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The Critical Role of ‘Nonacademic Stakeholders’ in Fostering Overall Student Performance in Curricular and Extracurricular Assessments in Primary and Secondary Educational Institutions in Kenya

Patrick Kimutai Tum

Lecturer, Department of Chemistry, School of Physical Sciences,
University of Nairobi, Kenya

Abstract:

This work examined the integral role of ‘nonacademic stakeholders’ in fostering the overall performance of students in primary and secondary schools in Kenya. School teachers are generally regarded by the Kenyan public as the ‘sole custodians’ of student performance in all assignments both curricular and extracurricular. On the contrary the progressive education of a learner from nursery to secondary school is evidently a ‘wholesome’ and ‘holistic’ contribution from various stakeholders that comprises majorly; teachers, parents, and guardians. However nonacademic stakeholders that include subordinate staff, religious sponsors, old boy/girl alumni associations, health providers, Boards of Management (BOMs), Teachers Service Commission (TSC) and safety and security providers make equal significant contribution towards the eventual success of their students. In order to determine the extent of the role performed by nonacademic stakeholders 206 student respondents from a tertiary institution in Kenya were identified through a stratified random sampling technique and interviewed. The results obtained were presented using frequencies, graphs and pie-charts. The respondents reported the significant role of the nonacademic stakeholders as follows :-[86%, 178 students - important; 11%, 22 students - less important; 3%,6 students - not sure].Individually the respondents ranked the following nonacademic stakeholders in order of significance; [(14%, religious school sponsors; 8%, subordinate staff; 36%, parents; 6%, safety and security providers; 8%, old boy/girl alumni associations; 9%, Boards of Management (BOM); 6%, health providers; 13% Teachers Service Commission (TSC)].The present study concluded that overall performance in curricular and extracurricular assignments among students in Kenyan primary and secondary schools is influenced by multiple stakeholders in the education sector i.e. academic and nonacademic. The results show that 97% of all respondents viewed positively the role played by nonacademic stakeholders in promoting the overall performance of students in curricular and extracurricular assignments in primary and secondary schools in Kenya.

Keywords: Stakeholders, nonacademic, curricular, extracurricular, student, secondary, primary

1. Introduction

1.1. Nonacademic Stakeholders and Organization of Modern Schools in Kenya

Schools are categorized as a social system within a small society within the larger community. Additionally schools can be described as a community of engaged learners. In Kenya formal schools are divided into classrooms, the day into periods, teachers into subject areas and rank, and students into groups by grades or performance results on examinations (Hurn, 1993; Parsons, 1959). Compared to other formal organizations schools in Kenya comprises of various categories of staff holding various positions required to fulfil the core mandate and functions of the school (Hoy & Hoy, 2013). Each specific employee performs a defined role i.e. administrative, teaching, learning, and providing support functions such as driving the school bus and preparing meals for students. The provision of support functions is done by non-teaching staff. According to Republic of Kenya (1999), a non-teaching staff in a school is employed by the respective Boards of Management (BOMs) and are not directly engaged in teaching and assessments. The non-teaching staff in schools are mainly divided into three broad categories i.e. (i) administrative staff that include bursars, accountants, secretaries and store keepers; (ii) technical staff that includes nurses, ICT and laboratory technicians, cateresses, librarians and matrons; and (iii) site staff who include gardeners, security, cooks and kitchen hands (Republic of Kenya, 1999). Their roles are complementary in the management of secondary schools (Republic of Kenya, 1999).In addition, other non-academic stakeholders contribute to the overall performance of learners in Kenyan schools include; (i) Old boy/girl alumni associations (ii) Teachers Service Commission (TSC) (iii) Boards of Management (BOM) and (iv) Sponsor. The

stakeholders collectively contribute towards overall student performance by engaging and creating a conducive environment for students to perform well in all curricular and extracurricular assignments. All stakeholders i.e., academic and non-academic collectively contribute towards establishing and sustaining an 'enabling school structure' (Bidwell and Kasarda, 1975). A friendly and conducive school structure can be described as being either 'enabling' or 'coercive' (Bidwell and Kasarda, 1975). In Ghana, non-academic staff played a critical role in the overall educational system and their contribution helped to foster and educate students to make learning relevant to the needs and aspirations of the Ghanaian society (Obi, 2003).

