INFLUENCE OF STAKEHOLDER INVOLVEMENT IN CURRICULUM IMPLEMENTATION ON PUPILS’ PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN KATHIANI SUB-COUNTY, KENYA

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DECLARATION

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

_____________________________

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DEDICATION

This project is dedicated to my husband, children and Parents, whose support and encouragement made a strong pillar of my successful completion of the project.
ACKNOWLEDGEMENT

The completion of this research project would have been impossible without the material and moral support from various people. First of all I thank the almighty God for giving me good health, and guiding me through the entire course. I am greatly indebted to Dr. Jeremiah Kalai Senior Lecturer and Dr. Loise Gichuhi for their positive criticisms as my supervisors, for their effective supervision, dedication, availability and professional advice. My appreciation finally goes to my classmates, with whom I weathered through the storms, giving each other encouragement and for their positive criticism.
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ABBREVIATIONS AND ACRONYMS

ATS III: Approved Teacher Status III

ATS IV: Approved Teacher Status IV

B.Ed: Bachelor of Education

DEO: District Education Officer

GCE: General Certificate of Education

KCPE: Kenya Certificate of Primary Education

KESSP: Kenya Education Sector Support Programme

M.Ed: Master of Education

MOEST: Ministry of Education Science and Technology

P1: Primary Teacher One

SMC: School Management Committee

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization
ABSTRACT

This study sought to determine the extent to which involvement of head teachers, teachers, parents and school management committees influence pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Machakos County, Kenya. The study adopted descriptive survey design. The study targeted 71 head teachers, 117 teachers and 196 pupils in Kathiani Sub-County, Machakos County; it had sample size of 30 head teachers, 110 teachers and 190 pupils. The data was analysed using descriptive statistics namely Frequencies, percentages and presented by use of tables. The study found that Pupil’s involvement in curriculum implementation produced strong positive correlations between high levels of pupil’s involvement to school educational programs and activities and improved grades points. In Iveti zone teachers were involved in organizing academic clinics, Teachers were involved in determining examination frequency, Teachers were involved when allocating discussion groups and SMC were involved in material resource allocation. Most of the parents were not involved towards curriculum implementation at all especially in provision of teaching and learning facilities in the school these implies that their contributions were not considered in shaping the education of their children especially in Iveti where grades were lowest as compared to other zones in the study. SMC were not involved in discussing pupil’s academic improvement strategies at all and where involvement was reported it was minimal and therefore performance followed suit. Study concluded that Pupil’s involvement in curriculum implementation produced strong positive correlations between high levels of pupil’s involvement to school educational programs and activities and improved grades points. Teachers were involved in determining examination frequency and allocating discussion groups while SMC were involved in material resource allocation. Study recommended that. Educational Policy makers should sensitize the parents and pupils on the importance of being involved in curriculum implementation, all school stakeholders to practice team work towards curriculum implementation and pupils should be exposed on benchmarking activities. Ministry of education should allocate adequate funds to head teachers and school management to facilitate provision of adequate teaching and learning materials in schools. Schools head and management boards should involve pupils in scheduling learning sessions and also in organizing revision schedules.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study
Participatory management practice is generally viewed as an ideal style of leadership and management in education today (Johnson & Ledbetter, 2004). A participatory management practice has been widely promoted as a means of formalizing a new conceptualization of management to bring about school improvement and academic performance. According to McLagan and Nel (2005), participatory management practices emphasize management processes rather than outcomes only, and “high involvement” is seen as the ultimate key to the shift from autocracy to participation.

Caldwel and Spinks (1992), pointed out securing a “synergy of communities” is the key to attainment of educational benefits. In South Africa their new educational policy requires school managers work in democratic and participative ways to build relationships with pupils, teachers, parents and school management committee to ensure efficient and effective delivery of services. Implementing participatory management practices enhance trust in schools as a result of participatory approaches which enhance the levels of trust within the school community which make it be able to attain educational benefits (Blasé & Blasé, 2001).
Riley (1998), in a study of European school governance noted that schools do not exist in vacuum. According to literature in general, parental involvement in school matters has been a negative one. Many schools as Riley notes, adapted the “no parent beyond this point” Principle in the 1960’s. The studies conducted in Canada, Denmark, England, France and USA on parental involvement in management, points out that children’s’ learning becomes more effective consequently their performance, when their parents participate in education.

Today through the formation of Parent’s Teachers Association (PTA), Parent is increasingly viewed as vital in the successful learning of their children.

According to Tikoko and Kiprop (2011), parents –teachers associations (school management committee) are increasingly becoming important elements in the organization of the administrative structure of the schools. These associations concern themselves with the general welfare of the schools as well as professional aspects including curriculum implementation. They contribute to curriculum improvement through constant monitoring of the implementation of curriculum by teachers. Hassan (2009), study revealed that early domestic responsibilities among young girls conflict with their pursuit for education. Children are pulled out of school to carry out domestic chores such as taking care of younger siblings, fetching water and collecting firewood. These household chores make a child to attend school irregularly.

Veriava (2002), reviewed 18 empirical quantitative studies at the primary level conducted in Latin America and the Caribbean mainly in the 1980s and observed that access to textbooks and other instructional materials were positively related
to academic achievement. According to research carried out in Nigeria by Charles, Agi, Alubu, Biu, Daramola and Sheshu (1998), in conjunction with the World Bank, parents and school management committees play an important role in primary education through their active involvement in mobilization and management of human and material resources through their active participation in school management.

Cheng and Cheung (2003), have also observed that efforts to enhance school effectiveness since 1990s have featured participatory management practices which encourage the involvement of stakeholders at all levels in the analysis of problems, development of strategies and implementation of solutions. Hence, stakeholders are invited to share in the decision-making process of the school by participating in activities such as setting goals, determining work schedules, and making suggestions. The academic achievement of many educational institutions is influenced by the leadership styles of administration and management team.

In the current era of heightened competition and expectations from education stakeholders, school managers and particularly headteachers are in the hot seat to initiate innovative management practices that are geared towards the improvement of teaching and learning as performance is measured through enhanced pupil’s academic performance. Participatory management practice 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, Fullan (1999), assert that high levels of parental involvement in school management, collaborative collegial
instructional and planning has a direct link with the school’s academic performance. Trafford (2010), says that the world has changed and that student voice is not just a valuable, but also a vital component in school improvement which contributes to a powerful contribution to teaching and learning.

Riley (2008), stated that it is rare that children’s voices are heard in school management, further argues that children have much to learn, much to be taught, but they are not empty vessels, and they have much to give. Riley views that learners’ voices deserve to be listened to and that they can make a significant contribution to creating a vibrant school community of learners. In their study Tikoko and Kiprop (2011), argue that if students are included in their institutions’ decision making process, their rejectionist tendencies of decisions imposed upon them by school heads could change to ownership and acceptance of decisions arrived at with the participation. Majority of teachers felt that students should only be involved in certain issues to do with their learning, and that technical issues or those that required expert opinion of the teachers should be left to teachers as students lacked the knowledge and expertise.

“Teachers’ involvement is an irreducible requirement”, concluded Milbrey (1990). This is due to the fact that teachers are pleased when their views influence school decisions, leading them to feel both respected and empowered. Thus collaborative efforts are often taken seriously, and decisions are more likely to be supported. Teachers have all the willingness and skills needed to do the job but will always need to be involved in school activities and decision making processes. Yeya (2002), carried out a study in Matuga Division, Kwale District
and observed that headteachers dominated staff meetings and exhibited domineering tendencies thereby hampering the participatory management of most of the schools. He also observed that headteachers seem not to trust their teachers. This made head teachers to apply spying styles of reporting and this caused serious division among the members of the staff which resulted to pupil’s poor performance.

Fisher (2009), in his study on parental involvement in the promotion of a culture of learning found that parents tend to work harder at attaining a goal when they are involved in setting it. When parents are involved in school management, there is a likelihood that it will impact on school performance. A study conducted in Nigeria by UNICEF in conjunction with MoEST (2009), revealed that the key strength of the school is its active parents and teachers associations (PTA), which is actively involved in projects, including construction of classrooms and beefing up security.

In Kenya, under the Free Primary Education programme (FPE), disbursement of funds is done directly to primary schools and the school management committee is involved in order to enhance resource utilization and increased transparency and accountability at school level. Direct disbursement of financial resources to schools aims at fostering increased participation of parents and communities by empowering them to make decisions and implement them as well. The school management committee has a role of providing physical facilities from the funds they collect after approval by the Education Boards (MOE A handbook on education delivery in Kenya and UNICEF, 2004). This creates a favourable teaching and learning process, hence academic achievement is expected. Pupils’
KCPE performance in Kathiani Sub-County has been poor for the last five years from 2009-2013. This is supported by the data in Table 1.1.

