

**PARTICIPATORY MANAGEMENT AND ACADEMIC PERFORMANCE: A CASE OF
PUBLIC PRIMARY SCHOOLS IN KEIYO SUB COUNTY, ELGEYO-MARAKWET
COUNTY, KENYA**

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

MAY 2015

ABSTRACT

The purpose of this study was to examine participatory management and its effects on academic performance in primary schools in Keiyo Sub County, Elgeyo-Marakwet County, Kenya. The research objectives were; to examine the level to which participatory management has been adopted, to find out stakeholders role in participatory management, to establish the extent to which stakeholders are involved in decision-making and to determine the effect of participatory management on academic performance in Keiyo Sub County primary schools. The study adopted a mixed research methodology. Descriptive research design was used. The study target population involved 58 head teachers, 696 teachers, 2320 pupils and 2 education officers. The study sample size involved 52 head teachers, 248 teachers, 331 standard eight pupils and 2 education officers. The respondents were selected through stratified random and purposive sampling methods. Data was collected using administered questionnaires to the head teachers, teachers and pupils and interview schedule for Ministry of Education Officers. Validity and reliability of research instruments were ascertained through content validation and test re-test techniques. Data was analyzed using descriptive statistics involving frequencies, means, modes and percentages. Chi square statistics were used to determine if there was significant difference between participatory management and academic performance in primary schools. Qualitative data from open-ended questions was analysed using content analysis method. Results of the study showed that all respondents; head teachers, teachers, pupils and education officials reiterated that participatory management influence academic performance of schools. The level of participatory management in primary schools was found to be low. This was exemplified by chi square statistics showed that there exist no significant difference ($p>0.05$) between respondents perception on the role of participatory management and its effect on performance of schools. The study suggests that head teachers should undergo further training on new management approaches, head teachers should involve teachers in decision-making process in school rather than curriculum implementation only and pupils through their councils need to be involved in decision making in primary schools. It is expected that the findings may help in unpacking and understanding stakeholders' perceptions and experiences of participative management as a new phenomenon in management in Kenyan primary schools. These perceptions and experiences had not previously been investigated.