below the significance level (0.05).

3.8 Ethical Considerations

The researcher obtained a data collection permit from the National Council of Science and Technology. Upon visiting every sampled primary school, the researcher introduced himself to the present school administrator and explained the purpose and nature of the study without pre-empting its results. She then sought consent to carry out the research in the school which involved interaction with the learners and the teaching personnel and making observation within the school environment. After being granted permission, the researcher requested the school administrator to organize a convenient interaction place and arrange on how to select the

participants. The researcher assured the participants confidentiality of information provided by explaining that the information to be obtained (from them), was only used for the purpose of the study and no undesirable persons had access to it. In addition, the researcher asked the participants to respond to the questionnaire without writing neither their names nor of their school.

3.9 Operational definition of variables

Table 3.4: Operational Definition of Variables

Variable	Indicators	Measurement scale	Data Collection Instrument	Data analysis
Head teachers management skills	<ul style="list-style-type: none"> • Management skills • Interpersonal skills • Time management skills • Leadership style 	Ordinal	Questionnaire	<ul style="list-style-type: none"> • Mean • Standard deviation • Pearson's Rank Correlation
Teachers' participation	<ul style="list-style-type: none"> • budget planning • Development of vision and mission • organizing function • Developing strategic planning 	Ordinal	Questionnaire	<ul style="list-style-type: none"> • Mean • Standard deviation • Pearson's Rank Correlation
Pupils' participation	<ul style="list-style-type: none"> • Decision making • Conflict resolution • Personal development and democracy • Management 	Ordinal	Questionnaire	<ul style="list-style-type: none"> • Mean • Standard deviation • Pearson's Rank Correlation
Parents participation	<ul style="list-style-type: none"> • Decision making • School programmes • Addressing administrative matters 	Ordinal	Questionnaire	<ul style="list-style-type: none"> • Mean • Standard deviation • Pearson's Rank Correlation
Academic Performance	<ul style="list-style-type: none"> • School mean grade 	Continuous	Secondary data	<ul style="list-style-type: none"> • Mean • Standard deviation • Pearson's Rank Correlation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter present the analysis of data, interprets the findings and presents the discussion of key data findings. The chapter comprises of demographic information, findings on academic performance, head teachers management skills, teachers participation in primary school management, pupils' participation in primary school management and parents' participation in primary school management.

The sample size of this study was 331 respondents, who included 71 teachers, 4 head teachers, 222 class eight pupils and 35 parents.

Table 4. 1: Response Rate

Respondents	Sample Size	Responses	Response rate
Teachers	71	71	100.00
Head teachers	4	4	100.00
Class Eight Pupils	222	190	85.58
Parents	35	27	77.14
Total	331	292	88.22

From the findings as shown in table 4.1 above, the teachers had a response rate of 100%, head teachers had a response rate of 100%, class eight pupils had a response rate of 85.58% and parents had a response rate of 77.14%. On average, the study had a response rate of 88.22%. According to Babbie (2002) any response of 50% and above is adequate for analysis thus 77.32% is even better.

4.2 Demographic Information

The demographic information of the study comprised of age of the respondents their level of education and the experience of teachers and headmasters.

The respondents were asked to indicate their age bracket. The findings were as presented in table 4.3.

Table 4.2: Age of the Respondents

			Category				Total
			Head teachers	Teachers	Parents	Pupils	
Age	Below 30	Count	0	14	0	0	14
		%	0.0%	19.7%	0.0%	0.0%	4.8%
	31-35	Count	0	15	8	0	23
		%	0.0%	21.1%	29.6%	0.0%	7.9%
	36- 40	Count	2	14	9	0	25
		% wit	50.0%	19.7%	33.3%	0.0%	8.6%
	41-45	Count	1	15	6	4	26
		%	25.0%	21.1%	22.2%	2.1%	8.9%
	12-13 years	Count	0	0	0	57	57
		%	0.0%	0.0%	0.0%	30.0%	19.5%
	14-15 years	Count	0	0	0	78	78
		%	0.0%	0.0%	0.0%	41.1%	26.7%
	16-17 years	Count	0	0	0	51	51
		%	0.0%	0.0%	0.0%	26.8%	17.5%
	Above 46	Count	1	13	4	0	18
		%	25.0%	18.3%	14.8%	0.0%	6.2%
	Total	Count	4	71	27	190	292
		%	100.0%	100.0%	100.0%	100.0%	100.0%

From the findings, 50% of the head teachers indicated that they were aged between 36 and 40 years, 25% indicated that they were aged between 41 and 45 years and the same percent (25%) indicated that they were above 46 years in age. In addition, 21.1% of the teachers indicated that they were aged between 31 and 35 years, the same percent (21.1%) indicated that they were aged between 41 and 45 years, 19.7% indicated that they were aged between 41 and 45 years and the same percent (19.7%) indicated that they were below 30 years in age.