Table 1.1: KCPE mean score in Kathiani, Kangundo and Athi-River sub-counties

<table>
<thead>
<tr>
<th>Year</th>
<th>Kathiani Sub-County</th>
<th>Kangundo Sub-County</th>
<th>Athi-River Sub-County</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>235.25</td>
<td>247.17</td>
<td>267.80</td>
</tr>
<tr>
<td>2010</td>
<td>241.93</td>
<td>254.76</td>
<td>275.70</td>
</tr>
<tr>
<td>2011</td>
<td>235.37</td>
<td>249.67</td>
<td>285.20</td>
</tr>
<tr>
<td>2012</td>
<td>244.70</td>
<td>251.48</td>
<td>291.77</td>
</tr>
<tr>
<td>2013</td>
<td>244.30</td>
<td>251.00</td>
<td>291.00</td>
</tr>
</tbody>
</table>

Source: Machakos County Education Office (2009 – 2013)

Table 1.2: KCPE mean score in Kathiani sub-county

<table>
<thead>
<tr>
<th>Year</th>
<th>Kathiani</th>
<th>Iveti</th>
<th>Mitamboni</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>228.90</td>
<td>242.90</td>
<td>223.39</td>
</tr>
<tr>
<td>2010</td>
<td>239.73</td>
<td>248.30</td>
<td>228.92</td>
</tr>
<tr>
<td>2011</td>
<td>248.90</td>
<td>252.00</td>
<td>226.21</td>
</tr>
<tr>
<td>2012</td>
<td>250.83</td>
<td>253.39</td>
<td>233.99</td>
</tr>
<tr>
<td>2013</td>
<td>243.73</td>
<td>247.53</td>
<td>236.55</td>
</tr>
</tbody>
</table>

Source: Machakos County Education Office (2009 – 2013)

1.2 Statement of the problem

Education is one experience that most children worldwide have in common and the most common means by which societies prepare their young for the future. The underlying goal of all education is to create a positive change in the student’s
knowledge, achievement, and behaviour. Education is not just about getting children into school, but making sure that all schools work in the best interest of the children entrusted to them. Schools provide various learning experiences that prepare children for future living (Milbrey, 1990). At the heart of these learning experiences is the curriculum.

Although it is the Kenyan government’s policy to ensure the delivery of quality education in primary schools, performance has remained poor despite the various interventions by policy makers and implementers (Republic of Kenya, 1988). There has been consistent poor performance in Primary schools within Kathiani Sub-County. This poor performance is perceived to be as a result of management liability that is poor involvement of stakeholders in curriculum and instructional management. Therefore the researcher will be concerned to carry out an investigation on head teachers’ involvement of stakeholders in curriculum and instructional management influence pupils’ KCPE performance.

Nduku (2014), carried out a research on Parental Involvement on Pupils’ Performance in Mathematics in Public Primary Schools in Kenya. Studies have shown that parental involvement directly affects their children’s mathematics achievement. Students whose parents are involved in their education are more likely to perform better in mathematics and achieve more than other students.

Otiende’s (2007) study cited adequate resources, training and qualification of teachers, school policies, and school management such as Board of governors as factors that influence curriculum implementation in Limuru district. While these factors have been identified as possible factors that contribute to the variations in
curriculum participation not much has been done in Ndeiya zone to show the role played by pupil’s parent and home environment on curriculum implementation.

Musungu and Nasongo (2005), study revealed that the head teachers and quality assurance safety observer’s supervised teachers work by checking the lesson books, schemes of work, record of work covered, attendance registers, class attendance records and clock in and clock out books. This has undermined the assessment of the role played by pupil’s parent in curriculum implementation since the quality assurance safety observer’s and Head teacher’s role are centered in monitoring schools and teachers. Currently, parents and schools interact through their school development associations meeting’s. However, what seem to be discussed are financial issues only. From the above local studies, little has been done on influence of stakeholder involvement in curriculum implementation on pupils’ performance in Kenya certificate of primary education in Kathiani sub-county, Kenya. Therefore the study seeks to answer the question; what is the influence of stakeholder involvement in curriculum implementation on pupils’ performance in Kenya certificate of primary education in Kathiani sub-county, Kenya?

1.3 Purpose of the study

The purpose of the study was to investigate the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Machakos County, Kenya.
1.4 Objectives of the study

The study was guided by the following objectives:-

i) To determine the extent to which headteachers’ involvement of pupils in curriculum implementation influence Kenya Certificate of Primary Education performance in Kathiani Sub-County, Kenya.

ii) To determine the extent to which the involvement of teachers in curriculum implementation influence pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya.

iii) To determine the extent to which the involvement of parents in curriculum implementation influence pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya.

iv) To establish the extent to which the involvement of school management committee in curriculum implementation influence pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya.

1.5 Research questions

The study was guided by the following research questions:-

i) To what extent do headteachers’ involvement of pupils in curriculum implementation influence Kenya Certificate of Primary Education performance in Kathiani Sub-County, Kenya?

ii) To what extent do headteachers’ involvement of teachers in curriculum implementation influence pupils performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya?
iii) To what extent do headteachers’ involvement of parents in curriculum implementation influence pupils performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya?

iv) To what extent do head teachers’ involvement of school management committees in curriculum implementation influence pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya?

1.6 Significance of the study

The findings of the study would be expected to enable the serving head teachers in Kathiani sub–county gain an insight into significance of teachers, parents and school management committee participation in curriculum and instructional management. The findings of the study would benefit the Ministry of Education in formulation of policies relating to stakeholder involvement in curriculum and instructional management. The findings would stimulate further research into the subject of teachers, parents and school management committee involvement in curriculum and instructional management, identify its inherent weaknesses and recommend improvements that could be adopted to make it more effective.

1.7 Limitations of the study

There would have been a possibility of the respondents’ reluctance in giving truthful responses due to the sensitivity of the topic. This could have led to compromised findings. Therefore the researcher assured respondents of confidentiality of their identities before filling the questionnaires.
1.8 Delimitations of the study

The study was delimited to public primary schools in Kathiani Sub-County, Kenya. Private schools within the Sub-County were not included in the study because they had a different administrative system from the public schools.

1.9 Basic assumptions of the study

The following assumptions were made to guide the research:

i) The Kenya Certificate of Primary Education examination results were a reliable measure of performance.

ii) The respondents would be cooperative and provide honest reliable responses.

1.10 Definition of significant terms

**Curriculum implementation** refers to putting into practice the officially prescribed courses of study, syllabuses and subjects.

**Headteacher** refers to a person who is a teacher by training and employed by TSC and entrusted by appointment with the overall administration and supervision of a primary school.

**Performance** refers to overall behaviour and grades that pupils obtained in Kenya Certificate of Primary Education examinations ranging from grade A to grade E.

**Stakeholder involvement** is the process by which a school headteachers, teachers and school committee engage people who may be affected by the decisions it makes or can influence the implementation of its decisions.

**Curriculum** is the totality of student experiences that occur in the educational process.
**Involvement** is the condition of being involved with or participating in something.

**Implementation** is the process of putting a decision or plan into effect

### 1.11 Organization of the study

The study was organized into five chapters. The first chapter covered the background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, delimitations of the study, basic assumption of the study, definition of significant terms and organization of the study. The second chapter covered introduction, concept of participatory management practices, Headteachers’ involvement of pupils in school management, headteachers’ involvement of teachers in school management, headteachers’ involvement of parents in school management, headteachers’ involvement of school management committee in school management. The third chapter dealt with research methodology, which included introduction, research design target population, sample size and sampling procedure, research instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four dealt with analysis of data, the findings of the study and a summary of research presented. Chapter five consisted of the summary of the research conclusions, recommendations and suggestions for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents the relevant literature used to conceptualize the research theme. It is arranged as follows: introduction, the concept of participatory management, involvement of pupils in curriculum implementation and performance, involvement of teachers in curriculum implementation and pupil’s performance, involvement of parents in curriculum implementation and pupils’ performance, involvement of school management committee and pupils’ performance and summary of literature review.

2.2 The concept of participatory management
Participation is defined as mental and emotional involvement of a person in a group situation that encourages the individual to contribute to group roles and to share responsibilities. Shared decision making is perceived as contributing to the utilisation of manpower at the disposal of the school head. It also gives a sense of belonging and ownership of goals and responsibilities as it is generally believed that stakeholder’s participation in decision making raises their morale and productivity (Owens, 1995).

Participatory management is the practice of empowering stakeholders to fully participate in schools management so that the school can achieve its goals. This practice grew out of the human relations movement in 1920’s and it is based on some of the principles discovered by scholars in management and organisational
studies (Lewis, Naidoo & Weber, 2007). While school managers still retain final decision making authority when participatory management is practiced, pupils, teachers, parents, and school management committees are encouraged to voice their opinions about the running of the school and how best it can achieve its goals. Participatory management however, involves more than making decisions. It also involves Management treating the ideas and suggestions of stakeholders with consideration and respect. Better decisions and greater efficiency are reached since issues are discussed extensively via open communication among people having varying viewpoints are involved in participative set-ups (Hoy & Miskey, 2008). Bryuk and Schneider (2002), argue that allowing relational trust to grow in a school community through stakeholder involvement triggers the effective interplay of the various factors towards academic productivity.

Mbae (1992), observed that the organizational structure of the school must be democratized to allow meaningful participation of students in all school matters. Students must be involved at the decision making level in all democratic processes of the school. He further posited that students must be encouraged to participate fully in management of their affairs. Most importantly, they must be made to see that rights and responsibilities merge together.

2.3 Pupils’ involvement in curriculum implementation and academic performance

The extent of student involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. Basically there are three viewpoints that guide the
extent of student involvement in decision making. The first is that students must remain passive and receive instructions from parents and teachers (Magadla, 2007). This view means that policies must be designed by adults and students are to follow them to the latter. The second viewpoint suggests that students can participate but only to a certain degree (squelch, 1999; Magdla, 2007). In support of this view, Huddleston (2007), suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders for example, playgrounds, toilets and lockers.

