Stakeholders Participation and Academic Performance In Public Secondary Schools In Belgut Sub-County, Kericho County Kenya

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Abstract: *The current study examined the effect of stakeholder participation on academic performance of public secondary schools in Belgut Sub-county, Kericho County in Kenya. The study was premised on the Social Cognitive Theory. The study employed a descriptive survey design with a target population that included all the principals in the 37 public secondary schools in Belgut Sub County, as well as 37 Board of Management chairpersons, and 227 departmental heads. The census sampling approach was used to select 37 School Principals and 37 Board of Management Chairpersons, while the stratified random sampling method was applied in picking a sample of 144 Heads of Departments. Data used in the study was obtained using three sets of self-administered questionnaires for School Principals, HODs, and BOM Chairpersons. Quantitative data was examined in terms of descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS) version 24.0. The outcomes revealed a gap in stakeholder participation in physical and material resource management, student discipline management, and curriculum and instruction management. The study recommends that extra funds should be earmarked by the government, parents, family members, the larger community, and other stakeholders to stock laboratories, computer rooms, science rooms, and agriculture rooms. Moreover the study observed that stakeholder participation (managing physical and material resources, managing student discipline, and managing curriculum and instruction) was significant in predicting academic performance in public secondary schools.*
Key Terms: *Stakeholders, Academic Performance, Strategy, Secondary Schools, Management Practices*

I. Introduction

The need for effective strategic planning has intensified because of the constraints in resources and increased expectations for accountability from external agencies such as state governments (Welsh, 2005). For identity, schools that operate strategic management programs have shared visions, shared mission statements formulated corporately, with independent variables in-built on which the respective schools peg their shared goals that branch out to objectives and guide their ultimate activities. Strategic management planning provides overall direction to the institution and is closely, related to the field of organizational studies. It has been observed that long-term coordinated strategy was necessary to give an organization structure, direction and management for quality outcomes.

Additionally, Steinberg et al, (2006) asserted that involving the community physically drew parents into the schools and this effectively improved learners' academic achievement. Harray's (2008) study examined management practices in three New Zealand secondary schools and attributed the success of the schools to the strategic management practices that were at the core of the schools' culture. Notably, the above studies were on general strategic management practices whereas this study was on the relationship between specific principals` strategic management practices and students' academic performance. These management practices were; principals' use of strategic management plans, involvement of stakeholders, provision of schools` facilities and maintenance of schools` facilities.

After the adoption of the Republic of Kenya's Session Paper No. 1 of 2005, the concept of results-based management (RBM) in primary and secondary schools gained importance in Kenya (Wango & Gatere, 2013). One of the goals of strategic management practices outlined in the Session Paper is to examine what the institution has to do in order to move forward over the next five years, as well as to determine where it wants to be now and in the future. Indeed, the Ministry of Education Strategic Plan 2006-2010 requires public organizations, including schools, to develop strategic plans to enable them realize their professional endeavors.

Moreover, in devising strategies to enhance school performance, attention must be given to the school's stakeholders. Individuals who are in a position to influence or be impacted by the result of a decision-making process or a project at an institution are referred to as stakeholders (Dookie, 2013). It might be parents, education-related NGOs, employee groups, parent-teacher associations, or even neighborhood associations. The degree, to which the school's stakeholders participate in its administration and governance, as well as the School Principal's capacity to influence stakeholder involvement, may impact academic success. According to Mwirichia (2013), the School Principal's capacity to use both human and material resources might affect successful performance. The School Principal, for example, may engage parents to help create teaching and disciplinary processes. They may also be involved in operational and administrative parts of the school, such as setting institutional objectives, employing workers, and distributing funds (Dookie, 2013).