1.2. Structural Organization of Formal Schools in the Kenya Protectorate and Colony (1846-1963)

In precolonial times, various communities in Kenya had an indigenous system of education based on tribal customs and values. The informal education was largely a life-long process that involved the transmission of attitudes, values, knowledge and skills relevant to the society (Bongoko, 1992; Eshiwani, 1993; Sorobea, 1994). This model of learning included imparting knowledge by using proverbs, folktales, myths, stories and riddles as a means of instruction. This form of 'education' did not require a formal structure i.e., classroom for the instruction to take place (Eshiwani, 1993). However, in more practical sense, the fire-place in the evening served as a setting where proverbs, poems and wise sayings would be used to educate members of the society and facilitate 'learning' in a vivid and memorable manner (Sorobea, 1994). Modern schooling was introduced in Kenya by Christian missionaries in 1846 at Rabai near Mombasa (Sifuna, 1990). The schools taught arithmetic, reading and writing and by 1895, the Imperial British East African Company (IBEA) initiated schools for the children of European settlers (Otiende and Wamahu, 1992). The colonial Governor of the Kenya Protectorate Sir. Charles Eliot built modern schools to cater for the children of British settlers who were moving to come to Kenya. Prof. Frazer in 1909, recommended the establishment of a functional educational structure for the Protectorate of Kenya (Thompson, 1981). The recommendations of the Frazer commission included the development of formal education albeit along racial divide i.e. European, Asian and African (Tum, 2020). Consequently, the colonial Government provided monetary support for the construction of school infrastructure and the missionaries provide the teachers (Sifuna, 1975). The teachers were employed by the missions and the missionaries determined their terms and conditions of service (Kimalat, 1998). Studies by Nasimiyu-Wasike and Waruta (2000) on the 1919 East Africa protectorate education commission, revealed that between 1846 and 1911, the church missions managed the schools with minimal assistance from the colonial Government.

1.3. Dynamics of School Organization in Post-Independence Kenya (1963 to Date)

A successful school structure involves a basic set of rules and procedures that defines the operations of a functioning school system (Bryk and Schneider 2002). Collectively, the school structure and all stakeholders i.e. academic and non-academic define the school organizational life for students and the surrounding community (Hoy & Sweetland, 2001). After the attainment of independence in 1963, the Government of Kenya through the Ministry of Education established school structures that followed a strict schedule, set curricula and expensive rules that governed student-teacher behaviours. This strict regulations included standard procedure from school breaks to scheduling teacher absences. According to Hoy and Sweetland (2000), 'school structures vary along a continuum from enabling to coercive'. An enabling school structure (ESS), defines an understanding that the administration and rules of the school system assists in streamlining school operations. School systems characterized by effective 'enabling structures' facilitate an enabling environment for improved performance among students by encouraging cooperation, problem solving, flexibility and innovation (Wu, Hoy & Tarter, 2013; Hoy & Sweetland, 2001). Furthermore, Hoy and Sweetland (2000) described an 'enabling structure' as a suitable 'hierarchy of authority and a system of rules and regulations' that foster the learning mission of a school. The learning mission of a school is sustained by mutual cooperation between both academic and non-academic stakeholders operating within the 'enabling school structure'. The Ominde commission, 1964, established Boards of Management (BOMs) across all schools in Kenya. This eliminated unnecessary delays and streamlined central administration and sought to provide educational institutions with a personality of its own (Ominde, 1964). The Gachathi report of 1976 proposed that secondary schools be fully managed by Boards of Management (BOM) and recommended further delegation of administrative functions to enhance effective management of schools. According to Sheffield (1973) the school structures in Kenya were to be established in a manner that promotes social cohesion and unity in educational institutions. Prior to the attainment of independence in 1963, schools were organized along racial lines (Eshiwani, 1993). However the Government of Kenya in compliance to the recommendations of the Ominde commission of 1964, prioritized education in its manifesto and committed itself to provide universal Free Education and other social-economic aspirations to be met by education needs of the citizenry (Sifuna, 1990).

1.4. Management of Primary and Secondary Schools in Kenya

In Kenya, the Basic Education Act No. 14 of 2013 gave effect to Article 53 of the Constitution of Kenya 2010 guarantees all students access to quality, free and basic education. In the Act, the cabinet secretary responsible for education formulates policy and directs the governance of all public schools. The Act further modified the governance structures of schools by abolishing the institution of the Board of Governors (BOGs) in schools replacing them with Boards of Management (BOMs). Additionally, District Education Boards (DEBs) were replaced with County Education Boards (CEBs). The staffing of the schools with experienced and qualified academic staff is the responsibility of the Teachers Service Commission established in 1967. Staffing in pre-primary institutions (ECDE) is directed by the County Governments of Kenya established by the Constitution of Kenya, 2010 (Orodhoet al., 2013). The membership of school Boards of Management (BOMs) for all schools in Kenya is appointed on time and the members carefully selected with

complementary talents to enhance management and maintenance of high standards of education (Kamunge, 1988). In 1999, the Koech commission recommended that the (BOMs) should function independently and promote overall school efficiency by appointing, promoting and disciplining teachers within their schools. The Government of Kenya (GOK) has declared education as the foundation of development. To achieve this objective, a good working environment in educational institutions would be developed (Orodhoet al., 2013).