Aggrawal (2004), adds that while students may not participate in matters relating to conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision-making, it however confines student’s involvement in decision-making to specific areas of school life.

Njozela (1998), points out that headteachers and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007), observe students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized; one should expect students to have opportunities for involvement in curriculum,
teaching and learning. Involvement in curriculum, teaching and learning is frequently recognized as being one of the least explored areas of student participation. Hannam (2003), points out that for one thing, school curricula and evaluation criteria are often prescribed in detail by state or regional authorities, apparently leaving little room for involvement by students. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement – from decisions about the nature of assignments and projects, for instance, to assessment strategies and marking. This applies equally to the topics chosen by students for discussion in class. Hord and Robertson (1999), further add that student consultation relating to curriculum and examination reform is mandatory.

A study by Pallet (1991), sought to document correlation between the involvement choices of secondary school students and their academic success. Respondents in the study were ninth grade students in a 1989 school setting. The findings included strong positive correlation between high levels of student involvement to school educational programs and activities and improved grade point averages.

A study by Bisschoff and Phakoa (2009), observe 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 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 South Africa. According to the study, South African learners appeared to be dissatisfied with their representation. However, these scholars revealed that,
compared with England and Japan, South Africa represents a unique educational scenario in terms of learner’s representation in curriculum implementation. Nongubo (2004), found that learner involvement in school management in South Africa was still a problem, though it was presently provided for by policies that govern schools, including the South African Schools Act. In South Africa the education policy requires school managers work in democratic and participative ways to build relationships with pupils to ensure efficient and effective delivery of services which promotes pupils’ academic performance.

Critchley (1999), in Bush (2003), undertook a study on the role of students’ involvement in educational policy making in Canadian school systems. The study was conducted at the school, district and departmental levels across Canada. Bush (2003), observes that in Canada students were involved in advising on policies dealing with school attendance, school timetable, students’ evaluation, homework, course selection, extracurricular activities, students’ orientation, midterm and examinations which had a direct link to students’ high performance. Gitobu (2007), recognizes the need to democratize Kenya’s education system to allow meaningful participation of students at all levels and in all school matters.

The right of child and young people to participate, to have their voice heard and valued is embedded in the children (Scotland) Act (1995), Standards in Scotland’s schools. Act (2000), Protecting children and young people; The Charter (Scottish Government, 2004) and Article 12 of the United nationals Convention on the Rights of the Child (UN, 1989) - which applies to all children under the age of 18, established the overarching principles guiding pupil
participation. In most European states signatories to the convention have enacted policies to promote the voice of the child or the young person in decisions that affect them. In Scotland, a new school curriculum for pupils aged 3-18 years, curriculum for excellence was fully implemented in all Scottish schools from August 2010. The recent reform of the school curriculum strengthened the position of education for citizenship as an established cross-curricular and whole school concern (Cowan & Mc Murtry, 2009). The revised curricular aims to achieve clearly defined rounded outcomes for young people; smoother transition between different stages of education; new choice, pace and time within the curriculum for teachers to design learning to suit the needs of young people. As the curriculum for excellence has developed, the strategic role afforded to pupil participation has become clearer. The new curriculum is organized around four central purposes: to enable each people to be a successful learner, confident individual, responsible citizen and effective contributor.

Allan, Anson, Fisher and Priestly (2005), argue that effective participatory practice involve opening up spaces for students to develop their own issue specific initiatives. The call to increase Children’s participation in their schools accompanied the growing consensus that children’s views can, and ought, to be taken seriously (Mahon & Glendinning, 1996). This call acknowledges children as competent agents who can, and should, help frame the institutions in which they live, play and learn. Research demonstrates the positive contribution of pupils in the creation of improved teaching and learning (Rudduck & Flutter, 2003). Students must be given a “real” voice in what they learn and how they are going to embrace the curriculum provided to them. Encouraging student input
helps pupils develop the skill set necessary for critical thought and eventual success (Giroux, 1993). Students are rarely included in the shaping of their education. The educational process has typically focused on imparting knowledge on students instead of working with students. Provincial policy makers, curriculum designers and teachers who shape and implement the curriculum fail to consult with those who are on the receiving end of it (Kohn, 1993).

Students’ participation in decision making in schools is often viewed as problematic to school administrators, parents and society at large. This is due to the fact that students are viewed as minors, immature and lacking in expertise and technical knowledge that is needed in the running of a school. Thus students’ participation in decision making is confined to issues concerned with students’ welfare and not in the core management issues like finance, curriculum and instruction, discipline, policy formulation and motivation.

2.4 Teachers involvement in curriculum implementation and pupils’ academic performance

In countries like USA, studies on teacher participation in decision making started over forty years ago (Conley, 1991 & Anderson, 1998). These studies called for giving teachers a great voice in decision making, asking them to participate in crucial matters such as teacher evaluation, staff development, budgeting and being involved integrally in making school decisions.

Teachers who actively participate in formulating assessments are more likely to understand them and to take a more thoughtful approach to their own
instructional methods. This happens only when teachers are provided the time and support to work through the issues together (Jamen, 1994). Lahler (2006) discovered that teachers have all the willingness and skills needed to do the job but will always need to be involved in school activities and decision making processes.

According to Oluyede (2007), there must be a higher level of teacher participation in decision making for continued pupils’ performance. Oluyede (2007), argues that it appears that teachers’ are not putting in their best these days in the teacher-learning process. This may result to production of half-baked pupils as witnessed in the final results of the senior school certificate examinations revealed over time now. Thus some teachers are complaining about their inadequate participation or non-involvement in curriculum and instructional management of their schools.

Chawla and Kelloway (2004), revealed that goal attainment is higher for headteachers with high involvement of teachers in their instructional materials selection and in the allocation of teaching and learning materials in different departments at the school. Adeniyi (2000), stressed the need for headteachers to show greater concern for teachers and that headteachers could delegate duties while teachers in school should show greater operation. Bernard (1992), concurs with Oluyede (2007), when he indicates that increased teacher involvement in school decision making concerning curriculum and instructional management is an effective tool for focusing the staff involvement on pupils’ outcomes.
Oluyede (2007) and Adeniyi (2000) agree that participation in decision making is positively and significantly related to teachers’ performance, reduced resistance to productivity and change which enhance pupils’ performance. They also agree that participation in curriculum and instructional decision making helps teachers to identify with institutional objectives and goals. Oluyede (2007) and Adeniyi (2000), concur with Chawla and Kellowway (2004), who agree that the involvement of teachers in curriculum and instructional management predicts teachers increased productivity which boosts pupils’ performance. Newcombe, McCormic and Sharpe (2005), indicate that the teachers perception of teacher commitment to the schools organisational goals determine the extent of teacher involvement in resource mobilisation and decision making.

Teachers who actively participate in formulating assessments are more likely to understand them and take a more thoughtful approach to their own instructional methods. This happens only when teachers are provided the time and support to work through issues together (Jamen, 1994). In Kenya, Ndiku, Mukasa and Achoka (2009), conducted a study in Makueni District and observed that among other groups, very important groups to be involved in decision making in schools are teachers who are custodians of instruction and co-organisers for school activities along with the head teachers.

Hetech, (Cited in Carl, 1995) contends “Change cannot be successful if the teacher focuses on the classroom only”. The way for the school professional to interact with each other is to participate in the management decision at building level that affect schools’ curriculum and instruction (Hubben & Hugges, in Lamessa, 2010). Teachers’ involvement in this area can be multifaceted including
creating the curriculum or using the externally prepared materials. Teachers always act as “curriculum makers”, that is because curriculum development and implementation depends on teacher thinking and actions (Ben-Peretz, 1994).

2.5 Parents involvement in curriculum implementation and pupils’ performance

Hughes, Holden and Desforges (1994) conducted a study on European schools and they comment that parents can be seen as partners in the decision-making process in schools particularly through involvement in curriculum and instructional management. Yet, in practice, the parental involvement in many schools has been found minimal. In fact, many headteachers and teachers still have reservation in parental involvement. However, Hughes, Holden and Desforges study disagrees with that of Greenwood and Hickman (1991), who argue that headteachers are willing to involve parents but some parents feel powerless to influence the school in that some parents believe they do not have the knowledge or social skills for volunteering in the classroom or serving on a parent advisory committee.

In Canada, McKenna and Willms (1998) noted that parents who are involved in decision making get a greater sense of the school are the more connected with other parents and have a more grasp of the schools educational policies. This translates into a better fit between the needs of the children and the education policies, curriculum and practices, which helps to improve pupils attitudes to the school and learning outcomes.
When parents participate actively in school decision-making concerning curriculum and instructional management, they can foster improvements in school performance (Shatkin & Gershberg, 2007). Naidoo (2005), observes that such parents can help effectively in the determination of the, staffing, curriculum, school policy, teaching strategies, school programmes and student allocation to different types of schools and programmes. Hence the involvement of parents in school management fosters improved performance by pupils.

Hara (1998), acknowledged that an achievement gap exists between parental involvement and academic achievement but how to bridge the gap is what social scientists differ on widely. One of the most common solutions that headteachers propound is that there is need for more parental involvement in education of pupils. Although some parents naturally become strong partners in their children’s education, these headteachers assert that teachers and society leaders need to become actively engaged in encouraging high levels of parental involvement (Jeynes, 2003). Hara (1998), suggests that increased parental involvement is the key to improving the academic performance of pupils. This differs slightly with (Jeynes, 2001) who state that the impact of parental involvement emerges in mathematics achievement, reading achievement and not in other subjects.

