

**ASSESSMENT OF SELECTED STAKEHOLDERS' INFLUENCE ON ACADEMIC
PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN IGEMBE SOUTH
DISTRICT, MERU COUNTY**

JOYCE IMPWI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF
EDUCATION IN EDUCATIONAL MANAGEMENT, PLANNING AND
ADMINISTRATION OF MOUNT KENYA UNIVERSITY**

NOVEMBER 2014

ABSTRACT

The study assessed the role of principals, BOG, teachers, parents and that of students themselves in their academic performance. The study adopted *ex post facto* research design. There are twenty (20) public secondary schools in Igembe South district. The study targeted a few selected stakeholders in public secondary schools in Igembe South district. The study used a sample size of respondents representing 11% of the target population. With a student population of 1800 (KCSE candidates only), 20 Boards of Governors (with 260 members), 360 teachers, 20 principals and 1800 parents (Form four parents), the target population was 4340. The study used stratified random sampling technique to draw the sample. The main research instruments included questionnaires in collecting the primary data. Interview guides was also used. Both qualitative and quantitative technique was used to analyze data collected. The findings were presented in the form of frequency tables, percentages and bar graphs. The head teachers were asked whether they were satisfied with the level of contribution of the school stakeholders in academic performance of the school where the majority (60%) of the respondents were dissatisfied while 40% were satisfied. The stakeholders included teachers, parents, BOG and students. Based on the findings, the 78% of head teachers indicated that one of the challenges affecting academic performance in schools was limited funds followed by 53% who were of the view that students did not want to work hard. The study further revealed that 47% of the head teachers indicated that poverty was also a major challenge. Other challenges mentioned by the head teachers included lack of commitment from teachers and political interference as supported by 42% and 21% respectively. Based on the findings of the study, 12 (32.43%) of the parents indicated that they participate in all major decisions of the their school, 6 (43.24%) indicated that they participate in most major decision of their school while 7(18.92%) were of the view that they seldom participate in all major decisions of their school and finally 2 (5.4%) indicated that they never participate in all major decision of the school. In light of this finding, parents' participation in decision making in school is very low which might impact negatively on academic performance of their school going children. Teachers should be adequately motivated and encouraged to attend training workshops, seminars and in-services-training to improve their pedagogy. Free education programme should be thoroughly examined since the programme to some extent affects quality education. Parents should be adequately involved if quality education is to be achieved. Parents should also be well educated to take up the challenges and responsibility of financing the education of their children. Some parents for instance, believe that free education programme in Kenya implies providing their children with all instructional materials such as pen, pencil, ruler, textbook, uniform, sandal, belt, food, allowances etc. free of charge by the government. Also, functional supervision mechanism should be developed and built into the schooling system to ensure quality assurance of the system.