Influence of Involvement of Stakeholders on Curriculum Implementation in Public Secondary Schools in Garissa Sub-County, Garissa County, Kenya

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Abstract: *Stakeholders play a key role in ensuring improved implementation of the curriculum in secondary schools. However, in Garissa Sub-county, the implementation of the curriculum in secondary schools has been a challenge. Many teachers are unable to cover the syllabus on time, which resulted in low performance among students. This study sought to determine the influence of involvement of stakeholders on curriculum implementation in public secondary schools. The research adopted mixed methodology and employed descriptive survey and phenomenological research designs. The target population was 318 respondents which comprised 12 principals, 304 teachers, and 2 Sub-county Directors of Education (SCDEs), from which a sample of 9 principals, 168 teachers, and 2 Sub-county Directors of Education was determined using Yamane's Formula. Questionnaires were used to collect quantitative data from teachers whereas interview guides were used to gather qualitative data from principals and SCDEs. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS 25) and presented using tables. The study found that curriculum implementation in public secondary schools has faced numerous challenges with many teachers unable to cover syllabus in time which has led to low academic performance. This is attributed to the irregular stakeholder involvement in key decisions regarding curriculum implementation. Thus, principals should involve stakeholders in specific activities ear-marked for improving curriculum implementation in public secondary schools.*

Keywords: *Public, Schools, Curriculum, Implementation, Involvement of stakeholders*

1. Introduction

Education plays an important role in shaping the character traits and physical ability of learners as well as having a great input in preparing learners cognitively and holistically so as to contribute to socio-economic progression of any nation. A report by the United Nations Children Fund (2024) indicates that, in this 21st century, the trends in education systems globally have been the move from a knowledge-based curriculum to competency-based programs with competence standards determined by strong political motion as a way to prepare the workforce for the competitive global economy and preparation for jobs. To achieve this noble role, different countries in the world continually change their education systems and undertake learner-centered curricula reforms to suit the needs, interests, preferences of learners and to tap on their talents and competencies at any given moment. This has seen many countries across the world effectively implement curriculum as a panacea to education challenges.

In the words of Farah (2023), curriculum implementation involves helping a learner to acquire intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society. It also entails a set of activities undertaken by teachers to deliver instruction and assessment through the use of specified resources provided in a curriculum. According to Farah (2023), having curriculum alignment between the same grades and the preceding and following grades levels offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth. However, curriculum implementation in quite a number of schools has faced numerous challenges. In Colombia, for instance, a report by authored by Barrera-Osorio, Gonzalez, Lagos and Deming (2024) shows that only 29.4% of teachers are able to complete syllabus in time which has translated to a 11.7% decrease in their students' academic performance in examinations. The same scenario is replicated in New Zealand where Pacheco, Meehan and Schober (2023) report that implementation of curriculum in high schools has been a challenge with many students registering a constant decline of 6.9% in both internal and national assessment tests. To mitigate these challenges, learning institutions have come up with a set of management practices such as stakeholders' involvement.

According to Lemos (2022), involvement of stakeholders entails the active participation of all individuals and groups who have an interest in the educational process, including teachers, school leaders, students, parents, local authorities, employers, and community organizations. In the UK school context, Watson (2024) posits that stakeholder involvement is based on the belief that curriculum decisions are most effective when shaped by a broad range of perspectives. This collaborative approach recognizes that education serves multiple purposes, academic, social, and economic, and therefore benefits from shared responsibility and input from those affected. This indicates that stakeholder involvement enhances ownership, improves communication, increases relevance, and fosters smoother, more successful curriculum implementation within UK schools. In France, Macron (2024) asserts that effective implementation of curriculum in public secondary schools has been attained thanks to practices and strategies which have been instituted by schools in terms of teacher re-training, teacher motivation, provision of curriculum support materials, teacher appraisal as well as involvement of key stakeholders.