Griffin (1994), observes that parental involvement in curriculum implementation is an important element in learner academic achievement and this is consistently correlated with high academic achievement. New Caney ISD (2009) concurs with Griffin (1994) by revealing that it is a proven fact that, when parents are involved
in their children’s education, children earn higher grades at test scores, and they stay in school longer.

Nsubuga (2008) did an analysis of leadership style and school performance of secondary schools in Uganda. The findings were that the involvement of parents in curriculum and instructional management is instrumental both to the students learning achievement and to the well-being and performance of the school. Nsubuga’s study contrasts that of Laboke (2000) who carried out a study on parental support and involvement in the effective curriculum and instructional management of schools. The researcher points out that although parents are useful partners in shaping a child’s life, some schools tend to undermine parents’ contribution towards curriculum and instructional management. Laboke (2000) concludes that this scenario is attributed to the tendency employed by the schools to keep parents out by arguing that a professional skill such as teaching must be carried out without interruption or interference.

Achoka (2003) carried out a study on the parents’ involvement in the management of secondary schools in Busia and Uasin Gishu Districts. The finding revealed that majority of the parents was involved in curriculum implementation which helped headteachers in the provision of teaching and learning facilities to schools which has a positive impact on pupils’ performance.

Karanja (2005), study revealed that parents rarely visited schools to check on their children academic progress. Parents who visited and participated in school
activities, their children tended to improve on academic performance unlike those whose parents hardly visited or participated in school activities. The revealed studies have shown parents, child and school-based factors that may block parents ability to attend school affairs, studies have also revealed children whose parents attend school functions tends to do better in schools but, there isn’t any empirical study on the influence of parents attendance to school functions on curriculum implementation among the public primary schools with specific focus on Ndeiya division, Kiambu county.

Ashton and Cairney (2001), observe that participation of parents in governing bodies might not mean that parents are actually getting to make decisions. They also add that parental involvement in decision making in Australia had little impact on the curriculum implementation and may be only tokenistic. Parents, pupils and teachers benefit from increased parental involvement Patin (2000), have identified several purposes of parental involvement in schools, including motivating schools to function at a higher level by constantly improving teaching and learning practices, creating higher student achievement and success in school.

Schools are faced with the task of implementing various strategies to involve parents in the education of pupils. Eldridge (2001) and Niemer, Wong and Westerhaus (2009), observe that programs involving parents who volunteer to work in the classroom have benefits ; they indicate the need to have a welcoming classroom environment as well as being sensitive to parent diversity and availability.
According to Desimone (1999), and Van der Warf, Creamers and Guldemont (2001), Parental involvement in Indonesia is not only necessary but it is also one of the most cost effective means of improving quality in education, Van der Warf, Creamers and Guldemont (2001), found that although parental involvement requires modest budget, it is more useful and cheaper as compared to other interventions, such as teacher involvement in education, management books and learning materials. Thus parental involvement is a particular suitable means of improving education in a developing country like Kenya. The schools have a obligation to improve the education of all pupils, yet they cannot accomplish this task without parental involvement in curriculum implementation.

Kimu (2012), Parents volunteering in class in Kenya was never implemented, so there were no structures or plans to allow parents to volunteer in the classroom during the school day. Parents were neither consulted nor were they allowed to give advice on decisions that involved curriculum implementation at the school because they were considered to be too competent.

2.6 School management committee involvement in curriculum implementation and pupils’ performance

A study done by Hanson (1996), revealed that school managers in America make allocation decisions, evaluation decisions and instructional decisions without the involvement of school management committees. This does not affect students’ academic performance unlike in Britain curriculum and instructional Management of education is shared between the central government and local Education Authorities, both of which, the members make decisions aimed at
improving teaching and learning effectiveness for continued students’ performance. Creese (1995) observed that parent governors are often encouraged to become involved in decision-making about financial matters but they are less involved in discussions about teacher evaluation, pupil’s evaluation, timetabling and staffing matters. When curriculum issues arise, teachers on the other hand are all too ready to say “leave it to the professionals” and parents governors on the other hand, uncertain on their ground and not necessarily well informed, are often happy to do so; hence being excluded from the main business of the school.

According to research carried out in Nigeria by Francis, Agi, Alubu, Biu, Daramola and Sheshu (1998), in conjunction with the World Bank, parents and school management committees play an important role in primary education through their active involvement in mobilization and management of human and material resources through their active participation in school management. Monly (2003), conducted a study in Bureti District to establish the effectiveness of Board of Governance in management of public secondary schools. The research findings indicated that majority of respondents perceived the BOG members as effective in enhancing schools academic performance.

Baku and Agyman (2002), observe that in Ghana communities participate in the decision-making process through SMCs by involving SMC members in designing the curriculum and participation in the teaching and learning process where SMCs act as resource persons. They argue that, where the community represented by SMC actively participate in a school in various ways, this could affect the academic performance of the school.
In a World Bank document titled “Staff Appraisal Report, Republic of Ghana Basic Education Sector Improvement programme”, the ministry of education stresses the importance of school management committee involvement in education development in the following words. “Communities have an important role to play in enforcing standards, developing and maintaining school property, and providing support and encouragement to head teachers, teachers and students” (Word Bank, 1996).

2.7 Summary of literature review

A review of the related literature reveals that different parts of the world have adopted participatory management practices of involving stakeholders in curriculum and instructional management to enhance pupils’ performance. Researchers such as Bischoff and Phakoa (2009) together with Nongubo (2004) agree that pupils should not be involved in curriculum and instructional management for improved academic performance while Bush (2003), Muchele (1996) and Gitobu (2007) disagree. Hunges, Holden and Desforges (1994) support the positive impact of parental involvement in curriculum and instructional management on pupils’ academic performance. This contrast Laboke (2000) findings that some schools tend to undermine and not involve parents in curriculum and instructional management yet the school register high pupil’s academic performance.

School management committee should be involved in curriculum and instructional management for improved pupils’ academic performance. From the above local studies little has been done on the influence of stakeholder
involvement in curriculum implementation on pupils’ performance in Kenya certificate of primary education in Kathiani sub-county, Kenya hence the research gap.

2.8 Theoretical framework

The study is based on social systems approach theory. System theory was first introduced by Von Bertalanffy and later by Rudolf (2011). The systems theory contends that a system consist of various components or subsystems which must function together for the system to work. If a sub system fails. The whole system is put in jeopardy. All parts of the organization are interconnected and interdependent. The school as an organization is an open system which interacts with the environment and is continually adopting and improving. For this study the subsystems which make a system consist of pupils, teachers, parents and school management committee. All systems are purposeful and goal directed. Schools exist to achieve educational objectives through the involvement of pupils, teachers, parents and school management committee in curriculum implementation in the school. This promotes collective effort of individuals and groups in the systems. Hence the achievement of the school goals will be a result of successful interaction of the various parties involved.

The strength of systems theory is that open systems are interrelated and interdependent. A disturbance in one part of the organization affects other parts of the organization hence the whole school, continuous feedback and responses results in better understanding by the leadership and management of the organizations structure within the environment. However, the theory fails to
specify the nature of relationship and interdependence between organizations and its environment. Therefore the interaction between teachers, pupils, parents and SMC through their active involvement in curriculum implementation, promote pupils' KCPE performance. Systems theory is therefore be used to conceptualize the various stakeholders interacting to realize pupils’ academic performance.
2.9 Conceptual framework

Conceptual framework of how involvements of stakeholders influence pupils’ academic performance in Kenya Certificate of Primary Education examinations.

**Pupils’ Involvement**
- Material resource acquisition
- Organising revision schedules

**Teachers’ Involvement**
- Organising academic clinics
- Determining examination frequency

**Parents’ Involvement**
- Allocating discussion groups
- Material resource acquisition

**School Management Committee’ Involvement**
- Discussing pupils academic improvement strategies
- Determining pupils examination frequency
- Material resource allocation

**Curriculum implementation**

**KCPE achievement**
- High scores

Figure 2.1: Headteachers’ involvement of stakeholders in relation to pupils’ performance
The involvement of pupils, teachers, parents and school management committee in curriculum implementation may influence pupil’s KCPE performance. Once pupils are involved in the designing of academic programs and in discussing their academic progress boosts their performance. Teachers’ involvement in decision making concerning time tabling boosts their morale which promotes their performance and that of pupils. When parents are involved in discussing academic progress of their children and in the allocation of teaching and learning materials in the school this promotes pupils performance. School management committee involvement in the allocation of teaching and learning materials in support of curriculum implementation boosts school performance due to availability of teaching and learning materials which enhance pupils’ learning and their performance.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This section focused on the methods and the procedure that were adopted in conducting the study under the following sub-headings: research design; target population; sample size and sampling procedure; research instruments; instrument validity and instrument reliability; data collection procedures and data analysis techniques.

3.2 Research design
The study adopted a descriptive research design. Mugenda and Mugenda (2003) describe descriptive research design as a systematic, empirical inquiry into which the researcher does not have a direct control of independent variable as their manifestation has already occurred. Descriptive studies are concerned with the what, where and how of a phenomenon hence more placed to build a profile on that phenomenon (Mugenda & Mugenda, 2003).