Conclusively, students' academic performance documented in an educational institution is largely dependent on the adequacy of physical facilities (Nicolas, Renata & John, 2014). Poor maintenance and inefficient ventilation systems can contribute to ill health among students and instructors, resulting in poor academic performance and increased absenteeism. According to International Establishment for Educational Programme (IIEP) (2015), a strategic plan has clear goals and objectives hence is an administrative tool that assists an organization to improve its performance by ensuring that its individuals will continue to attempt similar goals and have them well accomplished

As a result, Akomolafe and Adesua (2016) discovered a strong correlation between physical amenities and student motivation and performance. According to Brito and Sauan (2016) strategic management practices are a set of general practices or capabilities adopted by organizations to achieve better outcomes thus affect performance. Zarifsanaiey, Amini and Saadat (2016) established that the performance level of students was largely increased by applying a blend of strategic management practices including training of tutors. Ahmadian (2018) expounded that strategic plans are useful in the management of performance since it provides a clear summary of the required resources. According to Naigaga (2019), these characteristics may influence student behavior and lead to increased levels of dissatisfaction among teachers and a bad learning attitude among students. Though these studies pointed at a linkage between some of the components of strategic management practices and learners' outcomes, they were however done in a different contextual framework. Pucci, Casprini, Galati & Zanni (2020) noted that the engagement of stakeholders offers a powerful driver to create value.

Statement of the problem

Kirui (2012) investigated the effectiveness of strategic planning in secondary school administration in Kericho District. The survey discovered that schools lacked enough support from key stakeholders, and that frequent changes in head teachers had an impact on teaching and learning tasks. The extent of studies attributed to the effects of stakeholders participation on learners performance in Kericho County public secondary schools is rather small and especially in Belgut Sub-county. The researcher believes that it is critical to explore the twin components of stakeholders' participation and students' academic performance in secondary schools throughout Belgut Sub-County so as to achieve the requisite high standards.

Mbera (2015) examined the relationships between head teacher leadership styles and academic success in Kericho County, Kenya, and discovered that private schools occupied 67 percent of the top twenty positions in 2014. The findings revealed that low success among students in public secondary schools was a serious issue that needed to be explored by all education stakeholders. The findings of a research on teacher-level determinants of academic accomplishment on academic performance conducted in Kenya's Mumias and Kuria East Sub-Counties by Ejakait, Olel, Othuon, and Khasenye (2016) in Mumias and Kuria East Sub-Counties may provide an answer. Lack of motivation, retention, self-efficacy, and self-regulation were identified as important factors impacting academic progress among elementary school students. According to the findings, learners were more motivated to learn when the institutional head and the whole learning environment were supportive and emphatic about teaching and learning processes and constantly supplied feedback using established academic assessment strategies

The findings of a study done in Germany by Steinmayr, Weidinger, Schwinger and Spinath (2019) to highlight how diverse factors of learners' motivation contribute independently to variations in their academic achievement may provide an explanation for this. Intelligence scores, past achievement, ability self-concepts, and task values in the learning domains of their tests, according to the study's findings, may have an influence on learners' academic performance in national assessments. Aba and Osasu (2020), define students' academic performance as the level of performance in written works and exams. On the overall, KCSE results in many secondary schools in Belgut Sub County have remained low, with the Sub County's Mean Grade Score of 5.8 in the five-year period from 2011 to 2015. The fact that the maximum KCSE National Mean Grade Score is 12, but the least Mean Grade Score necessary for university admittance is 7.0, makes this trend even more troubling. It also suggests that many students score badly on national exams, with just a small percentage qualifying for

public university entrance, despite the fact that all secondary schools in Kenya follow a uniform national curriculum and take the same national exams

Objective of the Study
The aim of the study was to establish the role of stakeholder participation on academic performance in public secondary schools in Belgut sub-county, Kericho County, Kenya.

II.   Literature Review

Nicholas (2000) investigated the dynamics of stakeholders' engagement in school management in Karachi, Pakistan. The findings demonstrated that individual, institutional, and group dynamics had a substantial impact on stakeholders' engagement. For effective stakeholder engagement, the research advised broader participation in policy creation and the use of a participatory management strategy. Dookie (2013) evaluated how much parents supported learning in Trinidad and Tobago. The study findings showed that parents were usually involved as salient contributors to learners' academic accomplishments. However, the study also found that teacher quality was also a causal factor in some areas. The study also found some barriers to parental involvement that originated from the school and from home and recommended the formulation of parental involvement policy to provide guidance in this area. According to the findings, engaging students in leadership roles directly affects their academic performance. Stakeholder engagement in school performance monitoring systems was investigated by Henry, Dickey, and Areson (2013) in Virginia. The study identified four responsible groups: trainers, education organization representatives, school superintendents and school board members. According to the survey, stakeholder involvement has a favourable impact on school system growth and learning results.