1.5. Role of 'Enabling School Structures' in Fostering Overall Student Character Formation, Speech, Personality and Promoting National Social Cohesion and Integration

The school system in Kenya shapes the personality of the students that pass through its training programme. The school system serves to transmit to student's social values and norms (Brendgenet al., 2007). The school structure determines the speech patterns and personality of the students (Moland, 2011). To establish an efficient modern school system all the stakeholders' i.e. academic and non-academic cooperate to achieve this objective. In this regards there is a close association between national character and the national system of education (Mwaka, 2013). To break apart from the 'segregationist education structure' that existed before independence, the Ominde commission of 1964 proposed a new system of education that intended to promote national unity, social cohesion and support the production of sufficient human capital for national development (Ominde, 1964). In its final report the commission advocated for the use of educational institutions as a vehicle for instilling tenets of nationhood and social cohesion. The commission stressed that the diverse cultural traditions of the newly created Kenyan nation, be encouraged (Ogot, 1996; Anderson, 1970). The deliberate fostering of tribal cohesion and tolerance in educational institutions was a major hall mark of the recommendations. Another educational expert, (Sheffield, 1973) noted that education is a function of the Kenyan nation and it must be used to foster and promote social cohesion and unity in educational institutions. In Ghana, the school systems developed reflects the cultural, linguistic and historical divisions between various tribes (Gutkind, 1969). It is an advantage to come from an urban, literate, professional background and, therefore, from those social classes from which these characteristics are common (Gutkind, 1969). The 'elitist educational structures' can be clearly observed in the personalities of the students themselves (Sween and Clignet, 1969). According to Obi (2003) secondary school pupils in the Ivory Coast viewed education with the same functional and utilitarian view as their predecessors before independence. In Tanzania, (Nyerere, 1968) called for national unity through political socialization of the young through school education. Education is reported in Mozambique based on rural development in conjunction with a concentrated programme of political and ideological teaching (Evans, 1977). A renowned American scholar Isaac Kandel, emphasized the significance of a country's national character in shaping its system of education (Gutkind, 1969). An education system through its school structures should serve the needs of the people without discrimination and foster a sense of nationhood and promote national unity. The school structures should respect Kenyan traditions and promote education as an instrument for conscious change of attitudes and relationships. At the same time, education must foster respect for human personality. The most urgent objective of education is to serve the needs of national development (Government of Kenya, 1965).

1.6. Curricular and Extracurricular Assessments in Primary and Secondary Schools in Kenya (Sports, Drama, National Exams, Music Festivals & National Cohesion Essays)

Assessment of students in Kenyan primary and secondary schools involves curricular and extracurricular activities. Curricular assessment mainly involves the official results derived from sit-in examinations. As recently as 2021. The Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) comprises the two national examinations that form the core curricular assessments for all students (MoEST, 2003; Waweru and Orodho, 2014; Mwinyipembe and Orodho, 2014). Extracurricular assessments involve tests that mainly lead to the award of certificates of participation and ranking that may involve a collective group of students. These activities include music and drama festivals, sporting activities, poetry, talent shows and National Cohesion Essays (NCEs). To achieve success in both curricular and extracurricular activities, the participation of both academic and nonacademic stakeholders in the school structure system is crucial. The Government of Kenya through the National Cohesion Integration Commission (NCIC) engages students in Secondary schools (11-25 years) in National Cohesion Essays (NCEs) writing competitions hosted annually. From the entries submitted, the winning essay is selected and the author rewarded. This is a type of extracurricular assessment. The Ministry of Education annually facilitates drama and music festivals for students in primary and secondary schools (Weekes, 1967). This extracurricular activities involves completion among schools from the zonal to the national level. The National Cohesion Integration Commission (NCIC) supports and encourages schools to present items with positive cultural attributes from diverse Kenyan communities (Njengere, 2014). This forum provides a platform whereby the positive cultural sentiments are aired and appreciated by the students themselves and the general public. Positive attributes from the festivals include participants presenting traditional songs, poems and dances in languages not indigenous to them. This promotes appreciation, tolerance and co-existence between the students from various communities (Sushila, 2004).