Borg and Gall (1989), noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. By involving a broad category of head teachers, teachers and pupils the proposed study was within the cross-sectional sub-types of descriptive survey study designs.

Through descriptive survey, the researcher was able to determine the nature and the extent of pupils’ poor performance in KCPE examination within Kathiani Sub-county. This was determined without manipulating the variables.
3.3 Target population

The target population may be defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population for this study consisted of all 71 head teachers, 647 teachers and 4263 class 8 pupils of all the public primary schools in Kathiani Sub County. The total target population was 4,981 respondents.

Table 3.1: Kathiani Sub-County target population

<table>
<thead>
<tr>
<th>Zone (population)</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>Class 8 pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathiani</td>
<td>27</td>
<td>225</td>
<td>1420</td>
</tr>
<tr>
<td>Iveti</td>
<td>26</td>
<td>239</td>
<td>1483</td>
</tr>
<tr>
<td>Mitaboni</td>
<td>18</td>
<td>183</td>
<td>1360</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>647</td>
<td>4263</td>
</tr>
</tbody>
</table>

Source: Kathiani DEO’s office, 2014.

3.4 Sample size and sampling procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Mugenda (2003), commenting on sample size observed that there is certain non-definite practices among social research workers that the beginner can adopt. One such practice suggest that if the population is a few hundreds, a 40 percent or more sample would do, if above one thousand, a 30 percent, if a few thousands a 10 percent, and if several thousands a 5 percent or less sample.

The sample size entailed a 40% of head teachers, 40% of teachers as well as 10% of pupils. Head teachers were selected using simple random sampling. The researchers obtained and compiled a list of all 71 public primary schools from the
D.E.Os office. The researcher assigned a number to each school ranging from 01 to 071 within the target population and select every nth school where nth was determined by dividing population with the sample size (that is 71/ 28 Sample size = 3\textsuperscript{th} number). The total sample size therefore entailed 30 head teachers.

Proportional and purposive sampling was used to sample teachers and class eight pupils. Cases of subject are hand-picked because they are informative or posses the required characteristics (Mugenda & Mugenda, 2003). The researcher obtained the sample size for teacher respondents as per school and zone by dividing the teachers’ sample size with the target population in the zone. The same procedure was used to select pupils from each sample school. The respondents for the study were 30 head teachers, 117 teachers and 196 class eight pupils as shown in Table 3.2.

### Table 3.2: Kathiani Sub-County sample size

<table>
<thead>
<tr>
<th>Zone</th>
<th>40% Teacher Sample size</th>
<th>10% pupils sample size</th>
<th>Teacher respondents</th>
<th>Pupils respondents</th>
<th>40% Headteachers sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathiani</td>
<td>90</td>
<td>142</td>
<td>33</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>Iveti</td>
<td>96</td>
<td>149</td>
<td>44</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>Mitaboni</td>
<td>74</td>
<td>139</td>
<td>40</td>
<td>64</td>
<td>08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>427</strong></td>
<td><strong>117</strong></td>
<td><strong>196</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Source: Kathiani DEO’s Office, 2014.

### 3.5 Research instrument

The instrument that was used in collecting data from the sampled respondents was questionnaires. Orodho (2005) noted that questionnaires are more efficient in
that they require less time, are less expensive and permit collection of data from a wide population.

Data was obtained by use of three categories of questionnaires, for head teachers, teachers, and class 8 pupils. These questionnaires contained both open-ended questions and close-ended questions. Open-ended questionnaires give the respondents an opportunity to express their views, experiences and suggestions fully. The closed ended questionnaires were easier to code responses and analyze them by use of computer. Each item in the questionnaire was developed to address a specific objective.

A five point Likert scale was adopted to gather information on influence of head teachers’ involvement of stakeholders. The scale consisted of 20 statements accompanied by frequency rating scale of 1. not at all. 2. Small extent 3. Moderate extent 4. Great extent and 5. Very great extent. The headteachers’ questionnaire contained two sections. Section A contained demographic information of the head teacher while section B contained items that were regarded as variables related to the study. The teachers’ and pupils’ questionnaires followed the same pattern in the head teacher’s questionnaire.

3.6 Instrument validity

Validity is concerned with establishing whether the instrument measure what it is supposed to measure (Orodho, 2004). To determine content validity of the instrument the researcher did pilot test of the instrument in two schools which were included in the research study. The respondents were; one head teacher, two teachers and four class 8 pupil’s in each school. Total respondents were fourteen.
Respondents were requested to complete the questionnaires. According to Mugenda and Mugenda (2003), one percent of the sample size is recommended for a pilot study. This helped the researcher to check the instructions in the questionnaires, clarity of the questions, suitability of language used in the instrument and the feasibility of the study. The instrument were scrutinized and approved by the expert judgement from the supervisors.

3.7 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trials. To test reliability of the questionnaire, the researcher used the test – retest method (Orodho, 2004). This was done by administering the instruments to the total 14 respondents in the pilot study for the first time and record the scores obtained. The instruments were then administered to the same respondents after an intervening period of one week and also the scores were recorded. A correlation coefficient for the two scores was calculated to find out the consistency of the research instruments. Mugenda and Mugenda (2003) observe that the instrument and the data are said to be reliable if a reliability coefficient index is above 0.7.

\[
r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]

Where:  
\( r \) = the degree of reliability  
\( x \) = scores obtained during the first test  
\( y \) = scores obtained during the second test  
\( \Sigma \) = summation sign  
\( n \) = the number of observations or subjects of x and y
3.8 Data collection procedures

The researcher sought permit for research authorization, from the National Commission for Science, Technology and Innovation (NACOSTI). Later the researcher paid a courtesy call to Kathiani Sub-County Commissioner, Kathiani Sub-county director of education and all head teachers’ of the sampled schools. The researchers personally visited the sampled schools and give the respondents the questionnaires to fill within the agreed schedule. Those respondents had not completed the questionnaires were allowed more time to complete the questionnaires.

3.9 Data analysis techniques

Data analysis is the process to bring order, structure and meaning to the mass of collected information (Mugenda & Mugenda, 2003). The researcher perused completed questionnaires to document analysis recording sheets. Once data was collected, it was coded and analysed using the Statistical Package for Social Sciences (SPSS). Quantitative data gathered from closed ended questions was post-coded first and then organized into similar themes as per the research questions. It was analysed, tabulated and presented using descriptive statistics. To integrate qualitative data gathered from open-ended questions into inferential data, it was post-coded and tallying of similar responses of each item was done. Frequency counts were made of all responses making similar responses. Results of data gathered from closed-ended and open-ended were reported in frequency tables, cross tabulation tables and explanation of the findings was made based on themes.
3.10 Ethical considerations

According to Sommer and Sommer (2004) ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. For the purpose of this study, permission was first sought from relevant authorities and a letter granted to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses and identities. Saunders, Lewis and Thornhill (2003), define research ethics as the appropriateness of the researcher’s behaviour in relation to the rights of those who become the subject of the research project, or who are affected by it. The researcher adhered to appropriate behaviour in relation to the right of head teachers and girl child who were the respondents.
4.1 Introduction
This chapter presents analysis and findings of the study as set out in the research objectives. The results were presented on the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Machakos County, Kenya.

The research sought to answer these research questions; to determine the extent to which head teachers’ involvement of pupils in curriculum implementation influence Kenya Certificate of Primary Education performance in Kathiani Sub-County, Kenya. to determine the extent to which the involvement of teachers in curriculum implementation influence pupils performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya and to establish the extent to which the involvement of school management committee in curriculum implementation influence pupils performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya.

4.2 Response rate
The study sampled 30 head teachers, 117 teachers and 196 pupils out of which 30 head teachers, 110 teachers and 190 pupils responded and returned their
questionnaires contributing to the response rates of 100% for head teachers’ 94 percent for teachers and 97 percent for pupils. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that response rate of 70 percent and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondents to fill-in and return the questionnaires. The chapter covers the demographic information, and the findings are based on the objectives.

4.3 Demographic Information
The study sought to inquire information on various aspects of the respondents’ background that is the respondent’s age, gender, period of time in service and academic qualification. This information aimed at testing the appropriateness of the respondent in answering the questions regarding the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education.

4.3.1 Distribution of participants by gender
The study sought to establish the pupils, teachers and head teachers’ gender. From the findings, the study established that the more than half of the pupils were males as shown in the table while the rest were females. From the findings, the study also established that the more than half of head teachers were males as shown in the table while the rest were female. Study also established that the majority of the teachers were male as shown in the table while the rest were female.
Table 4.1: Distribution of participants by gender

<table>
<thead>
<tr>
<th></th>
<th>Pupils</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Male</td>
<td>105</td>
<td>55</td>
<td>60</td>
<td>54.5</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>85</td>
<td>45</td>
<td>50</td>
<td>45.5</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
<td>100</td>
<td>110</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.2 Highest professional qualifications

The researcher sought to establish the professional qualification for teachers and head teachers and the findings are shown in Table 4.2

Table 4.2: Highest professional qualification

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>P1</td>
<td>70</td>
<td>64</td>
<td>16</td>
<td>53</td>
</tr>
<tr>
<td>ATS IV</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>13.5</td>
</tr>
<tr>
<td>ATSIII/DIP</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>13.5</td>
</tr>
<tr>
<td>B.Ed</td>
<td>25</td>
<td>23</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

From the study findings more than half of the teachers represented by 53% had attained P1 qualification and B.Ed. qualification as shown in table 4.2, while the rest of the teachers had attained ATSIII/ Diploma had artisan IV qualification. Findings further revealed that majority of the head teachers had attained P1 academic qualification, while others had attained B.Ed, ATSIV and
ATSIII/Diploma as shown in table 4.3. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of education.

