

STAKEHOLDERS INVOLVEMENT AND SCHOOL

PERFORMANCE IN MUKURU SLUMS

A CASE STUDY OF PRIMARY SCHOOLS IN MUKURU SLUMS, MAKADARA

DISTRICT IN NAIROBI COUNTY

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ABSTRACT

The purpose of this study was to investigate the influences of the stakeholders in education and their involvement in learning of schools in Mukuru slums in Nairobi County. The study was an explanatory study that was guided by four research objectives that were formulated in order to guide the study. This was to establish whether the stakeholders' involvement in learning had an effect on the performance of the children in Mukuru slum school. The study used the discipline survey design. The target population of the study composed of the entire 10 Mukuru primary schools which are government public schools in Nairobi County. The sample size composed of 5 schools 40 teachers, 60 parents and 300 pupils. Questioners and observation check hosts were used to get the information. The selection of the schools was done using random sampling, while selection of teachers the researcher used the list from head teachers office to randomly select teachers. Selection of the pupils was done randomly from the registers. After all the data was collected, coded and entered into the computer for analysis using the statistical passage for facial science (SPSS). Descriptive statistics such as percentages mean and frequencies' were used to analyze the research questions. The data was presented in table, figures, graphic etc. the study concluded that all the stakeholders who include the parents, teachers, government and students need to work hand in hand and perform their respective duties effective and in time in order for effective leaving which would bring about better results in performance in schools. The study revealed that the parents in Mukuru slum did not play their parts well. Most pupils were absent from school due to lack of basic human needs that would have been provided by the parents. A big numbers of teachers were not trained and worked under PTA (Parents Teachers Association thus not been able to use the required methodology in teaching). The government did not provide enough teachers to those hardship areas and did not effectively support the teachers through quality Assurance and stagers officers (QUASO) for quality learning. The student's indiscipline cases, lack of fulfilling their responsibilities and absenteeism affected their learning. It was recommended that the government should put in place prepare facilities, employ enough and trained teachers, support the teachers and properly evaluate and assess the learning in schools. It was also recommended that teachers should adopt a range of teaching methods, use of learning resources, attend to all classes and prepare well in advance and lastly the students and parents should all take up their roles in learning in order to improve the performance of the schools.