Nyandwi (2014) investigated the aspects leading to low educational accomplishment among secondary school learners in Tanzania's Sumbawanga District. Low parental affluence, insufficient laboratory space, and long walking distances to school have all been discovered to have a substantial effect on children's low academic success. Deficiency in English language competency, insufficient teaching and learning resources, a shortage of instructors, and a lack of library facilities were also identified as factors impacting poor academic attainment. As a result, academic performance has been seen to decrease year after year, owing mostly to issues at school and at home. According to the report, Sumbawanga District Council and other educational stakeholders should give learning materials to its schools because most parents do not have the financial means to satisfy their children's academic needs.

Gichohi (2015) conducted a research on stakeholder participation in schools in the twenty-first century for academic success in Nakuru Municipality public elementary schools. The findings demonstrated that most schools welcomed stakeholder participation, and therefore school management committees were actively engaged in managerial decision in schools. The study moreover revealed that there was need to inform parents to be proactively engaged in their children's class consultations. The research recommended for more funding for uplifting all inclusive activities that enhance the learning environment and in most schools an all inclusive management influenced positively academic achievement to a large extent

Yaro, Arshad, and Salleh (2017) explored the community discernments on secondary education eminence in Sokoto State, Nigeria. According to the study's findings, adequate instructional materials, edifying infrastructure, conveying the "right" acquaintance, achieving learning "benchmarks," educator support and wellbeing, establishing a learning-friendly environment, and the accessibility of top notch teachers are all indicators of high-quality education. This finding suggests that a systems-based educational quality framework be used to drive school reform activities in Nigerian secondary schools that replicate the principles of provincial stakeholders.

Ireri (2017) investigated the tasks of community members and reserve-connected hurdles to strategic plan execution in Embu County, Kenya's public secondary schools. According to the findings, some stakeholders partially participated in the secondary school strategic planning process. According to the report, the Ministry of Education should offer strategic planning training sessions to all stakeholders, inclusive of parents. Furthermore, the Board of Management and the government should avail and oversee the utilization of the necessary resources and moreover foster capability edifice for every stakeholders involved in tactical forecast formulation, execution, and control. In Ramtha City, Irshield and Teacher (2018) investigated the effects of scholars' participation in the management progression in schools on their scholastic success

III.   Methodology

The study adopted descriptive survey research design. A descriptive survey research approach may be used by the researcher to ascertain what the majority of individuals believe about the features and qualities described in the study subject (Yin, 2014). The study target population was all 37 school principals, 227 HODs, and 37 BOM Chairpersons. The study did a census of all the 37 principals and 37 BOMs chairpersons.

Yamane's (1977) formula was used to select 144 HODs to participate in the study as respondents. The study used self developed questionnaire to collect primary data. The instrument was tested for validity and reliability before data collection. Statistical Package for Social Sciences (SPSS) version 24 software was used for data analysis. Descriptive and inferential statistics were used to interpret the data and presented in tables followed by relevant discussion.

IV. Results and Discussions

Table 1: Response Rate

Respondents	Returned		Unreturned		Total	
	F	%	F	%	f	%
HODs	62	91.18	6	8.82	68	100.00
School Principals	33	89.19	4	10.81	37	100.00
BOM Chairpersons	31	83.78	6	16.22	37	100.00
Average	126	88.05	16	11.95	142	100.00

Source: Survey Data (2019)
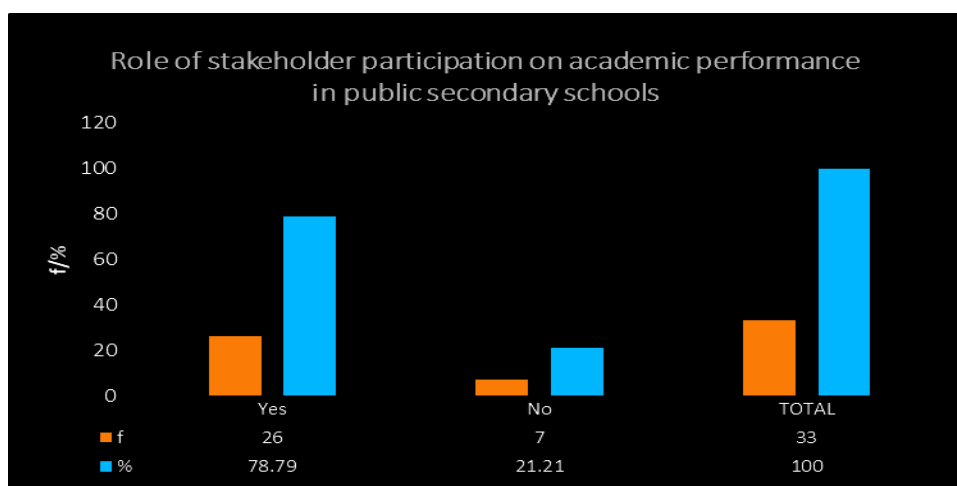
Figure 1: Relationship between Stakeholder Participation and Academic Performance
Source: Survey Data (2019)