Further, 33.3% of the parents indicated that they were aged between 36 and 40 years, 29.6% indicated that they were aged between 31 and 35 years, 22.2% indicated that they were aged between 41 and 45 years and 14.8% indicated that they were 46 and above years in age. Additionally, 41.1% indicated that they were aged between 14 and 15 years, 30% of the pupils indicated that they were aged between 12 and 13 years and 26.8% indicated that they were aged between 16 and 17 years.

The teachers and head teachers were requested to indicate their experience as teachers in years.

The findings were as shown in table 4.3.

Table 4.3: Teachers and Head teachers Work Experience

			Category		Total
			Head teachers	Teachers	
Work experience	Below 5 years	Count	1	19	20
		%	25.0%	26.8%	26.7%
	5-10 years	Count	2	22	24
		%	50.0%	31.0%	32.0%
	11-15 years	Count	1	10	11
		%	25.0%	14.1%	14.7%
	16-20 years	Count	0	9	9
		%	0.0%	12.7%	12.0%
	Over 21 years	Count	0	11	11
		%	0.0%	15.5%	14.7%
Total	Count	4	71	75	
	%	100.0%	100.0%	100.0%	

According to the findings, 50% of the head teachers indicated that they had an experience of between 5 and 10 years, 25% indicated that they had an experience of between 11 and 15 years and the same percent indicated that had an experience of below 5 years. In addition, 31% indicated that they had an experience of between 5 and 10 years, 26.8% indicated that they had an experience of below 5 years, 15.55 indicated that they had an experience of over 21 years, 14.1% indicated that they had an experience of between 11 and 15 years and 12.7% indicated that they had an experience of between 16 and 20 years.

The head teachers, teachers and parents were asked to indicate their highest level of education.

The results were as indicated in table 4.4.

Table 4.4: Head teachers, Teachers and Parents Level of Education

			Category			Total
			Head teachers	Teachers	Parents	
Level of education	Master's Degree	Count	0	1	1	2
		%	0.0%	1.4%	3.7%	2.0%
	Bachelor's degree	Count	2	9	1	12
		%	50.0%	12.7%	3.7%	11.8%
	Diploma	Count	1	27	8	36
		%	25.0%	38.0%	29.6%	35.3%
	Certificate	Count	0	13	10	23
		%	25.0%	18.3%	37.0%	22.5%
	Secondary certificate	Count	0	13	6	20
		%	0%	18.3%	22.2%	19.6%
Primary certificate	Count	0	8	1	9	
	%	0.0%	11.3%	3.7%	8.8%	
Total	Count	4	71	27	102	
	%	100.0%	100.0%	100.0%	100.0%	

From the findings, 50% of the head teachers reported that they had bachelor's degree as their highest level of education, 25% indicated that they had diplomas as their highest level of education and the same percent indicated that they had certificates as their highest level of education. In addition, 38% of the teachers indicated that they had diplomas, 18.3% indicated that they had certificates, the same percent indicated that they had secondary certificates, 11.3% indicated that they had primary certificates, 12.7% indicated that they had bachelor's degree and 1.4% indicated that they had master's degree. Further, 37% of the parents indicated that they had certificates, 29.6% indicated that they had diplomas, 22.2% indicated that they had secondary certificates, 3.7% indicated that they had primary certificates and the same percent indicated that they had master's degree and bachelor's degree.

4.3 Academic Performance

The mean grades for each school was obtained from KCPE results for the last three years and not five years. This is because some schools were new and had done KCPE for only three years.

Table 4.5: Academic Performance

	Minimum	Maximum	Mean	Std. Deviation
2012	173.44	292.38	240.9990	33.12007
2013	194.99	326.51	237.8047	37.49262
2014	175.52	301.24	228.4060	33.40480

From the findings, the average grade for all the schools involved in this study was 240.9990 in the year 2012, 237.8047 in the year 2013 and 228.4060 in the year 2014. In addition, the minimum mean grade was 173.44 in the year 2012, 194.99 in the year 2013 and 175.52 in the year 2014. Further, the maximum mean grade in the year 2012 was 292.38, in the year 2013 it was 237.8047 and in the year 2014 it was 301.24. These findings show that the academic performance of public primary schools in Uringu division was deteriorating over the years.

4.4 Head Teachers Management Skills and Academic Performance

In an effort to assess the head teachers management skills in primary school management influence academic performance in Uringu division, the respondents were asked to indicate their level of agreement with statements on head teachers management skills and academic performance. The study used a scale of 1 to 5, where 1 represents strongly disagree, 2 represents disagree, 3 represents neutral, 4 represents agree and 5 represents strongly agree.