4.3.3 The respondent’s age category for teachers and head teachers

The study sought to find out the teachers and head teachers age category and the findings are shown in Table 4.3

<table>
<thead>
<tr>
<th>Age category</th>
<th>Teachers</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>(20-30) years</td>
<td>18</td>
<td>17</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(31-40) years</td>
<td>22</td>
<td>20</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>(41-50) years</td>
<td>30</td>
<td>27</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>40</td>
<td>36</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

From the study findings more than half of the teachers were aged over 40 years of age, while the rest of the teachers were in age bracket of between 20 years and 40 years this is shown in Table 4.4. The study also established that majority of the head teachers were in age bracket of over 41 years of age, while others in the age bracket of between 20 years and40 years of age none of the head teachers was below age of 40 years. These reveal that majority of the teachers and head teachers were mature enough to understand the influence of stakeholder involvement in curriculum implementation on pupil’s performance.
4.3.4 Pupils age bracket

The research enquired on the age bracket of the pupils and the findings are displayed on Figure 4.1

**Figure 4.1 Distribution of pupils by age bracket**

From the findings in figure 4.1 more than half of the pupils interviewed were in the age bracket of 16 years and 18 years, while the remaining aged between 13 years and 15 years of age none was below 15 years of age. This information shows that the pupils were better placed to give credible information on the stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education.

4.3.5 Distribution of schools by type

Pupils were asked to state the type of their schools and the findings were that all the schools involved in this study were mixed primary schools.
4.3.6 Period of time in service as teachers or head teacher

The researcher sought to establish the period of time teachers and head teachers has served in their position and the findings are shown in Table 4.4.

Table 4.4: Period of time in service as teacher or head teacher

<table>
<thead>
<tr>
<th>Service period</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>10</td>
<td>9.0</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>30</td>
<td>27.3</td>
<td></td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>11-20 years</td>
<td>60</td>
<td>55</td>
<td></td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>21-30 years</td>
<td>5</td>
<td>4.5</td>
<td></td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Over 30 years</td>
<td>5</td>
<td>4.5</td>
<td></td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>110</strong></td>
<td><strong>100</strong></td>
<td></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the study findings in table 4.4 majority of the teachers as shown by 55% had been in service for a period of between 11 years and 30 years, while the rest of the teachers as shown by 27.3% had served for up to 10 years and below. The findings also established that more than half of the head teachers as indicated by 50% had been in service for a period of above 21 years and 30 years and above, while the others as represented by 33% had been in service for up to 20 years and below 5 years of service. This finding shows that majority of the teachers and head teachers represented by 55% and 50% respectively had enough experience in teaching and school management to give credible information with regard to the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education.
4.4 Involvement of pupils in curriculum implementation

The pupils were asked to state the how often head teacher had involved them in decision making towards curriculum implementation in a term and findings are shown in Figure 4.2.

**Figure 4.2 Head teachers involvements of pupils in decision making towards curriculum implementation in a term**

![Bar chart showing involvements of pupils in decision making](chart.png)

From the Figure 4.2; the study established that majority of the pupils were not involved at all in decision making towards curriculum implementation in a term, while the rest indicated that they were involved just once and twice in decision making process. The implication of this was that the results in KCPE were not same for all zones in the study. This is contrary to (Magadla, 2007), who noted that policies must be designed by adults and students are to follow them to the latter. The second viewpoint suggests that students can participate but only to a certain degree.
4.4.1 Pupils opinions on involvement of Stakeholder in curriculum implementation

On the opinion of pupils towards involvement of stakeholders in curriculum implementation.

Table 4.5: Pupils opinions on involvement of Stakeholder in curriculum implementation

<table>
<thead>
<tr>
<th>Pupils opinions on involvement of Stakeholder in curriculum implementation</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils in material resource acquisition</td>
<td>0.400</td>
<td>1.210</td>
</tr>
<tr>
<td>Pupils in scheduling learning sessions</td>
<td>0.290</td>
<td>1.704</td>
</tr>
<tr>
<td>Pupils in organizing revision schedules</td>
<td>0.430</td>
<td>1.201</td>
</tr>
<tr>
<td>Teachers in timetabling learning sessions</td>
<td>3.243</td>
<td>0.190</td>
</tr>
<tr>
<td>Teachers in organizing academic clinics</td>
<td>3.230</td>
<td>0.119</td>
</tr>
<tr>
<td>Teachers in determining pupils’ examination frequency</td>
<td>0.854</td>
<td>1.400</td>
</tr>
<tr>
<td>Teachers when allocating discussion groups</td>
<td>3.230</td>
<td>0.129</td>
</tr>
<tr>
<td>Parents in discussing pupil’s improvement strategies</td>
<td>0.854</td>
<td>1.400</td>
</tr>
<tr>
<td>Parents in determining pupils’ examination frequency</td>
<td>0.854</td>
<td>1.400</td>
</tr>
<tr>
<td>Parents’ in material resource acquisition</td>
<td>0.578</td>
<td>1.350</td>
</tr>
<tr>
<td>Pupils in determining examination frequency</td>
<td>0.423</td>
<td>1.345</td>
</tr>
<tr>
<td>SMC in discussing pupils’ academic improvement strategies</td>
<td>0.809</td>
<td>1.478</td>
</tr>
<tr>
<td>SMF in determining pupil’s examination frequency</td>
<td>0.604</td>
<td>1.589</td>
</tr>
<tr>
<td>SMF in material resource allocation</td>
<td>3.006</td>
<td>0.123</td>
</tr>
</tbody>
</table>

From the study findings on Table 4.5 pupils were asked to rate stakeholders’ involvement in curriculum implementation; pupils indicated that Teachers were involved in timetabling learning sessions, teachers were involved in organizing academic clinics, teachers were involved when allocating discussion groups and SMC were also involved in material resource allocation these involvement was rated to great extent as shown by the mean deviation; 3.243, 3.230, 3.230 and 3.006 respectively. Pupils indicated that parents’ were involved to a small extent
in material resource acquisition, determining pupils examination frequency, discussing pupil’s improvement strategies, SMC in discussing pupils’ academic improvement strategies and teachers in determining pupils’ examination frequency this is shown by mean deviation of ;0.578, 0.809, 0.854, 0.854, and 0.854 respectively. However pupils expressed opinion that pupils were not involved in material resource acquisition, scheduling learning sessions, organizing revision schedules and even in determining examination frequency and also Parents’ in material resource acquisition at all as shown by mean deviation of 0.290, 0.400, 0.430 and 0.423 respectively.

Pupil’s involvement in curriculum and instructional management produced strong positive correlations between high levels of pupil’s involvement to school educational programs and activities and improved grades points. Pupils’ involvement in material resource acquisition, scheduling learning sessions and organizing revision schedules perform better in KCPE as compared to those not involved. This is supported by the data on table 4.6

Table 4. 6: KCPE mean score on pupils’ involvement

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>KCPE MEAN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Pupils involved</td>
<td>297.01</td>
</tr>
<tr>
<td>When Pupils not involved</td>
<td>187.55</td>
</tr>
<tr>
<td>Difference</td>
<td>109.46</td>
</tr>
</tbody>
</table>
4.5 Involvement of teachers in curriculum implementation

Teachers were involved in organizing academic clinics, Teachers were involved in determining examination frequency, Teachers were involved when allocating discussion groups and SMC were involved in material resource allocation these involvement was to great extent as shown by mean of 4.540, 4.520, 4.523, and 4.536 respectively. This translated to better KCPE mean scores. Findings concluded that there must be higher levels of teacher participation in the decision making for continued pupils performance.

4.5.1 Frequency of headteachers involvement of teachers in decision making on curriculum implementation

Teachers were asked to state how often had the head teachers involved them in decision making towards curriculum implementation in a term and the findings are shown on Figure 4.3

Figure 4.3 Frequency of head teacher’s involvement of teachers in decision making on curriculum implementation

From the findings in figure 4.3 more than half of the teachers had not been not involved in decision making towards curriculum implementation in a term
as, while the rest indicated that they were involved once, twice or thrice as shown in figure 4.3. This contradicts Chawla and Kellowway (2004) who agree that the involvement of teachers in curriculum and instructional management predicts teachers increased productivity which boosts pupils’ performance.

Teachers’ involvement in timetabling learning sessions, organizing academic clinics and determining pupils’ examination frequency influence KCPE performance unlike when not involved. This is supported by the data in the table 4.7.

Table 4.7: KCPE mean score on teachers’ involvement

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>KCPE MEAN SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>When teachers</td>
<td>252.93</td>
</tr>
<tr>
<td>When teachers not</td>
<td>183.49</td>
</tr>
<tr>
<td>Difference</td>
<td>69.03</td>
</tr>
</tbody>
</table>

4.6 Involvement of parents in curriculum implementation in a term

Pupils indicated that parents that most of the parents were not involved towards curriculum implementation at all especially in provision of teaching and learning facilities in the school. However a few of the pupils indicated that their parents were involved once per term. This is contrary to Hughes, Holden and Desforges (1994) who concluded that parents can be seen as partners in the decision-making process in schools particularly through involvement in
curriculum and instructional management. Most of the parents were not involved towards curriculum implementation at all especially in provision of teaching and learning facilities in the school these implies that their contributions were not considered in shaping the education of their children especially in Iveti where grades were lowest as compared to other zones in the study.