2. Literature Review

2.1. Categories of Nonacademic Stakeholders in Primary and Secondary Schools in Kenya

2.1.1. School Sponsors

In a study by Cheruiyot (2004), the overall performance of a particular school is a product of good discipline, good management and excellent facilities. Therefore, the acquisition of the learning and teaching resources remains an important factor in the improvement of academic standards and excellence in extracurricular assignments. The term 'church sponsor' was first introduced in section 8(1) of the Basic Education Act, referring mainly to schools established by churches and transferred to the Government for management (Mabeya *et al.*, 2010). In addition, the Education Act clearly outlines the role of 'church sponsors' in the management of schools in Kenya (Waruta, 2000). The role of the church was entrenched in law by the Kenya Education Act cap 211 (1968) Revised (1980). The Ministry of Education appoints competent school heads to manage the daily operations of a given school, assisted by a Board of Management (BOM). The church sponsor through its agents oversees the development of infrastructural facilities and provision of essential learning resources (Mabeya *et al.*, 2010; Cheruiyot, 2001). This critical function in the development of school structures mandates the church sponsor to nominate the chairperson of the school Board of Management (BOM). The proposals require ratification by the Cabinet Secretary for Education (Wambu & Wickman, 2011). There exists a legal framework between the Ministry of Education and sponsoring churches on the rights and responsibilities of the 'church sponsor' in management of schools in Kenya (Eshiwani, 1993; Banr, 1990). Schools initially established by church missions continue to remain under sponsorship of the churches but registered as public schools staffed by the Teachers Service Commission (TSC) (Matunda, 2001). Conflicts between school heads and the 'church sponsor' have been reported across Kenya (Matunda, 2001). Several instances of undesired interference in the daily management of schools by the church sponsor has been recorded. The 'church sponsor' often dictate the names of the school heads to be posted by the Teachers Service Commission (TSC) to 'their' schools (Masika and Simatwa, 2010). The churches are on record demanding the transfer of certain school heads and teachers posted to schools under their sponsorship (Wachira and Kigotho, 2007). Strained relationships between 'church sponsors' and school heads have in some instances led to the 'church sponsor' inciting parents and students to reject school heads of different churches from the sponsoring church (Masika and Simatwa, 2010; Gikandi, 2005).

2.1.2. Boards of Management (BOMs)

The Basic Education Act No. 14 of 2013 establishes Boards of Management (BOM) for every educational institution in Kenya. The Board of Management chairperson and membership is appointed from the surrounding community taking into consideration special interest groups (Onderi and Makori, 2013). The boards promote the best interests of their schools and promote quality education for all students as outlined in the Basic Education Act of 2013. The BOM manages school resources, participates in recruiting TSC appointed teachers for their schools and assists school heads in the daily management of the schools (Adan and Orodho, 2014). The BOM is appointed by the Cabinet Secretary for Education for a period of 3 years. The involvement of the BOM in the daily management of educational institutions ensures that schools are managed in a spirit of partnership (Aloo *et al.*, 2011). A supportive board should ensure that special attention is given to extracurricular assignments outside the school that includes drama & music, sports etc. The BOM has a huge role in sustaining discipline among staff and students in their schools. The BOM supported by the school head should ensure adequate resources for learning and participation in curricular and extracurricular assignments. The appointment of BOM for each school intends to give every school its own special personality and decentralize authority leading to effective school management. The Education act Cap. 211 and sessional paper No. 1 of 2005 states that Boards of Management have been mandated to coordinate human and physical resources to facilitate smooth operations, infrastructural development and provision of teaching and learning materials. The non-academic stakeholders i.e. cleaners, drivers, cooks, security & health personnel etc. are employed and supervised by the respective Boards of Management. According to a study by Wekesa (1993), the role of non-academic staff contribute to overall improved student discipline and performance in both curricular and extracurricular assignments. The Board of Management assist students in selection of subjects that the school can handle effectively thereby improving student performance and promoting effective education systems (Opot, 2006). The legal framework advanced from the Basic Education Act No. 14 of 2013 allows TSC to provide delegated responsibility to the Boards of Management (BOM) to recruit teachers for their schools (Onderi and Makori, 2013). The Boards of Management (BOM) work with school heads and principals to enable effective management of schools under their direction (Adan and Orodho, 2014).