Table 4.6: Head Teachers Management Skills

	Mean	Std. Deviation
Head teachers are considered as the main source of leadership by the staff and parents	4.352	.908
Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies	4.647	.538
Managerial skills of head teachers therefore contribute to the general performance of schools	4.529	.670
Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff	4.568	.621
Interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning	4.421	.776
Head teachers leadership styles affect academic performance	4.772	.697
Head teacher who is democratic encourage teachers to share in making decisions about school-related problems	4.627	.743
Time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task	4.431	.826

From the findings, the respondents agreed with a mean of 4.872 and a standard deviation of 0.970 that head teachers leadership styles affect academic performance of public primary schools in Uringu division. The respondents also agreed with a mean of 4.647 and a standard deviation of 0.538 that successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies in public primary schools in Uringu Division. In addition, the respondents agreed with a mean of 4.627 and a standard deviation of 0.743 that a head teacher who is democratic encourage teachers to share in making decisions about school-related problems. Further, the respondents agreed with a mean of 4.568 and a standard deviation of 0.62156 that head teachers interpersonal skills are of great assistance in team building and motivation of the other staff.

The respondents also indicate that managerial skills of head teachers therefore contribute to the general performance of schools as shown by a mean of 4.529 and a standard deviation of 0.670. In addition, the respondents agreed with a mean of 4.431 and a standard deviation of 0.826 that time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task. The respondents further indicated with a mean of 4.4216 and a standard deviation of 0.77634 that interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning. Additionally, the respondents agreed with a mean of 4.352 and a standard deviation of 0.908 that head teachers are considered as the main source of leadership by the staff and parents.

Correlation analysis was used to determine the relationship between head teachers managerial skills and academic performance of pupils in public primary schools in Uringu division.

Table 4.7: Head Teachers Management Skills and Academic Performance Correlation

		Academic Performance	Head teachers managerial skills
Academic Performance	Pearson Correlation	1	.370
	Sig. (2-tailed)		.000
Head teachers managerial skills	Pearson Correlation	.370	1
	Sig. (2-tailed)	.000	

From the findings as shown in table 4.7, there is a positive significant relationship between head teachers managerial skills and academic performance of pupils in public primary schools in Uringu division as shown by a correlation coefficient of 0.429. The relationship was significant as the p-value (0.000) was less than the significance level (0.05).

The study found that head teachers' managerial skills positively and significantly influence academic performance. The findings concur with Riley (2008) argument that head teachers are considered as the main source of leadership by the staff, parents and governors and hence they play a key role in the academic performance of pupils. In addition, the study established that head teachers leadership styles affect academic performance of public primary schools in Uringu division. The findings concur with Cheruto and Kipkoech (2011) argument that the leadership styles used by head teachers influence the pupils' academic performance. The study also revealed that successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies in public primary schools in Uringu Division. These findings agree with Nongubo (2004) argument that successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies. In addition, the study found that a head teacher who is democratic encourage teachers to share in making decisions about school-related problems.

The study also revealed that head teachers interpersonal skills are of great assistance in team building and motivation of the other staff. The study also revealed that interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning. The findings agree with Misoloh (2011) who indicate that interpersonal skills are of great assistance when it comes to dealing with the aspect of human resources. Managerial skills of head teachers were found to highly contribute to the general performance of schools. In addition, the study established that time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task. These findings agree with Sapungan and Mondragon (2014) argument that time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task. Additionally, the study established that head teachers are considered as the main source of leadership by the staff and parents. These findings concur with Riley (2008) argument that head teachers are considered as the main source of leadership by the staff, parents and governors.

4.5 Teachers Participation in Primary School Management and Academic Performance

In an effort to explore the influence of teachers participation in primary school management on academic performance in Uringu division, the respondents were asked to indicate their level of agreement with statements on teachers participation in primary school management and academic performance.

Table 4.8: Teachers Participation in Primary School Management

	Mean	Std. Deviation
In this school teachers are involved in the budget planning for this school	2.803	0.876
Teachers are involved in developing visions and missions for the school	2.262	0.710
Teachers are involved in the organizing function: defining and structuring roles	2.323	1.020
Teachers' involvement in designing school programmes in this school is highly supported	3.754	1.038
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)	3.941	1.079
Teachers are involved in developing discipline policies of the school	4.352	.886
Teachers are involved in developing the strategic plan for the school	2.058	1.172
Teachers are involved in the procurement of goods and services in the school	3.578	.910

According to the findings, the respondents agreed with a mean of 4.352 and a standard deviation of 0.886 that teachers are involved in developing discipline policies of public primary schools in Uringu Division. The respondents also indicated with a mean of 3.941 and a standard deviation of 1.079 that teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment). Further, the respondents agreed with a mean of 3.754 and a standard deviation of 1.038 that teachers' involvement in designing school programmes in this school is highly supported. Additionally, the respondents agreed with a mean of 3.578 and a standard deviation of 0.910 that teachers are involved in the procurement of goods and services in the school.

The respondents were neutral on the statement whether school teachers were involved in the budget planning for this school as shown by a mean of 2.803 and a standard deviation of 0.876. In addition, the respondents disagreed with the statement that teachers were involved in the organizing function: defining and structuring roles as shown by a mean of 2.323 and a standard deviation of 1.020. The respondents also disagreed with the statement that teachers are involved in developing visions and missions for the school as shown by a mean of 2.262 and a standard deviation of 0.710. Lastly, the respondents disagreed with the statement that teachers are involved in developing the strategic plan for the school as shown by a mean of 2.058 and a standard deviation of 1.172.