According to Macron (2024), in such schools, 79.6% of teachers often cover syllabus in time with students registering academic grades between 60.5% and 85.9% in their national examinations. In the same token, a report by Torres (2024) shows that close to 78.7% of high schools in France have been able to realize improved

syllabus coverage among teachers and 12.6% improvement in students' academic performance due to the fact that school heads have often involved key stakeholders. In many countries in Sub-Saharan Africa, the situation is not different with much regard being paid to stakeholder involvement in key decisions concerning curriculum implementation in secondary schools. A report authored by El Houssine, Ajdir and Adil (2024) shows that, in Morocco, there has been improved implementation of curriculum in government-owned secondary schools due to management strategies put in place. According to El Houssine et al (2024), the government has ensured there is promotion of collaboration of schools with stakeholders. However, this has not been the case in many African countries where curriculum implementation is still facing numerous challenges. In Ghana, for example, Cobbold (2023) posits that curriculum implementation in public secondary schools has not been without problems, with the major one being the disjunction between the prescriptions by the curriculum designers and the practices of the implementers. This has led to slow implementation process, slow syllabus coverage and low performance among students in examinations. According to Cobbold (2023), in many secondary schools, only 57.9% of teachers cover syllabus in time which has caused a drop of 10.7% in students' academic performance in national assessment tests. A similar situation is replicated in countries such as Lesotho where implementation of curriculum in secondary schools has not been to the optimum levels. A survey carried out by Mapapali (2022) found that success rate in the implementation of curriculum in secondary schools stands at 29.2% in comparison to other nations in the continent. Kenya is not unique since the challenges faced in public secondary schools with curriculum implementation mirror those experienced in other countries. According to a recent report released by the Ministry of Education (2024), it is evident that numerous teachers continue to face challenges in completing the syllabus within the allocated time frame. As a result, their students tend to achieve lower grades in national examinations.

In Garissa Sub-county, the implementation of the curriculum is also proving to be ineffective, with teachers struggling to cover the syllabus adequately. This has led to a decline in performance during national examinations. The Ministry of Education's report (2024) further highlights that only 56.8% of teachers manage to complete the syllabus on time, allowing their students sufficient time for revision. Consequently, in these schools, a mere 14.9% of students achieve quality grades (C+ and above) in the Kenya Certificate of Secondary Education (KCSE). The Ministry of Education's report (2024) further supports the findings that Garissa Sub-county had varying mean grades in the KCSE exams. In 2018, the mean grade was 11.4%, followed by 11.1% in 2019, 10.3% in 2020, 9.8% in 2021, and a decrease to 7.8% in 2022. Despite these statistics, there is a lack of

empirical studies that have examined how institutional management practices influence the implementation of curriculum in public secondary schools. Therefore, this study aimed to address this gap in research.

1.1 Research Objectives

The study sought to address the following objectives:
1. To assess the status of curriculum implementation in public secondary schools in Garissa Sub-county.
2. To examine the influence of involvement of stakeholders on curriculum implementation in public secondary schools in Garissa Sub-county.

2. Literature Review

Stakeholders are crucial in the implementation of curriculum in educational institutions as their participation fosters communication and collaborative decision-making to enhance implementation procedures. Lewis (2023) emphasizes that schools and stakeholders have established partnerships and share responsibilities for the education of children in more organized manners.

Building on this idea, Malachira (2024) also highlights that stakeholders contribute to the creation of educational materials, offer instructional support, and actively assist students with their assignments and homework. Supporting these claims, a study conducted by Katherine (2022) in the United States of America demonstrated that involving stakeholders in supporting their children's education through participation in academic events, volunteering, and school feeding programs has significantly improved the effective implementation of the school curriculum. Katherine (2022) further revealed that stakeholders such as parents play a crucial role in enhancing academic performance by motivating students, creating a conducive study environment, setting a good example, supervising homework, providing additional tutoring, and preparing them for future academic challenges. In the same token, a study carried out in France by Amaral and Magalhaes (2023) revealed that stakeholders can contribute by volunteering in school activities, assisting in classrooms, or participating in decision-making processes related to curriculum planning. The study also highlighted that stakeholder involvement is more significant than family background in influencing students' academic progress. These studies emphasize the importance of collaborative efforts among stakeholders to support students' academic success.