2.1.3. Teachers Service Commission (TSC)

The Teachers Service Commission (TSC) is a constitutional body created under the Constitution of Kenya with its core mandate being the staffing of schools (TSC, 2017). The Teachers Service Commission (TSC) is mandated to manage all affairs related to the employment and deployment of teachers in Kenya as stipulated under article 237(2)(3) of the Constitution of Kenya (2010). The teachers posted to a specific school to teach specific subjects results from consultation between the commission and the school Boards of Management. The Teachers Service Commission was initially created in 1967 under an Act of Parliament (Cap 212) of the Laws of Kenya (Eshiwani, 1993; Sifuna and Otiende, 1992). To improve the human resources distribution across all schools in the county, the commission effects transfers from time to time in order to address staffing shortages in accordance with the TSC Manual on Staffing Functions (2008). Ultimately, the commission has the sole responsibility of recruiting and posting teachers equitably to all public primary, secondary and

related tertiary institutions across Kenya (Alooet *al.*, 2011). The commission is legally mandated by the laws of Kenya to oversee all matters concerning teachers and established under article 237 of the Kenya constitution 2010.

2.1.4. Parents Teachers Association (PTAs)

In the school structure in Kenya, teachers and parents together form a consultative forum referred to as the Parents Teachers Association (PTA). The PTA is recognized by the Education Act and has elected officials representing parents from each of the classes in the school. To qualify as a PTA member one must be a parent in the school (Obi, 2003). Challenges facing the students can be shared cordially with parents through their teachers through the PTA meetings. Through the PTA, Parents and legal guardians i.e. nonacademic stakeholders in the education of the students can access timely feedback from teachers (Van Wyk, 2007). The school has Parent teachers' association (PTA) as members of school management who are in charge of all its functions. The managers must observe proper management practices in order to achieve the objectives of the school. The PTA is a formal body comprising of parents whose children are officially registered as students in the school together with their teachers (Onderi and Makori, 2013). The role of the PTA is to promote public private participation of parents and teachers toward education of their children. In other jurisdictions e.g. USA the Parents Teachers Association (PTA) plays a major role in school structures by determining curriculum and instructional decisions, promoting communication, raising school funds and lobbying the Government of Kenya through the Ministry of Education on behalf of the students (Onderi and Makori, 2013). According to Chang (1995), the PTA in Hong Kong provides a channel for teachers and parents to cooperate in articulating their educational views and to make a parent policy for participation in the educational process of their children. In South Africa, the PTA has been involved in ensuring proper sanitation within the school environment (UNICEF, 2009). In study by Obi (2003) the PTA in Nigeria ensures that high moral standards and academic excellence in consultation with the school Boards of Management (BOM).

2.1.5. Old Boys/Girls Alumni Associations

This informal groups pulls together former and current students of a particular school. This associations are also referred to as alumni. The former pupils of a particular school often come together to pool resources to improve school infrastructure, promote sporting activities, place students in tertiary insitutionsabroadand provide much needed mentorship for the students currently attending the schools (Elting, 2018). With the onset of the Covid 19 pandemic in 2020, some old boy/girl associations contributed assets such as infra-red thermometers and hand sanitizers in the fight against the scourge. Worldwide, the old boy/girl associations are found in most countries (Lang, 2011).The formation of these associations promotes social mobility and socializing after work hours (Lee, 2014). The school alumni associations are open to all present and former students. Other functions of the alumni associations include; (i) To preserve the traditions of the School and further the interests and prosperity of the School, (ii) To promote friendly contact among Old Girls and the School, including staff, pupils and friends of the School. (iii) To raise funds for the bursary allocation to needy students that are talented (iv) To promote networking events and offer careers advice and assistance amongst past and present pupils (Lang, 2011; Elting, 2018).

2.1.6. Safety and Security Staff

The learning environment in primary and secondary schools requires high standards of safety and security. The safety of the learners (day scholars) as they travel to schools and back should be assured (Douglas, 1986). The safety and security of the boarders is also important to ensure the learners learn without disruptions (Button, 1984). Non-teaching staff involved in securing the learning environment in primary and secondary schools in Kenya include; bus drivers and monitors, gate-keepers, matrons, house-masters and surrounding community (Anderson and Creswell, 1980).The School matron in addition provides much needed care that includes following up with parents/guardians as appropriate in support of administrative assignments. The matron works closely with other non-academic staff that includes the school bursar and deputy head teacher and keep the school head regularly informed of day to day developments in the school. Collectively all stakeholders i.e. academic and non-academic implement safety programmes in pursuit of a conducive environment in which potential hazards are minimized and the behaviour of students is adapted to safe and effective living (Cavanagh, 2004, Soomeren, 2002). All educational stakeholders cooperate to foster safe and secure school environments (Republic of Kenya, 2008). Legal instruments that have addressed safety concerns include;The public Health Act Cap 242 (Chapter 242-972 Revised 1986). The act makes guidelines regarding health and construction of buildings. The children's Act lays emphasis on protection of all children and school and educational institutions in general should be aware of such rights in order to provide for them and safeguard them. The Government of Kenya has committed itself to improving the standard of education at all levels as indicated in the Ministry of Education Safety Standards Manual (Republic of Kenya, 2008). Threats to school security and safety as indicated in the MOE Safety Standard Manual (Republic of Kenya, 2008) can emanate internally within the school environment or externally from within the wide community.