Correlation analysis was used to determine the relationship between teachers participation in school management and academic performance of pupils in public primary schools in Uringu division.

Table 4.9: Teachers Participation and Academic Performance Correlations

		Academic Performance	Teachers participation in management
Academic Performance	Pearson Correlation	1	.429
	Sig. (2-tailed)		.000
Teachers participation in management	Pearson Correlation	.429	1
	Sig. (2-tailed)	.000	

The findings, as indicated in table 4.9, show that there is a positive significant association between teachers participation and academic performance of pupils in public primary schools in Uringu division. This is shown by a correlation coefficient of 0.370 and a p-value of 0.000.

The study established that teachers participation in school management positively and significantly influences the academic performance of pupils' in public primary schools. However, according to Armstrong (2004), the hierarchical structure that places head teachers at the apex of a pyramid of staff is a common feature in secondary schools in Kenya. The study revealed that teachers are involved in developing discipline policies of public primary schools in Uringu Division. As earlier indicated by Knell (2006) teachers involvement in school governance and in developing discipline policies increase their morale and motivation, which in turns improves

pupils academic performance. The study also found that teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment).

Further, the study revealed that teachers' involvement in designing school programmes in this school is highly supported. Lahler (2006) had earlier discovered that teachers have all the willingness and skills needed to the job but will always need to be involved in school activities and decision making processes. Additionally, the study revealed that teachers are involved in the procurement of goods and services in the school. In addition, the study established that school teachers were not involved in the budget planning for schools. Further, the study found that teachers were not involved in the organizing function: defining and structuring roles. These findings agree with Cheruto and Kipkoech (2011) who established that teachers in public schools are involved in managerial decisions and organizing function but at lower levels. The study found that teachers are not involved in developing visions and missions for the school. However, according to Armstrong (2004) teachers' involvement in decision making enhance pupils' academic performance. The study also found that teachers are involved in developing the strategic plan for the school. According to Wadesango and Sisulu (2012) insignificant teacher participation in critical school issues like strategic plan development result in low staff morale and this culminate in stressful school governance.

4.6 Pupils' Participation in Primary School Management and Academic Performance

The respondents were asked to indicate their level of agreement with the statements on the influence of pupils' participation in primary school management on academic performance in Uringu division.

Table 4.10: Pupils' Participation in Primary School Management

	Mean	Std. Deviation
Involving pupils in decision making improves academic performance	4.568	.798
Involving pupils in conflict resolution increases their motivation to learn	4.116	1.118
Pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility.	4.369	1.530
Pupils involvement in management lead to improvements in academic achievement and learning	4.222	1.196
Pupils involvement in management makes them feel more confident in their learning	4.455	1.084
Involvement of pupils in management brings improvements in teaching practice	4.256	.937
Involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults	4.229	.907

From the findings, the respondents agreed with a mean of 4.568 and a standard deviation of 0.798 involving pupils in decision making improves academic performance. The respondents also agreed with a mean of 4.455 and a standard deviation of 1.084 that pupils involvement in management makes them feel more confident in their learning. Further, the respondents agreed with a mean of 4.369 and a standard deviation of 1.530 that pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility. In addition, the respondents agreed with a mean of 4.256 and a standard deviation of .937 that involvement of pupils in management brings improvements in teaching practice. Additionally, the respondents agreed with a mean of 4.229 and a standard deviation of 0.907 that involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults. The respondents further agreed with a mean of 4.222 and a standard deviation of 1.196 that pupils involvement in management lead to improvements in academic achievement and learning. Lastly, the respondents agreed with a

mean of 4.116 and a standard deviation of 1.118 that involving pupils in conflict resolution increases their motivation to learn.

Correlation analysis was used to determine the relationship between pupil's participation in school management and academic performance of pupils in public primary schools in Uringu division.

Table 4.11: Pupils' Participation and Academic Performance Correlations

		Academic Performance	Pupil's participation in management
Academic Performance	Pearson Correlation	1	.125
	Sig. (2-tailed)		.032
Pupil's participation in management	Pearson Correlation	.125	1
	Sig. (2-tailed)	.032	

As indicated in table 4.11, there is a positive significant association between pupils' participation and academic performance of pupils in public primary schools in Uringu division. This is shown by a correlation coefficient of 0.125 and a p-value of 0.032.

The study found that pupils' involvement in school management positively and significantly influences academic performance of pupils in public schools. The findings agree with Livingstone (2012) argument that involvement of pupils in decision making plays a significant role in improving discipline and academic performance. However, the findings are contrary to Nongubo (2004) argument that learner involvement in school management is still problematic and can negatively affect their discipline, which would in turn negatively affect their academic performance. The study established that involving pupils in management and decision making improves academic performance as it makes them feel more confident in their learning. Further, the study established that pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility. According to Lockheed, Marlaine and Verspoor, (2005), getting pupils involved in governance can also help to bring fresh, new perspectives and ways of looking at and thinking about a whole range of issues.