In Sub-Saharan African countries, various stakeholders, including parents, public benefit organizations (PBOs), and government agencies, play a vital role in ensuring the effective implementation of school curricula. For instance, a study conducted in Zimbabwe by Mufanechiya (2021) highlighted the significance of these stakeholders in supporting academic programs by providing scholastic materials and financial assistance. According to Mufanechiya (2021), schools with active stakeholder involvement in management programs experience fewer challenges and disruptions, as decisions are made collectively. Furthermore, the study revealed that such arrangements promote a learner-friendly environment, enhance cognitive competence, improve school attendance, and minimize behavioral issues among students. The results of these studies demonstrate that effective collaboration between schools and stakeholders is crucial for fostering positive relationships and facilitating the exchange of valuable information. These outcomes have a direct impact on stakeholders' satisfaction and also contribute to the growth and adaptation of learners to new curriculum requirements. In research conducted in Malwai, Chizimba (2023) discovered that stakeholders play a vital role in the implementation of the curriculum by providing instructional resources, physical facilities, and monitoring students' behavior patterns. According to Chizimba (2023), this highlights the increasing recognition of the significance of establishing strong partnerships and connections as integral components of strategies aimed at enhancing the curriculum implementation process in schools.

Similarly, in Kenya, the involvement of stakeholders is highly valued in the curriculum implementation process to ensure their ownership of the system and to gather their perspectives on the most effective approaches for implementation and sustainability. A study conducted in Jomo Kenya University of Agriculture and Technology (JKUAT) by Chepkemoi and Juma (2023) revealed that stakeholders, when engaged, actively contribute to curriculum planning, implementation, and the provision of curriculum support materials. Chepkemoi and Juma (2023) emphasize that the engagement of stakeholders significantly impacts school performance, as evidenced by secondary learners' achievement test scores. These findings lend credence to a study which was conducted in Kericho County in which Kirui (2024) also revealed that stakeholders' collaboration with school management plays a vital role in enhancing students' academic performance. Kirui (2024) further underscored the importance of school partnerships in academic activities for students' overall success and emotional well-being. These results suggest that stakeholders who establish consistent communication with school authorities contribute to the creation of a positive school environment conducive to successful curriculum implementation. In Garissa Sub-county, the significance of stakeholders in school management is undeniable, playing a crucial role in the successful execution of the curriculum. Research conducted by Hassan (2024) in Garissa Sub-county revealed that increased engagement of stakeholders in school management results in enhanced school attendance, completion of homework, improved learning attitudes, and better discipline among learners. This underscores the influential impact of

stakeholders' involvement in their children's education at home on the overall quality of education provided in schools. According to Hassan (2024), the actions taken by stakeholders both at home and in school directly or indirectly impact the quality of education received by their children, emphasizing the need for them to strategically allocate their efforts and resources to enhance education in their children's schools. Nevertheless, while Hassan (2024) and other empirical studies had acknowledged the importance of stakeholders' involvement, they have not specified the exact activities that stakeholders should engage in and how each activity influences curriculum implementation in public secondary schools.

Theoretical Framework

This study was based on the stakeholder involvement theory, whose proponent was Richard Edward Freeman in the year 1984. This theory emphasizes that organizations and institutions operate within a network of individuals and groups whose interests must be acknowledged and integrated into decision-making. The theory rests on several core principles that guide stakeholder engagement. First is the principle of inclusivity, which holds that all individuals or groups who are affected by educational decisions, teachers, parents, administrators, learners, community members, policymakers, and support staff—should have the opportunity to participate meaningfully. This inclusion helps to ensure that diverse perspectives are represented and that curriculum decisions are grounded in the realities and needs of the school community. Second is the principle of interdependence. Stakeholder Involvement Theory maintains that no single group can successfully implement educational innovations alone. Effective curriculum implementation requires active collaboration because stakeholders influence each other's actions, resources, and levels of commitment. Teachers rely on administrative support, parents reinforce learning at home, and community partners provide resources and experiences that enrich curriculum delivery. Recognizing these interconnections strengthens the overall implementation process.