2.1.7. Health Care Personnel

The health of students in schools remains a high priority concern for all stake-holders (Soomeren, 2002). The concept of health education in schools is supported by several staff that include; matrons, school nurses and doctors that instill in the students the concept that health is a high priority asset and that they can be instrumental in affecting it. Sanatorium, school nurses, matrons and state health facilities in the local community form a link that supports health care provision in schools (UNICEF, 2009). Students that are physically, socially and mentally healthy can best learn whatever is taught in the school. Health education is an integral part of general education and should therefore be incorporated in school curriculum (Anderson and Creswell, 1980). In Kenya the inclusion of health, hygiene and nutrition education into

regular classes has been a feature in the educational curriculum considering that health values, attitudes and behaviours are shaped from early childhood (Wambu and Wickman, 2011). Timely health interventions from school nurses include; (i) case finding, direct care, health counseling, health education, referral and follow up. School nurses also provide students with direct, one-on-one health instruction as needed in collaboration with teachers and administrators (Memoria and Gankar, 2001).

3. Research Methodology

3.1. Research Questions

This research work intended to determine the role of non-academic stakeholders in fostering the overall performance of students in both curricular and extra-curricular assignments in Kenyan primary and secondary educational institutions.

3.2. Statement of the Problem

The academic stakeholders i.e., teachers are viewed as the 'sole custodians' of student performance in primary and secondary schools in Kenya. However the overall performance of students in both curricular and extracurricular assignments is a contribution of various stakeholders. The implicit contribution of the non-academic stakeholders is the subject of study in this work.

3.3. Research Design

A total of 206 students at a tertiary institution in Kenya were interviewed to determine their perception on the significant roles of non-academic stakeholders in their overall performance in the primary and secondary schools they attended. The survey targeted both male and female respondents. The study employed a combination of descriptive survey and naturalistic design, employing both qualitative and quantitative approaches in research (Kombo and Tromp, 2006). The instruments of data collection were the on spot questionnaire and interview guide to enhance comprehensive data collection i.e. data was collected by asking respondents questions (Kothari, 2004). Statistical procedures were used to sort, analyze and summarize the data into frequencies and percentages. The qualitative data generated in the research was analyzed thematically. To select a representative sample of students from the institution selected for study, the researcher employed random and purposeful sampling. The researcher randomly identified students and approached them to request them participate in the research study. The study adopted a descriptive survey design and data was collected using one questionnaire (Kombo and Tromp, 2006). The researcher ensured that the questionnaires were filled confidentially.

3.3.1. Research Instruments

The data was first hand written; then from there the researcher went through to ascertain its validity, relevance and completeness. The information obtained was then reported in themes, frequencies and percentages using MS Word.

3.3.2. Questionnaire for Students

There were questionnaires for the students to fill in, these questionnaires had a number of sub-sections that were sub-divided based on the major research questions. They were assured of the confidentiality of their identity. Each respondent was expected to respond to the questionnaire items independently. Completed questionnaires were collected immediately thereafter. The researcher used questionnaires for this study because it is the most suitable research instrument for descriptive research design (Kombo and Tromp, 2005). The data obtained from respondents was quantified using descriptive statistics like frequencies and percentages and finding presented in charts, tables and graphs.

4. Results and Discussions

4.1. Respondents by Gender

The respondents were interviewed considering their gender. The differentiation served to analyze different viewpoints. A total of 206 respondents were interviewed and the distribution according to gender is shown in Figure 1 below.

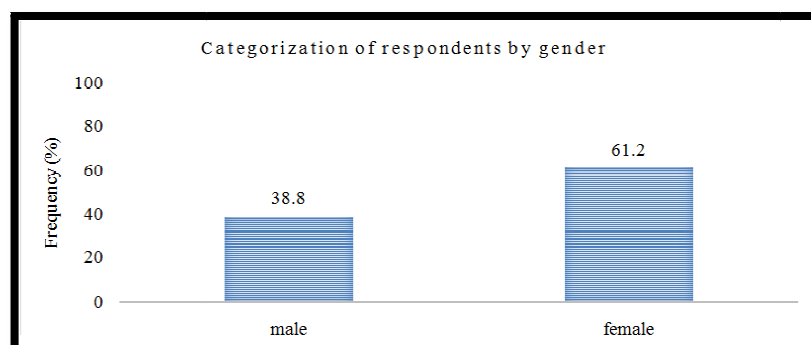


Figure 1: Gender Composition of Respondents

The findings reveal that more females respondents (61.2%) participated in the study compared to their male counterparts (38.8%). Out of the total 206 respondents, 80males and 126females took part in the survey. In addition the majority of the respondents were between the ages of 18-24 years. From the findings in figure 1 show that female respondents were more enthusiastic in reporting.