In addition, the study revealed that involvement of pupils in management brings improvements in teaching practice. Additionally, the study found that involvement of pupils in management

brings better discipline and behaviour and more positive community relationships between the school, children and adults. According to Kiprop and Tikoko (2011) involvement of pupils in school management improves their confidence, self-esteem, discipline and behaviour. The study found that pupils involvement in management lead to improvements in academic achievement and learning. Further, the study revealed that involving pupils in conflict resolution increases their motivation to learn.

4.7 Parents' Participation in Primary School Management and Academic Performance

In an effort to investigate the influence of parents' participation in primary school management on academic performance in Uringu division, the respondents were asked to indicate their level of agreement with statements on parents' participation in primary school management and academic performance.

Table 4.12: Parents' Participation in Primary School Management

	Mean	Std. Deviation
Parents are encouraged to participate in decision making	4.469	.996
Parents are consulted before making decisions	4.383	.814
Parents are involved in making school programmes	3.979	1.195
Parents are engaged in addressing administrative matters	3.972	1.139
Solving administrative problems with parents improves the academic performance of pupils	4.482	.898

According to the findings, the respondents agreed with a mean of 4.482 and a standard deviation of 0.898 that solving administrative problems with parents improves the academic performance of pupils. The respondents also agreed with a mean of 4.469 and a standard deviation of 0.996 that parents are encouraged to participate in decision making. The respondents further agreed with a man of 4.383 and a standard deviation of 0.814 that parents are consulted before making decisions. In addition, the respondents agreed with a mean of 3.979 and a standard deviation of 1.195 that parents are involved in making school programmes. Lastly, the respondents agreed with mean of 3.972 and a standard deviation of 1.139 that parents are engaged in addressing administrative matters.

Correlation analysis was used to determine the relationship between parents' participation in school management and academic performance of pupils in public primary schools in Uringu division.

Table 4.13: Parents' Participation and Academic Performance Correlation

		Academic Performance	Parents participation in management
Academic Performance	Pearson Correlation	1	.225
	Sig. (2-tailed)		.021
Parents participation in management	Pearson Correlation	.225	1
	Sig. (2-tailed)	.021	

From the findings, there is a positive significant relationship between parents' participation and academic performance of pupils in public primary schools in Uringu division. This is shown by a correlation coefficient of 0.225 and a p-value of 0.021.

The study further revealed that parents participation in school management positively and significantly influences academic performance. According to Hatry et al. (2004), parents play an important role in their children's ability to achieve academically and hence they should be involved in their children's education. The study found that solving administrative problems with parents improves the academic performance of pupils. The study also revealed that parents are encouraged to participate in decision making and are consulted before making decisions. According to Sapungan and Mondragon (2014), parents' involvement in their child's learning process offers many opportunities for success- improvements on child's morale, attitude, and academic achievement across all subject areas, behaviour and social adjustment. The parents believed that their involvement is beneficial to the teachers in aiding in their children's education progress. In addition, the study revealed that parents are engaged in addressing administrative matters. Further, the study established that parents are involved in making school programmes. These findings concur with Kibaara and Ndirangu (2014) findings that most parents felt that organized parental involvement programmes can improve their relationship with their children.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the objectives of the study.

5.2 Summary of Findings as Per Variables

1. The study found that head teachers are considered as the main source of leadership by the staff, parents and governors and hence they play a key role in the academic performance of pupils. In addition, head teachers leadership styles were found to influence the academic performance of public primary schools in Uringu division. Primarily, successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies in public primary schools in Uringu Division. The study also revealed that head teachers interpersonal skills are of great assistance in team building and motivation of the other staff. Generally, interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning. In addition, time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task.
2. The study established that teachers are involved in developing discipline policies of public primary schools in Uringu Division. Teachers involvement in school governance and in developing discipline policies increase their morale and motivation, which in turns improves pupils academic performance. The study revealed that teachers' involvement in designing school programmes in this school is highly supported. Teachers have all the willingness and skills needed to the job but will always need to be involved in school activities and decision making processes. In addition, the study established that school teachers were not involved in the budget planning for schools. Further, the study found that teachers were not involved in developing visions and missions and in the organizing function: defining and structuring roles.

3. The study revealed that involvement of pupils in decision making plays a significant role in improving discipline and academic performance. Involving pupils in management and decision making improves academic performance as it makes them feel more confident in their learning. Further, the study established that pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility. In addition, involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults. However, learner involvement in school management is still problematic and can negatively affect their discipline, which would in turn negatively affect their academic performance.
4. The study found that parents play an important role in their children's ability to achieve academically and hence they should be involved in their children's education. The study also found that solving administrative problems with parents improves the academic performance of pupils. The study also revealed that parents are encouraged to participate in decision making and are consulted before making decisions. Parents' involvement in their child's learning process offers many opportunities for success- improvements on child's morale, attitude, and academic achievement across all subject areas, behaviour and social adjustment.