According to the results shown in Figure 2, 78.79% of respondents believe stakeholder engagement has consequence on academic achievement in public secondary schools, whereas 21.21 percent believe it does not. Gichohi (2015) discovered that stakeholder involvement in curriculum implementation resulted in substantial positive correlations between high levels of learner involvement in school educational programs and activities and increased grade points. The principals were also presented a Likert-scaled questionnaire with elements that represented stakeholder participation. On a 5-point Likert scale, they ranked leadership training from least effective (1) to most successful (5). Participation in the Management of Physical and Material Resources, the Management of Student Discipline, and the Management of Curriculum and Instruction were the three types of stakeholder participation indicators.

Table 2: Stakeholder Participation in Management of Physical and Material Resources and Academic Performance

Statements	5	4	3	2	1	MEAN	SD
Equips libraries and laboratories	69 (52.2%)	40 (30.4%)	0 (0.0%)	17 (13.1%)	6 (4.4%)	4.13	0.96
Face-lifts physical structures	57 (43.5%)	17 (13.0%)	23 (17.4%)	11 (8.7%)	23 (21.7%)	3.57	1.04
Makes funds to buy textbooks available	40 (30.4%)	29 (21.7%)	23 (17.4%)	11 (8.7%)	29 (21.7%)	3.30	1.23
Provide funds for purchase of furniture	75 (56.5%)	23 (17.4%)	0 (0.0%)	17 (13.1%)	17 (13.1%)	3.91	1.21
Raises fund for physical structures	69 (52.2%)	17 (13.0%)	11 (8.7%)	0 (0.0%)	34 (26.1%)	3.65	1.26
Average						**3.71**	**0.92**

Source: Survey Data (2019)

The principals were tasked with rating the extent to which stakeholders participated in equipping libraries and laboratories, and the majority of respondents (82.6%) ranked their level of engagement as high,

while 17.5 percent rated it as poor, resulting in a mean rating of 4.13.However, there was low variation in equipping libraries and laboratories (standard deviation of 0.96). On whether the stakeholders take part in face-lifting of schools' physical structures, 56.5% of the principals gave them high rating, while 30.4% of the principals rated their stakeholders' involvement in uplifting their school as low. On average, this amounts to a 3.57 mean rating and a 1.04 standard deviation.

Equally, on whether the stakeholders avail funds for buying textbooks, the results of the survey indicate that just about a half (52.1%) of the principals accepted that the stakeholders provide funds for buying textbooks, while 30.4% of the principals alluded that their stakeholders hardly availed funds for buying textbook, 17.4% others rated their stakeholders participation as not consistent. This translates to overall mean rating of 3.30. The variation in availability of textbooks was noticeable (standard deviation of 1.23). Alongside this, the study established that stakeholder's involvement in the provision of funds for purchase of furniture and raising finance for physical structures were just above average. This was indicated by ratings of 3.91 and 3.65. There was little deviation in furniture and physical structures (paradigm digression of 1.21 and benchmark digression of 1.26) on the provision of funds for purchase of furniture and for development of physical structures, respectively.