4.2. Type of Primary School Attended

The views of the respondents were considered based on the type of primary school attended. The distribution is shown in figure 2 below:-

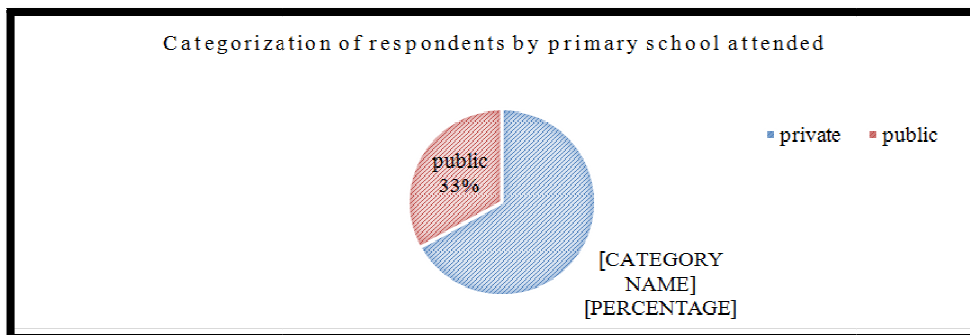


Figure 2: Categorization of Respondents by Primary School Attended

The type of school attended by the various respondents influenced the nature of their responses. The study classified the respondents according to the type primary school attended i.e. public/private; (67%, 138 students) private primary schools. This is because the brightest students in primary schools are selected to join the national school who later enrolled into various tertiary institutions. The least number of respondents (33%, 68 students) reported having attended public primary schools.

4.3. Type of Secondary School Attended

The findings in figure 3 below show the type of secondary school attended by respondents. The categorization of the schools is done by the Ministry of Education.

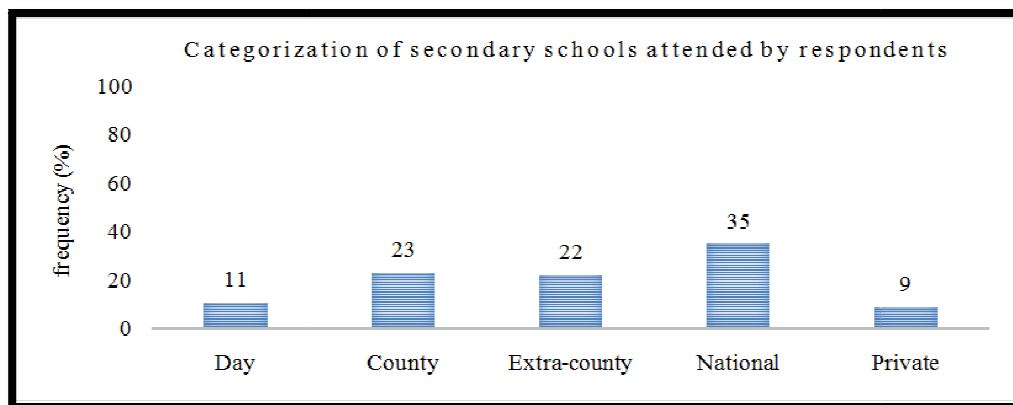


Figure 3: Classification of Secondary Schools Attended by Respondents

The type of secondary school attended by the various respondents influenced the nature of their responses. The degree of engagement among stakeholders i.e. academic and non-academic varied from one school category to another. The majority of respondents in this study (35%, 72 students) attended national secondary schools. The students from national schools showed greater enthusiasm to participate in the survey and respond positively. The least number of respondents (9%, 19students) reported having attended private primary schools. Distribution of other respondents was as follows ;[(Day - 11%, 23 students; County - 23%, 47 students; Extra-County - 22%, 45 students)].

4.4. Student Perception of the Role of Nonacademic Stakeholders in Their Overall Performance in Curricular and Extracurricular Assessment

In figure 4 below the perception by students in the role of non-academic stakeholders in fostering improved performance in their former primary and secondary schools.