5.3 Conclusions

The study concludes that head teachers' managerial skills positively and significantly influence academic performance in public primary schools in Uringu division. Head teachers are considered as the main source of leadership by the staff and parents and hence they play a key role in the academic performance of pupils. The components of head teachers management skills that influence academic performance include leadership styles, interpersonal skills, managerial skills and time management skills.

The study also concludes that teachers participation in school management positively and significantly influences the academic performance of pupils' in public primary schools in Uringu division. Teachers involvement in school governance and in developing discipline policies increase their morale and motivation, which in turns improves pupils academic performance. However, teachers were not involved in budget planning for schools, in developing visions and missions and in the organizing function: defining and structuring roles.

The study further concludes that pupils' involvement in school management positively and significantly influences academic performance of pupils in public schools in Uringu division. The involvement of pupils in management and decision making improves academic performance as it makes them feel more confident in their learning. Further, the study established that pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility.

Lastly, the study concludes that parents participation in school management positively and significantly influences academic performance of pupils in public schools in Uringu division. Parents' involvement in their child's learning process offers many opportunities for success-improvements on child's morale, attitude, and academic achievement across all subject areas, behaviour and social adjustment.

5.4 Recommendations

1. The study also revealed that successful and skilled head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies in public primary schools. However, some of the head teachers had certificates as their highest level of education. This study therefore recommends that head teachers should purpose to increase their level of education to at least a bachelors degree. To the government of Kenya and ministry of education, the study recommends that they should provide opportunities for career development and training for primary school head teachers so as to improve their managerial skills, interpersonal skills as well as time management skills.
2. The study also found that teachers were involved in the procurement of goods and services in public primary school. This study recommends that teachers should not be involved in the procurement of goods and services as this will lead to conflict of interest.
3. The study also established that school teachers were not involved in the budget planning and organizing function: defining and structuring roles in their schools. This study recommends that head teachers as well as the management of public primary schools should ensure that teachers are involved in key planning and management issues like budget planning, development and implementation of a strategic plan and organizing function.

4. The study found that involving pupils in management and decision making improves academic performance as it makes them feel more confident in their learning. However, the involvement of pupils in school management in public primary schools is minimal. This study recommends that head teachers should also involve pupils in some aspects of school management like conflict resolution and development and implementation of a strategic plan.
5. The study established that solving administrative problems with parents improves the academic performance of pupils. This study therefore recommends that parents are encouraged to participate in decision making and should be consulted before making decisions. In addition, respect for teachers should be cultivated by the parents to enhance learning in school among pupils. During parents meeting parents should be educated on the need for pupils to respect their teachers.
6. Parents should be educated on the need to create a conducive home environment for their children. Any academic performance is related to the Childs home environment in addition to that of the school.

5.5 Suggestion for Further Research

This study was limited to Uringu Division in Meru County and hence its findings cannot be generalized to the whole of Meru County. The study therefore suggests a similar study to be conducted to cover Meru County. The study also suggests further studies on the influence of other stakeholders like the government, School committee as well as alumni on academic performance of public primary schools.

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APPENDICES

Appendix I: Introduction Letter

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

REF: Request for participation in a research study on ‘influence of stakeholders’ participation in primary school management on academic performance’

I am a student at the University of Nairobi carrying out a research project as part of the course requirement for Master of Arts in Project Planning and Management. The study seeks to evaluate the influence of stakeholders’ participation in primary school management on academic performance in Uringu Division, Meru County.

The findings will be confidential strictly for academic use and at no time will your name be mentioned anywhere in the report. Yours honest participation will be highly appreciated.

Yours faithfully

ROSE EDNA KANANA

Appendix II: Questionnaire For Teachers

This is an academic study assessing the influence of stakeholders' participation in primary school management on academic performance in Uringu Division. The information herein requested is for use to meet academic requirements and as such shall be treated with utmost confidentiality.

School:

SECTION ONE: GENERAL INFORMATION

1. Age?

- | | | | |
|----------|-----|-------|-----|
| Below 30 | [] | 31-35 | [] |
| 36- 40 | [] | 41-45 | [] |
| Above 46 | [] | | |

2. Indicate your experiences as a teacher in years

- | | | | |
|---------------|-----|-------------|-----|
| Below 5 years | [] | 5-10 years | [] |
| 11-15 years | [] | 16-20 years | [] |
| Over 21 years | [] | | |

3. Level of education

- | | | | |
|---------------------|-----|-----------------------|-----|
| Phd | [] | Master's Degree | [] |
| Bachelor's degree | [] | Diploma | [] |
| Certificate | [] | Secondary certificate | [] |
| Primary certificate | [] | | |

SECTION TWO: INFLUENCE OF STAKEHOLDERS' PARTICIPATION IN PRIMARY SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE

Head Teachers' management skills and Academic Performance

4. To what extent do you agree with the following statements in relation to head teachers management skills and academic performance (Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Head teachers are considered as the main source of leadership by the staff and parents					
Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies					
Managerial skills of head teachers therefore contribute to the general performance of schools					
Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff					
Interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning					
Head teachers leadership styles affect academic performance					
Head teacher who is democratic encourage teachers to share in making decisions about school-related problems					
Time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task					