4.6.1 Involvement of parents in decision making on curriculum implementation

Teachers were asked to state the number of times the head teachers involve parents in decision making towards curriculum implementation in a term and findings are illustrated in Figure 4.4

**Figure 4.4 Frequency of headteachers and parents’ involvement of parents’ in decision making on curriculum implementation**

According to the findings majority of the teachers were for the opinion that head teachers does not involve parents at all in decision making towards curriculum implementation in a term, while others indicated that parents were involved only once per term as shown in Figure 4.3. These findings contradict the study by Greenwood and Hickman (1991) who argue that head teachers are willing to
involve parents but some parents feel powerless to influence the school in that some parents believe they do not have the knowledge or social skills for volunteering in the classroom or serving on a parent advisory committee.

Parental involvement in discussing pupils’ improvement strategies, determining pupils’ examination frequency and material resource allocation and acquisition influence KCPE performance as compared to those that do not involve parents in curriculum implementation. This supported by the data on Table 4.8

Table 4.8: KCPE mean scores on parental involvement

<table>
<thead>
<tr>
<th>RESPONDENTS</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>When parents involved</td>
<td>251.87</td>
<td>260.23</td>
<td>259.90</td>
<td>270.93</td>
<td>285.33</td>
</tr>
<tr>
<td>When parents not involved</td>
<td>188.79</td>
<td>189.49</td>
<td>209.11</td>
<td>210.43</td>
<td>204.22</td>
</tr>
<tr>
<td>Difference</td>
<td>63.08</td>
<td>70.74</td>
<td>50.79</td>
<td>60.50</td>
<td>81.11</td>
</tr>
</tbody>
</table>

4.7 School management committee involvement in curriculum implementation
On the opinion of teachers towards involvement of stakeholders in curriculum implementation. The responses were rated on a five point likert scale where 1.not at all. 2. Small extent 3. Moderate extent 4. Great extent 5. Very great extent. The mean and standard deviations were generated from SPSS and are as illustrated in Table 4.8
From the study findings on Table 4.9 teachers were asked to rate school management committee involvement in curriculum implementation; Teachers were involved in Ensuring faithful curriculum implementation, Teachers were involved in Ensuring faithful curriculum implementation, Teachers were involved Developing supportive relationships with all stakeholders and Planning and control of resources these involvement was to great extent as shown by a mean of 4.263, 4.542, 4.524, and 4.522 respectively. Teachers indicated that school management committee were involved in Managing the school environment,

<table>
<thead>
<tr>
<th>Teachers opinion on involvement of school management committee involvement in curriculum implementation</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>material resource acquisition</td>
<td>3.322</td>
<td>1.202</td>
</tr>
<tr>
<td>scheduling learning sessions</td>
<td>3.261</td>
<td>1.313</td>
</tr>
<tr>
<td>organizing revision schedules</td>
<td>3.266</td>
<td>1.280</td>
</tr>
<tr>
<td>timetabling learning sessions</td>
<td>4.263</td>
<td>1.181</td>
</tr>
<tr>
<td>organizing academic clinics</td>
<td>4.542</td>
<td>1.143</td>
</tr>
<tr>
<td>determining pupils’ examination frequency</td>
<td>4.524</td>
<td>1.252</td>
</tr>
<tr>
<td>allocating discussion groups</td>
<td>4.522</td>
<td>1.135</td>
</tr>
<tr>
<td>discussing pupil’s improvement strategies</td>
<td>3.343</td>
<td>1.263</td>
</tr>
<tr>
<td>determining pupils’ examination frequency</td>
<td>3.452</td>
<td>1.264</td>
</tr>
<tr>
<td>material resource acquisition</td>
<td>3.543</td>
<td>1.255</td>
</tr>
<tr>
<td>determining examination frequency</td>
<td>3.452</td>
<td>1.262</td>
</tr>
<tr>
<td>discussing pupils’ academic improvement strategies</td>
<td>3.367</td>
<td>1.233</td>
</tr>
<tr>
<td>determining pupil’s examination frequency</td>
<td>3.454</td>
<td>1.265</td>
</tr>
<tr>
<td>material resource allocation</td>
<td>3.325</td>
<td>1.240</td>
</tr>
</tbody>
</table>
Providing sound planning, time management and organisational skills, Offering professional expertise and Developing support teams, individuals and the self to Enhance performance frequency these involvement was rated to small extent as shown by a mean of 3.322, 3.261, 3.266 and 3.343 respectively.

The findings reveal that all the stake holders were not involved in curriculum implementation to a great extent especially pupils This concurs with a study by Bisschoff and Phakoa (2009) who observed 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 stakeholders. Findings indicate that SMC were involved to a great extent in discussing pupil’s academic improvement strategies.

School management committee Involvement in curriculum implementation towards determining pupils’ examination frequency, discussing pupils’ academic improvement strategies and determining material resource acquisition influence KCPE performance. This is supported by the data on table 4.10

<table>
<thead>
<tr>
<th>Table 4.10: KCPE mean score on School management committee involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPONDENTS</td>
</tr>
<tr>
<td>School management committee</td>
</tr>
<tr>
<td>When SMC involved</td>
</tr>
<tr>
<td>When SMC not involved</td>
</tr>
<tr>
<td>Difference</td>
</tr>
</tbody>
</table>
4.8 Discussions

4.8.1 Challenges faced by stakeholders in curriculum implementation

According to the head teachers; although in practice stakeholders involvement was paramount for curriculum implementation, headteachers indicated that parental involvement in schools had been minimal in curriculum and instructional management due to parent undermining themselves as pertains management practices. This poses a great challenge to head teachers. Secondly head teachers lack enough finances to facilitate adequate teaching and learning materials in schools and finally pupils lacks interest towards examination together their parents not being supportive towards discussing pupil’s academic improvement among others.

4.8.2 Pupils’ Suggestions on improving curriculum implementation in the school

The pupils suggested that they should be involved in curriculum implementation especially in making policies pertaining school attendance, timetables used in school and extracurricular activities programmes in their schools. Parents should be consulted in deciding the teaching strategies and in provision of teaching and learning facilities to the school. SMC in discussing material resource acquisition and also they should be trained in curriculum implementation matters.
4.8.3 Headteachers’ suggestions on improving curriculum implementation in your school

According to head teachers; parents and governors need to understand their roles in curriculum and in instructional management. Government should sensitize the parents and pupils on the importance of being involved in curriculum implementation, since parents are useful partners in shaping child life. Schools should not undermine parent contribution towards curriculum and instructional management.

4.8.4 Head teacher’s involvement of stakeholders in curriculum implementation

Majority of the Head teachers indicated that they involved pupils in discussing of academic improvement strategies, organizing of academic clinics and organizing revision groups among others. Teachers were involved in organizing pupil’s discussions group, timetabling learning sessions, and timetabling curricular activities among others. Parents were involved in determining examination frequency, discussing pupils’ academic improvement strategies and materials resource allocation among others. School management committees are involved in material resource acquisition, material resource allocation and organizing educational tours among other areas, this concurs with Daramola & Sheshu (1998), who noted that parents and school management committees play an important role in primary education through their active involvement in mobilization and management of human and material resources through their active participation in school management.
4.8.5 Parents’ attitude towards parental involvement in curriculum implementation in the school

Majority of head teachers indicated that most parents had a negative attitude towards being involved in curriculum implementation in the school.
5.1 Introduction

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.2 Summary

The purpose of the study was to investigate the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Machakos County, Kenya. The objectives explored the involvement of various stakeholders including parents, teachers, pupils and SMC in curriculum and instructional management and their influence in education performance.

The Study established that pupils’ involvement in material resource acquisition, scheduling learning sessions and organizing revision schedules perform better in
KCPE as compared to those not involved. Therefore involvement of pupils in curriculum implementation promote academic performance.

The study also established that teachers’ involvement in timetabling learning sessions, organizing academic clinics and determining pupils’ examination frequency influence KCPE performance unlike when not involved. Further the study indicated that parental involvement in discussing pupils’ improvement strategies, determining pupils’ examination frequency and material resource allocation and acquisition influence KCPE performance. Finally the study established that school management committee involvement in curriculum implementation towards determining pupils’ examination frequency, discussing pupils’ academic improvement strategies and determining material resource acquisition influence KCPE performance.

5.3 Conclusions
Stakeholder involvement towards curriculum implementation in a school influence pupils’ KCPE performance. Schools where the headteacher involve pupils, teachers, parents and school management committees to a large extent perform better in KCPE as compared to those schools where pupils, teachers, parents and school management committee are not involved. Pupil’s involvement in curriculum implementation produced strong positive correlations between high levels of pupil’s involvement to school educational programs and activities and improved grades points.
5.4 Recommendations

i. Educational Policy makers should sensitize the parents and pupils on the importance of being involved in curriculum implementation, all school stakeholders to practice team work towards curriculum implementation and that pupil should be exposed on benchmarking activities.

ii. Ministry of education should allocate adequate funds to head teachers and school management to facilitate provision of adequate teaching and learning materials in schools which enhance curriculum implementation.

iii. Headteachers should involve pupils, teachers, parents and SMC in curriculum implementation in the school.