The study's findings, as discerned in Table 4.5 above, manifest that stakeholders were more involved than average in the management of physical and material resources. An overall mean involvement rating of 3.71 on a range of 1 to 5, with a touchstone departure of 0.92, confirmed this. While stakeholders participate in the management of corporeal and substance possessions in secondary schools, their involvement appears to have a limited impact on academic achievement, according to this study. These findings are also consistent with those of Aba and Osasu (2020), who found that many schools lacked adequate physical and recreational facilities and recommended that the government and other stakeholders apportion colossal money to equip computer rooms, Laboratories, science rooms and agriculture rooms in order to improve secondary school education quality. However, in a seemingly contradictory finding, Ahmadian (2018) signified that teaching and learning assets were adequate in schools, however in lower quantities than the Ministry of Education stated.

Table 3: Stakeholder Participation in Management of Student Discipline and Academic Performance

Statement	5 %	4 %	3 %	2 %	1 %	MEAN	SD
Shows interest in learners' discipline	65.2	13.0	13.0	4.4	4.4	4.30	0.88
Get involved in learners' discipline	52.2	13.1	7.4	10.0	17.4	3.73	0.94
Motivates the student to work harder	43.5	21.7	4.4	13.0	17.4	3.61	1.42
Provide funds for Guidance & Counselling	52.2	30.4	0.0	13.1	4.4	4.13	0.97
Supports the Principal on discipline matters	43.5	13.0	17.4	8.7	17.4	3.57	1.13
Average						**3.87**	**0.82**

Source: Survey Data (2019)

When principals were asked to rate their stakeholders' interest in their students' discipline, 65.2% it's very high, 13.0 percent it was outstanding, 13.0 percent said it was poor, and 8.8% rated low or non-existent. Although the majority of stakeholders in Belgut Sub- county's public secondary schools are concerned about students' discipline (average score of 4.30), the benchmark divergence of 0.88 suggests that some were unconcerned.

When it came to stakeholders' involvement in learners' discipline, 65.3% thought it was very important, 7.4% thought it was somewhat important, and the remaining 27.4% thought it was very important. The involvement of their stakeholders in their children's discipline was regarded as good by the school principals (mean rating of 3.73). Some stakeholders were deeply interested in the discipline of the learners, while others were not. Indeed, it is discovered that more than one out of every four (26.1%) School Principals claimed that their stakeholders seldom backed them on disciplinary issues of the school, with a grade of 3.57 and a yardstick divergence of 1.13.

From the study it was discovered that stakeholders' participation in learners' motivation has a ranking of 3.61 and a touchstone divergence of 1.42, with 30.4% of School Principals claiming that their stakeholders do not motivate their learners to work harder. Furthermore, 52.2% of respondents said their stakeholders provided a significant amount of money for guidance and counseling, while 30.4% agreed to a big extent, resulting in a mean rating of 3.87 and a low variance of 0.82. Stakeholder participation in supporting principals with discipline concerns, on the other hand, was rated moderate by 17.5% of respondents.

According to the learning's marks, as revealed in Table 4.6, stakeholders at public secondary schools in Belgut Sub-County participate in student discipline management to varying degrees. On a scale of 1 to 5, this resulted in an overall average ranking of 3.87 and a yardstick divergence of 0.82 on the Likert Scale. The data, on the other hand, imply that academic attainment varies little. These findings support Pucci et.al, (2020) findings that exposure to hardship in economically distressed neighbourhoods, such as crime and drug abuse, can lead to anxiety, irritability, tension, and hyper vigilance, all of which can negatively affect students'

academic performance. This contradicts Steinmayr (2019) results that parental engagement was typically a substantial factor to student success, despite the fact that various obstacles to parental involvement were found both at school and at home. The study suggested developing a Parental Involvement Policy to give advice in this area.

Table 4: Stakeholder Participation in Curriculum and Instruction Management and Academic Performance.

Statement	5 %	4 %	3 %	2 %	1 %	MEAN	SD
Evaluates academic programmes	52.2	30.4	0.0	13.1	4.4	4.13	0.99
Provide funds to motivate learners	65.2	13.0	13.0	4.4	4.4	4.30	0.87
Provide funds to motivate teachers	43.5	13.0	17.4	8.7	17.4	3.57	1.12
Shows interest in school academics	52.2	13.0	8.7	0.0	26.1	3.65	1.21
Finances co-curricular activities	40.5	13.0	17.4	11.7	17.4	3.57	1.23
Average						**3.84**	**0.79**