Teachers Involvement in Primary School Management and Academic Performance

5. To what extent do you agree with the following statements in relation to teachers' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
In this school teachers are involved in the budget planning for this school					
Teachers are involved in developing visions and missions for the school					
Teachers are involved in the organizing function: defining and structuring roles					
Teachers' involvement in designing school programmes in this school is highly supported					
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)					
Teachers are involved in developing discipline policies of the school.					
Teachers are involved in developing the strategic plan for the school					
Teachers are involved in the procurement of goods and services in the school					

Pupils' involvement in school management and Academic Performance

6. To what extent do you agree with the following statements in relation to pupils' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Involving pupils in decision making improves academic performance					
Involving pupils in conflict resolution increases their motivation to learn					
Pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility.					
Pupils involvement in management lead to improvements in academic					

achievement and learning					
Pupils involvement in management makes them feel more confident in their learning					
Involvement of pupils in management brings improvements in teaching practice					
Involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults					

Parents’ involvement in school administration and Academic Performance

7. To what extent do you agree with the following statements in relation to parents’ participation in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Parents are encouraged to participate in decision making					
Parents are consulted before making decisions					
Parents are involved in making school programmes					
Parents are engaged in addressing administrative matters					
Solving administrative problems with parents improves the academic performance of pupils					

Appendix III: Questionnaire for Parents

This is an academic study assessing the influence of stakeholders' participation in primary school management on academic performance in Uringu Division. The information herein requested is for use to meet academic requirements and as such shall be treated with utmost confidentiality.

School:

SECTION ONE: GENERAL INFORMATION

1. Age

- | | | | |
|----------|-----|-------|-----|
| Below 30 | [] | 31-35 | [] |
| 36- 40 | [] | 41-45 | [] |
| Above 46 | [] | | |

2. Level of education

- | | | | |
|-----------------------|-----|---------------------|-----|
| Phd | [] | Master's Degree | [] |
| Bachelor's degree | [] | Diploma | [] |
| Secondary certificate | [] | Primary certificate | [] |

SECTION TWO: INFLUENCE OF STAKEHOLDERS' PARTICIPATION IN PRIMARY SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE

Head Teachers' management skills and Academic Performance

3. To what extent do you agree with the following statements in relation to head teachers management skills and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Head teachers are considered as the main source of leadership by the staff and parents					
Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies					
Managerial skills of head teachers therefore contribute to the general					

performance of schools					
Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff					
Interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning					
Head teachers leadership styles affect academic performance					
Head teacher who is democratic encourage teachers to share in making decisions about school-related problems					
Time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task					

Teachers Involvement in Primary School Management and Academic Performance

4. To what extent do you agree with the following statements in relation to teachers' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
In this school teachers are involved in the budget planning for this school					
Teachers are involved in developing visions and missions for the school					
Teachers are involved in the organizing function: defining and structuring roles					
Teachers' involvement in designing school programmes in this school is highly supported					
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)					
Teachers are involved in developing discipline policies of the school.					
Teachers are involved in developing the strategic plan for the school					
Teachers are involved in the procurement of goods and services in the school					

Pupils' involvement in school management and Academic Performance

5. To what extent do you agree with the following statements in relation to pupils' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Involving pupils in decision making improves academic performance					
Involving pupils in conflict resolution increases their motivation to learn					
Pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility.					
Pupils involvement in management lead to improvements in academic achievement and learning					
Pupils involvement in management makes them feel more confident in their learning					
Involvement of pupils in management brings improvements in teaching practice					
Involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults					

Parents' involvement in school administration and Academic Performance

6. To what extent do you agree with the following statements in relation to parents' participation in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Parents are encouraged to participate in decision making					
Parents are consulted before making decisions					
Parents are involved in making school programmes					
Parents are engaged in addressing administrative matters					
Solving administrative problems with parents improves the academic performance of pupils					

Appendix IV: Head teachers Questionnaire

This is an academic study assessing the influence of stakeholders' participation in primary school management on academic performance in Uringu Division. The information herein requested is for use to meet academic requirements and as such shall be treated with utmost confidentiality.

School:

SECTION ONE: GENERAL INFORMATION

1. Age

- | | | | |
|----------|-----|-------|-----|
| Below 30 | [] | 31-35 | [] |
| 36- 40 | [] | 41-45 | [] |
| Above 46 | [] | | |

2. Indicate your experiences as a head teacher in years

- | | | | |
|---------------|-----|-------------|-----|
| Below 5 years | [] | 5-10 years | [] |
| 11-15 years | [] | 16-20 years | [] |
| Over 21 years | [] | | |

3. Level of education

- | | | | |
|-----------------------|-----|---------------------|-----|
| Phd | [] | Master's Degree | [] |
| Bachelor's degree | [] | Diploma | [] |
| Secondary certificate | [] | Primary certificate | [] |