A third principle is accountability. Freeman's framework suggests that stakeholders share responsibility for both the processes and outcomes of organizational actions. In a school setting, this means stakeholders not only contribute to curriculum implementation but also evaluate and reflect on its progress. Accountability mechanisms, such as regular meetings, feedback systems, and collaborative monitoring, help sustain commitment and ensure transparency in decision-making. In this study, this theory provides a valuable conceptual foundation. Its applications are visible in several aspects of the study. First, the theory helps identify the relevant stakeholders whose participation directly or indirectly influences curriculum implementation. Researchers can use it to map

relationships among groups and understand the roles each plays in shaping instructional practices. Second, the theory guides the design of data collection tools that capture stakeholder perspectives. Interviews, surveys, and focus groups can be structured around the principles of inclusivity and interdependence, allowing researchers to explore how stakeholders perceive their contributions, constraints, and expectations. This ensures that the study captures a holistic view of curriculum implementation processes. Finally, Stakeholder Involvement Theory provides recommendations for improving curriculum implementation.

By emphasizing collaboration, mutual respect, and shared responsibility, the theory supports strategies such as strengthening school-community partnerships, enhancing teacher professional development, improving communication channels, and creating participatory decision-making structures. Through these applications, the theory not only deepens the analysis but also promotes practical approaches that align curriculum implementation with stakeholder needs and aspirations. The study was also anchored on the curriculum implementation theory which was postulated by Bobbit (1918). This theory is anchored on the assumption and belief that any curriculum worth being implemented should prepare learners for their future roles in the new industrial society and thus, influenced school curriculum by showing how teaching classical subjects should be replaced by teaching subjects that correspond to social needs. According to this theory, a curriculum has to adapt to the needs of an individual and the needs of the new industrial society, people should not be taught what they would never use.

The curriculum being implemented should only teach those skills that were necessary to fulfill their tasks, which resulted in an early differentiation in education for girls and boys. To achieve this, he developed and created five steps for curriculum making. The first step was about separating all of human experience into major fields. This was followed by step two, where the fields were broken down into more specific activities. The third step was to form the objective from the abilities needed to perform the activities. Next is the fourth step, where the objectives are selected to find ones that would serve as the basis for planning activities for the learners. The last step was to lay out activities, experiences and opportunities that is needed to obtain the objectives. According to Bobbit (1918), there was a need to eliminate conventional school subjects and examinations, that is, he believed that schools are charged to provide society with what it needs as determined by scientific analyses. In this study, the theory fits in that implementation of curriculum considers learners' strengths, weaknesses, needs and preferences and advocates for change in teaching methods. It taps into learner competencies and mastery of subjects and examinations.

3. Methodology

The research adopted mixed methodology and employed descriptive survey and phenomenological research designs. The target population was 318 respondents which comprised 12 principals, 304 teachers, and 2 Sub-county Directors of Education (TSC & MoE), from which a sample of 179 respondents was determined using Yamane's Formula. Stratified sampling was used to create three different strata based on the number of zones in Garissa Sub-county. From each zone, three principals were sampled using purposive sampling. All the Sub-county Directors of Education were purposively considered for the study. However, from each zone, simple random sampling was applied to select 56 teachers. This procedure realized a sample of 9 principals, 168 teachers, and 2 Sub-county Directors of Education. Questionnaires were used to collect quantitative data from teachers whereas interview guides were used to gather qualitative data from principals and Sub-county Directors of Education. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. In this study, an ethical clearance certificate was obtained from Mount Kenya Ethical Review Committee (MKU ERC) before embarking on data collection processes. The researcher undertook to keep private any information given by the respondents that touched on their personal life. The researcher assured the respondents that no private information would be divulged to a third party.

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure that would be followed during the data collection so that they could participate willingly. The raw data collected were filed for easy reference. Once the data were analyzed, computer printouts were filed while soft copies were stored in the flash disks.

4. Results and Discussion

In this section, findings as per the objectives of the study are outlined besides highlighting presentation of findings as well as discussions.

4.1 Response Rates

In this study, 168 questionnaires were administered to teachers, and, in return, 155 questionnaires were filled and returned. In the same token, the researcher interviewed 8 principals and 2 Sub-county Directors of Education (TSC & MoE). This yielded response rates shown in Table 1:

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	9	8	88.9
Teachers	168	155	92.3
Sub-county Directors of Education	2	2	100.0
Total	**179**	**165**	**92.2**

Source: Field Data (2025)

Table 1 shows that principals registered a response rate of 88.9%, teachers registered 92.3% whereas all (100.0%) the Sub-county Directors of Education (TSC & MoE) took part in the study. This yielded an average response rate of 92.2%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Curriculum Implementation in Public Secondary Schools