5.5 Suggestions for further research

Since this study explored the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Machakos County, Kenya, the study recommend that;

i. Similar studies should be done in other counties in Kenya for comparison purposes and to allow for generalization of findings on the influence of stakeholder involvement in curriculum implementation on pupil’s performance in Kenya Certificate of Primary Education.

ii. A replication of this research should be done later to find out if there will be some change on the present condition in public primary schools in Machakos County including the area of study.
REFERENCES


APPENDICES

Appendix I: Letter of Introduction

UNIVERSITY OF NAIROBI.
DEPARTMENT OF EDUCATION
ADMINISTRATION AND PLANNING,
P.O. BOX 92,
KIKUYU.

The Headteacher,
________________ Primary School

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH

I am a post graduate student pursuing a Master of Education degree in Educational Administration at University of Nairobi. I am conducting a research study on: *Influence of Stakeholder Involvement in Curriculum Implementation on Pupils’ Performance in Kenya Certificate of Primary Education in Kathiani Sub-County, Kenya.*

This is to kindly request you to allow me in your school to carry out the study. The information obtained will be used for the purpose of this research and respondents will be kept in confidence.

Thank you in advance for your cooperation and assistance.

Yours sincerely,

Stellamaris Mukethe Kioko.
Appendix II: Headteachers’ questionnaire

This is to request you to participate in this study by filling in the questionnaire. Confidentiality will be assured for your identity. Please respond to all the items by putting a tick appropriately.

Part A     : Demographic information

Tick (√) where appropriate

1. Please indicate your gender. (a)Female ( ) (b) Male ( )

2. Please indicate your highest professional qualifications.
   a) PI (  )       b) ATS IV (  )
   c) ATS III/DIP (  )    d) B.Ed (  )
   e) Any other, specify __________________________

3. How many years have you been a head teacher?
   a) Less than 5 years (  )    b) 5-10 years (  )
   c) 11-20 years (  )    d) 21-30 years (  )
   e) Over 30 years (  )

4. Please indicate your age category from the ones listed.
   a) 20-30 years (  )       b) 31-40 years (  )
   c) 41-50 years (  )     d) Over 50 years (  )
### Part B: Stakeholder involvement in curriculum implementation

Please use the following legend to score your response

|---------------|-----------------|--------------------|-----------------|---------------------|

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I maintain definite standards of performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I let pupils to know what is expected of them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I see the teachers are working to capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I act without consulting parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I let school management committee to know what is expected of them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I do things to make it pleasant to be a member of staff</td>
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<tr>
<td>11. School management committee members are skilled in selection of teaching and learning materials.</td>
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<td>12. Curriculum and instructional materials are allocated fairly at each level.</td>
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<tr>
<td>13. I put suggestions met by stakeholders into operation</td>
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<tr>
<td>14. I seek new and better ways on pupils’ academic improvement</td>
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<tr>
<td>15. I rule with an iron hand</td>
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</tbody>
</table>
16. Please indicate the school’s KCPE mean scores as follows

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
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<tr>
<td>2012</td>
<td></td>
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<tr>
<td>2013</td>
<td></td>
</tr>
</tbody>
</table>

17. How do you involve the following stakeholders in decision making towards curriculum implementation in the school?

a) Pupils........................................................................

b) Teachers......................................................................

c) Parents........................................................................

d) School management committee........................................

18. How often do you involve the following stakeholders in curriculum implementation in a term?

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>Once</th>
<th>Twice</th>
<th>Thrice</th>
<th>More than thrice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
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<td>Teachers</td>
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<td>Parents</td>
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<tr>
<td>SMC</td>
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</tbody>
</table>
19. What are some of the challenges that you encounter concerning curriculum implementation in your school?
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20. Please, give some suggestions or remedies towards improving curriculum implementation in your school.
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21. What is the parents’ attitude towards parental involvement in curriculum implementation in the school?
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Appendix III: Class teachers’ questionnaire

This is to request you to participate in this study by filling in the questionnaire. Confidentiality will be assured for your identity. Please respond to all the items by putting a tick appropriately.

Part A: Demographic information

1. Please indicate your gender.  a) male (    )       b) Female (    )

2. Please indicate your highest professional qualifications.
   a) P1 (   )  b) ATS IV (   )
   b) ATS III/DIP (   )  d) B.Ed (     )
   e) Any other, Specify. ( ______________________________________)

3. How many years have you served as a teacher?
   a) Less than 5 years (   )           b) 6-10 years (   )
   c) 11-15 years (   )   d) 16-20 years (   )
   e) Over 20 years (   )

4. Please indicate your age category from the ones listed below.
   a) 20-30 years (   )     b) 31-40 years (   )
   c) 41-50 years (   )   d) Over 50 years (   )

5. How often do you involve the following stakeholders in curriculum implementation in a term?

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Not at all</th>
<th>Once</th>
<th>Twice</th>
<th>Thrice</th>
<th>More than thrice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
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<td>Teachers</td>
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<td>Parents</td>
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<td>SMC</td>
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</tbody>
</table>
6. What are some of the challenges that you encounter in curriculum implementation?

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................................................... ................................................... .......................

**Part B: Stakeholder involvement in curriculum implementation**

<table>
<thead>
<tr>
<th>My head teachers involves;</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>7. Pupils in material resource acquisition.</td>
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<tr>
<td>8. Pupils in scheduling learning sessions.</td>
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<tr>
<td>9. Pupils in organising revision schedules.</td>
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<tr>
<td>10. Teachers in timetabling learning sessions.</td>
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<tr>
<td>11. Teachers in organising academic clinics.</td>
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<tr>
<td>12. Teachers in determining examination frequency</td>
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<tr>
<td>13. Parents in discussing pupil’s improvement strategies.</td>
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<tr>
<td>15. Parents in material resource acquisition.</td>
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<td></td>
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<tr>
<td>17. Pupils in determining examination frequency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. SMC in discussing pupils academic improvement strategies</td>
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<tr>
<td>19. SMC in determining pupils examination frequency</td>
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<td>20. SMC in material resource allocation.</td>
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</table>

Please use the following legend to score your response

Appendix IV: Pupils’ questionnaire

This is to request you to participate in this study by filling in the questionnaire. Confidentiality will be assured for your identity. Please respond to all the items by putting a tick appropriately.

Part A: Demographic information

1. Please indicate your age

   10-12 years ( )  13-15 years ( )  16-18 years ( )
   19-21 years ( )  21 years and above ( )

2. Please indicate your gender

   Male ( )  Female ( )

3. Indicate the type of your school

   Boys ( )  Girls ( )  Mixed ( )

Please use the following legend to score your response


Part B: Stakeholder involvement in curriculum implementation

<table>
<thead>
<tr>
<th>My headteacher involves:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Pupils in material resource acquisition.</td>
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<tr>
<td>5. Pupils in scheduling learning sessions.</td>
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<tr>
<td>6. Pupils in organising revision schedules.</td>
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<td>7. Teachers in timetabling learning sessions.</td>
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<td>8. Teachers in organising academic clinics.</td>
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<tr>
<td>9. Teachers in determining pupils’ examination frequency</td>
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<td>10. Teachers when allocating discussion groups.</td>
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<tr>
<td>11. Parents in discussing pupil’s improvement strategies.</td>
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<tr>
<td>12. Parents in determining pupils’ examination frequency.</td>
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<tr>
<td>13. Parents in material resource acquisition.</td>
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<td></td>
</tr>
</tbody>
</table>
14. Pupils in determining examination frequency
15. SMC in discussing pupils’ academic improvement strategies
16. SMC in determining pupil’s examination frequency
17. SMC in material resource allocation.

18. How often do you involve the following stakeholders in curriculum implementation in a term?

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Not at all</th>
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19. What are some of the challenges that you encounter in curriculum implementation?

.................................................................................................................................
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20. Please, give some suggestions or remedies towards improving curriculum implementation in your school.

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Thanks for your cooperation
Appendix V: Research authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref: No.

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

Date:
27th May, 2015

NACOSTI/P/15/0637/6058

Stellamaris Mukthe Kioko
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of stakeholder involvement in curriculum implementation on pupils performance in Kenya Certificate of Primary Education in Kathiani Sub County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 31st August, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County before embarking on the research project.

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.
Appendix VI: Research permit

CONDITIONS

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

THIS IS TO CERTIFY THAT:
MS. STELLARUS MIKEIHE KIKO
of UNIVERSITY OF NAIROBI, 0-90104
MITABONI, has been permitted to conduct research in Machakos County on the topic: INFLUENCE OF STAKEHOLDER INVOLVEMENT IN CURRICULUM IMPLEMENTATION ON PUPILS PERFORMANCE IN KAYA CERTIFICATE OF PRIMARY EDUCATION IN KATHIANI SUB COUNTY, KENYA

for the period ending:
31st August, 2015

Applicant's Signature

Serial No. A 5202

RESEARCH CLEARANCE PERMIT

National Commission for Science, Technology and Innovation

Permit No: NACOSTI/P/15/0637/6058
Date Of Issue: 27th May, 2015
Fee Received: Ksh. 1000

Director General
National Commission for Science, Technology & Innovation