SECTION TWO: INFLUENCE OF STAKEHOLDERS' PARTICIPATION IN PRIMARY SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE

Head Teachers' management skills and Academic Performance

4. To what extent do you agree with the following statements in relation to head teachers management skills and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Head teachers are considered as the main source of leadership by the staff and parents					
Successful head teachers contribute to the improvement of pupils' academic achievement through their attributes and competencies					
Managerial skills of head teachers therefore contribute to the general performance of schools					
Head teachers interpersonal skills are of great assistance in team building and motivation of the other staff					
Interpersonal skills enable head teachers to develop a culture that is conducive for teaching and learning					
Head teachers leadership styles affect academic performance					
Head teacher who is democratic encourage teachers to share in making decisions about school-related problems					
Time management skills enable the head teachers to set goals and to prioritize tasks and allocate time according to the nature of the task					

Teachers Involvement in Primary School Management and Academic Performance

5. To what extent do you agree with the following statements in relation to teachers' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
In this school teachers are involved in the budget planning for this school					
Teachers are involved in developing visions and missions for the school					
Teachers are involved in the organizing function: defining and					

structuring roles					
Teachers' involvement in designing school programmes in this school is highly supported					
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)					
Teachers are involved in developing discipline policies of the school.					
Teachers are involved in developing the strategic plan for the school					
Teachers are involved in the procurement of goods and services in the school					

Pupils' involvement in school management and Academic Performance

6. To what extent do you agree with the following statements in relation to pupils' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Involving pupils in decision making improves academic performance					
Involving pupils in conflict resolution increases their motivation to learn					
Pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility.					
Pupils involvement in management lead to improvements in academic achievement and learning					
Pupils involvement in management makes them feel more confident in their learning					
Involvement of pupils in management brings improvements in teaching practice					
Involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults					

Parents' involvement in school administration and Academic Performance

7. To what extent do you agree with the following statements in relation to parents' participation in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Parents are encouraged to participate in decision making					
Parents are consulted before making decisions					
Parents are involved in making school programmes					
Parents are engaged in addressing administrative matters					
Solving administrative problems with parents improves the academic performance of pupils					

Appendix V: Pupils Questionnaire

This is an academic study assessing the influence of stakeholders' participation in primary school management on academic performance in Uringu Division. The information herein requested is for use to meet academic requirements and as such shall be treated with utmost confidentiality.

School:

SECTION ONE: GENERAL INFORMATION

1. Age

- | | | | |
|-------------|-----|-------------|-----|
| 12-13 years | [] | 14-15 years | [] |
| 13-14 years | [] | 15-16 years | [] |

SECTION TWO: INFLUENCE OF STAKEHOLDERS' PARTICIPATION IN PRIMARY SCHOOL MANAGEMENT ON ACADEMIC PERFORMANCE

Pupils' involvement in school management and Academic Performance

2. To what extent do you agree with the following statements in relation to pupils' involvement in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Involving pupils in decision making improves academic performance					
Involving pupils in conflict resolution increases their motivation to learn					
Pupils' personal development and democracy benefit their learning about sharing power, as well as taking responsibility.					
Pupils involvement in management lead to improvements in academic achievement and learning					
Pupils involvement in management makes them feel more confident in their learning					
Involvement of pupils in management brings improvements in teaching practice					
Involvement of pupils in management brings better discipline and behaviour and more positive community relationships between the school, children and adults					

Parents' involvement in school administration and Academic Performance

3. To what extent do you agree with the following statements in relation to parents' participation in primary school management and academic performance (Key: 5. Strongly Agree, 4. Agree, 3. Neutral, 2. Disagree, 1. Strongly Disagree)

	5	4	3	2	1
Parents are encouraged to participate in decision making					
Parents are consulted before making decisions					
Parents are involved in making school programmes					
Parents are engaged in addressing administrative matters					
Solving administrative problems with parents improves the academic performance of pupils					

Appendix VI: Public Primary Schools in Uringu Division

1. Mwithanga Primary School
2. EAPC Kirinoine Primary School
3. Uringu Primary School
4. St Rita Primary School
5. St Clare Primary School
6. K. K. Rwanjwee Primary School
7. Kanjai Primary School
8. Kithiri Primary School
9. Kanthiari Primary School
10. Gimpine Primary School
11. Amwari Primary School
12. Ntombo Primary School
13. Kamaroo Primary School
14. Kamitongu Primary School
15. Kimachia Primary School
16. Lubunu Primary School
17. Kunene Primary School
18. Mwithu Primary School
19. Chaikuru Primary School
20. Thanantu Primary School
21. EAPC Ebenezer Primary School
22. Kibuline Primary School
23. Kaamu Primary School
24. Mbeu Mwalimu Primary School
25. Kieru Primary School
26. Baraimu Primary School
27. Makandi Primary School
28. Kamuthanga Primary School
29. Kaliati Primary School
30. St Johns Primary School
31. Kimerei Primary School
32. EAPC Mukindu Primary School

Appendix VII: Krejcie And Morgan Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—N is population size and S is sample size