

**THE ROLE OF PARTICIPATORY MANAGEMENT IN THE IMPROVEMENT
OF ACADEMIC PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY
EDUCATION IN PUBLIC PRIMARY SCHOOLS IN NAKURU
MUNICIPALITY, KENYA**

GLADYS WAIRIMU GICHOHI

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ABSTRACT

The major role of schools to the society is transmitting knowledge, ideas and positive traits to pupils. This knowledge, societal values and ideals are measured on their achievements through academic performance based on examination results. Results of academic performance may depend on the participation of all stakeholders and the ability of the leaders to influence the stakeholders. High performance may also depend on their ability to utilize both the human and material resources available. However, it has been observed in Nakuru Municipality that performance in public primary schools is deteriorating in spite of the government's effort of providing funds through Free Primary Education (FPE). This may possibly be as a result of lack of participation by some of the stakeholders. This study sought to establish the role of participatory management in the declining performance in public primary schools in Nakuru Municipality. Nakuru Municipality has a population of 60 public primary schools. The study adopted ex-post facto research design which defies manipulation of variables since the KCPE results used had already taken place. The study sampled 52 schools using a random sampling technique as defined by Kathuri and Pals (1993). Random sampling and purposive sampling techniques were used in the selection of the head teachers, senior teachers, and chairpersons of School Management Committees (SMC) and student leaders. The research instruments used were questionnaires, document analysis and Focus Group Discussions. Piloting was done to test the reliability of the instruments. The scores obtained were correlated and matched. Cronbach's Coefficient Alpha was computed and a high coefficient of 0.7 and above was obtained and hence the questionnaires were found to be reliable. The questionnaires were distributed to schools and after completion; they were sorted out and grouped. The data collected was coded and analyzed through SPSS Version 17. The study yielded both quantitative and qualitative data. The data was presented in frequencies and percentages. The quantitative data were analyzed through inferential statistics comprised of Chi-square test and presented in the form of tables. The findings established that most schools were practising participatory management; school management committees were actively participating in the decision making process in respect to the school management; there is need to sensitize parents to take up roles in their children's class meetings; that more funding is required for the enhancement of participatory activities that improve the learning environment and that participatory management in most schools contributed positively to academic achievement to a large extent. The following are proposed recommendations; the school management organize sensitization workshops for all stakeholders; the Ministry of Education to increase free primary education allocations so as to ensure sufficiency of resources required for learning and enhancement of participation of the stakeholders. The findings of the study will be useful to teachers, head-teachers, parents, Ministry of Education (MOE) and other stakeholders who will support increased participation in the school management so as to improve on academic performance of KCPE in public primary schools in Nakuru Municipality.