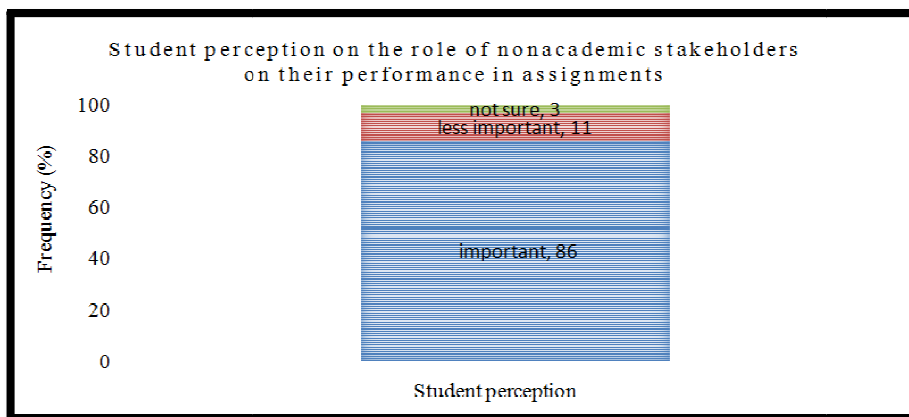


Figure 4: Overall Student Perception on the Role of Nonacademic Stakeholders in Their Success in Various Assignments in Primary and Secondary Schools in Kenya

The majority of respondents [86%, 178 students] reported that non-academic stakeholders in the primary and secondary the schools they attended were instrumental in fostering their performance. The matrons in the school system were singled out as significantly supportive to conducive learning environment. The catering staff were also reported to have greatly influenced the performance of the students by ensuring students were served with nutritious meals to enable them learn effectively. Other respondents retorted that [11%, 22 students]; less important and [3%, 6 students] not sure whether the non-academic staff in their former schools positively influence their performance in curricular and extracurricular assignments.

4.5. Student Ranking of the Individual Contribution of Nonacademic Stakeholders towards the Achievement of Overall Success in Various Assessments

Figure 5 below summarizes in order of significance the role that non-academic stakeholders had in the overall performance of the respondents in their former primary and secondary schools.

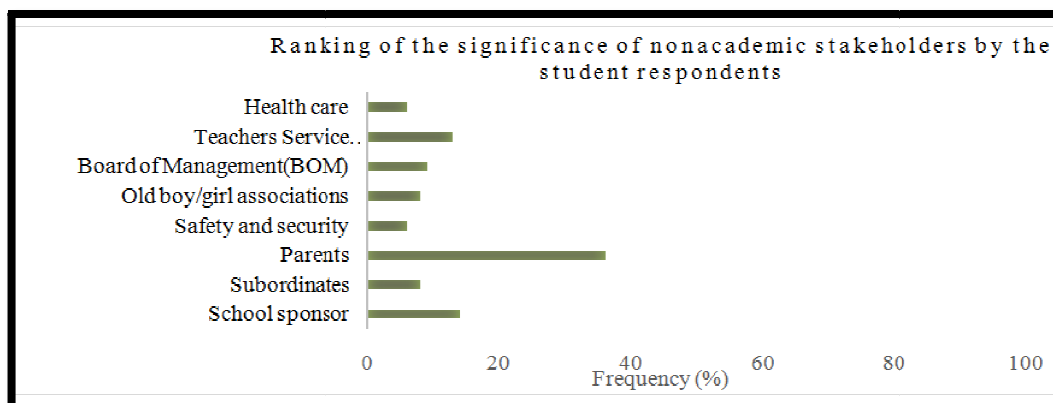


Figure 5: Ranking of Nonacademic Stakeholders on the Impact of Their Performance in Various Assignments in Primary and Secondary Schools in Kenya

The results in figure 5, show in order of significance of the various non-academic stakeholders in fostering exemplary performable in curricular and extra-curricular assignments in their former schools. The study revealed that the respondent view their parents [36%, 74 students] as the most significant factor in promoting their performance. The health care [6%, 12 students] and safety & security personnel were reported to have the least significance [6%, 12 students]. Other stakeholders were ranked by the respondents as follows; [(Teachers Service Commission, 13%, 27 students; Boards of Management, 9%,19 students ; old boy/girl association, 8%, 16 students; subordinates, 8%, 16 students ; religious sponsor, 14%, 29 students)].

5. Conclusions and Recommendations

The findings in study conclude that non-academic stakeholders contribute majorly towards fostering the overall performance of students in their curricular and extra-curricular assignments. The study also found that the parent is the most important stakeholder in the wholesome performance of their children in various primary and secondary schools in Kenya. The findings in the study show that non-academic stakeholders need to be recognized as critical contributors in student performance in primary and secondary schools.

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