The findings of the study established that stakeholders' involvement in the evaluation of academic programs was significant (rating of 4.13) and low variance (standard deviation of 0.99) while 17.5% of the sampled principals rated the extent of their stakeholders' participation as inadequate. Likewise, whereas 52.2% of the principals believed that their stakeholders showed, to a very great extent, interest in school academics, 34.8% of them indicated that their stakeholders hardly showed any interest in school academics. This was reflected in an average rating of 3.65 and a touchstone digression of 1.21, indicating that certain stakeholders were interested in school academics while others are not. On the contrary, the study showed that 78.2% of principals were happy with their stakeholders' willingness to provide funding to engage students. However, 13.0% of the principals said their stakeholders only get involved, to some extent, in the provision of funds to motivate learners but 8.8% others rated their stakeholders' involvement as very little or none at all in the provision of funds to motivate. Similarly, 26.1% of School Principals said their stakeholders did not contribute enough money to inspire teachers, with an average rating of 3.57 and a benchmark digression of 1.12. Stakeholder engagement in providing funds for co-curricular activities was found to be just adequate (mean ranking of 3.57 and touchstone divergence of 1.23). About 29.1% of the principals who participated in the study said that their stakeholders' involvement in providing funds for extracurricular programs is extremely limited.

Table 5 shows that stakeholders' participation in curriculum and instruction management is only adequate (an average rating of 3.84 and a low variation of touchstone divergence of 0.79). This is supported by the fact that although a considerable portion of the respondents rated the listed statements on the stakeholder participation in curriculum and instruction management as to a great extent, others felt that their participation is of little extent or none at all. It was also established that there was a considerable amount of low participation of the stakeholders in some of the aspects of curriculum and instruction management among some of the public secondary schools in Belgut Sub-County. These findings are congruent with those of Ireri (2017), indicating that parents' involvement in scholastic tasks at school level had an indirect impact on preschool learners' academic achievement. Yaro et.al, (2017), on the other hand, has a different viewpoint, claiming that teachers' engagement in decision-making did not fulfill the minimum requirements, since they were most involved in prospectus and teaching and slightest in financial plan and revenue creation. The research also revealed that students played a little role in coming up with school rules and regulations and in determining solutions to students' discipline. The study emphasized the importance of good school leadership strategies that empower teachers and learners to participate in all elements of school decision-making.

Coefficients- Analysis of Stakeholder Participation and Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error				Lower Bound	Upper Bound
1	(Constant)	5.512	.171		32.232	.000	5.174	5.850
	Stakeholders participation	.317	.056	.443	5.628	.000	.206	.429

Source: Survey Data (2019)
a. Dependent Variable: Academic
Performance $Y = \alpha + \beta_2 x + \varepsilon$
Academic Performance = 5.512 + 0.317x + error term.
The equation demonstrated that the autonomous value of Y (academic performance) is 5.512 units with all other factors held constant. On the other hand, a unit change in stakeholder participation results to a change in

academic performance by a factor of 0.317 multiple units. As such, stakeholders' participation has a significant contribution towards academic performance.

An ANOVA was used to determine whether or not stakeholder participation was a noteworthy forecaster of educational accomplishment in public secondary schools. Table 7 demonstrates that stakeholder engagement is unquestionably a significant predictor of academic achievement in public secondary schools, $F_{(1, 130)} =31.670$, p.05. Table 7 displays the results.

Table 5: Analysis of Stakeholder Participation on Academic Performance using SPSS V. 24

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.443ᵃ	.196	.190	.48190

a. Predictors: (Constant), Stakeholders participation

However, the model summary reveals that stakeholder engagement explained 19.0 percent of the discrepancy in educational achievement (Adjusted R^2=.190). This implies that stakeholder involvement accounts for approximately 19.6% of the variation in educational accomplishment in government sponsored secondary schools in Belgut Sub-County. The remaining variation can be explained by factors not accounted for in this study.

V. Conclusions

The study concluded that stakeholder participation in management of physical and material resources had an influence on the academic performance of learners in public secondary schools. The study recommended that the government, parents, family members, the broader community and other stakeholders should dedicate more resources to equip laboratories, computer rooms, science rooms and agriculture rooms to boost the caliber of education in public secondary schools, which are mostly inadequate in many public secondary schools. The Ministry of Education through school principals should fully engage professionals, parents, the community and other relevant stakeholders in the management of curriculum and instruction in public secondary schools.

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