The study sought to assess the status of curriculum implementation in public secondary schools in Garissa Sub-county. This was measured by assessing how often teachers cover syllabus in time and KCSE performance between 2020 and 2024. Results are shown in Table 2;

Table 2: Frequency of Syllabus Coverage by Teachers in Public Secondary Schools

Frequency of Timely Syllabus Coverage by Teachers	Number of Teachers	
	f	%
Often	54	34.8
Rarely	93	60.0
Never	8	5.2

<center>Source: Field Data (2025)</center>

Table 2 shows that majority of the teachers, 93(60.0%), rarely cover syllabus in time, 54(34.8%) often do whereas 8(5.2%) never do. During the interviews, principals also stated that most teachers do not cover syllabus in time. Principal, P1, noted;

> *In my school, I have had cases where teachers do not cover syllabus in time to accord students adequate time for revision.*

These findings corroborate the assertions of Peterson (2022) that a performing or competent teacher is regarded as one who is able to cover syllabus in time and teach a particular subject very well that is, one who perceives his or her teaching competence and believe that they can exert a positive effect on students' achievement. In the same token, a report authored by the Ministry of Education (2024) indicated that delays in syllabus coverage are most notable during the third term, with many teachers struggling to complete the content before national exams. This trend has been linked to teachers' tendency to focus on exam-centric topics and neglect other essential areas, leading to an incomplete educational experience for students. The researcher further sought to assess the status of performance in KCSE for the last five years (2020-2024) as an indicator of teacher performance. Results are shown Table 3;

Table 3: KCSE Performance in Public Secondary Schools in Garissa Sub-county between 2020 and 2024

KCSE Results in Mean Score	Years of Examination				
	2020 %	2021 %	2022 %	2023 %	2024 %
1-2.9 points (Poor)	45.7	48.5	49.2	50.3	51.9
3-4.9 points (Below Average)	31.4	30.1	29.9	30.5	29.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

<center>Source: Field Data (2025)</center>

Table 3 shows that academic performance of students in KCSE has been on a downward trend for the last five years. These findings corroborate the findings of a report by MoE (2024) that the performance of students in Garissa Sub-county in KCSE has been on a downward trend. This calls into question the level of teacher performance and strategies which principals develop to motivate teachers. In summary, these findings affirm the fact that teacher performance entails several aspects such as increased efforts to achieve high output, innovation to discover new superior ways of doing things, enhanced attitudes to treat customers, in this case students, with respect and the overall performance of schools in terms of syllabus coverage and academic performance.

4.3 Involvement of Stakeholders and Curriculum Implementation in Public Secondary Schools

The study sought to examine the influence of stakeholders' involvement on curriculum implementation in public secondary schools. Descriptive data were collected from teachers and results are presented in Table 3;

Table 3: Teachers' Views on the Influence of Stakeholders' Involvement on Curriculum Implementation in Public Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, stakeholders are often involved in development of learning materials for learners to improve curriculum implementation	49.6	5.0	4.3	33.8	7.2
Public secondary schools usually involve stakeholders to provide instructional materials for the learners	52.5	12.2	2.9	26.6	5.8
In public secondary schools, stakeholders usually volunteer to undertake school activities to support curriculum implementation	44.6	15.8	4.3	28.8	6.5
To improve syllabus coverage and students' performance, stakeholders are always involved in assisting learners with their homework activities	59.7	7.9	5.8	21.6	5.0
Involving stakeholders to monitor learners' behaviour has made it easy to implement curriculum in public secondary schools	64.2	9.4	4.7	17.9	3.8

Source: Field Data (2025)

Table 3 shows that 77(49.6%) of the teachers strongly agreed with the view that, in public secondary schools, stakeholders are often involved in development of learning materials for learners to improve curriculum implementation whereas 12(7.2%) strongly disagreed. This implies that stakeholder involvement in developing learning materials presents a collaborative pathway to improve curriculum implementation in public secondary schools. In other words, such participation can significantly enhance educational relevance, resource adequacy, and implementation effectiveness. These findings support the assertions of Sukor, Ahmad and Lim (2024) that school board members and teachers actively contribute to curriculum implementation by facilitating personalized learning strategies, reviewing curriculum materials, and bridging policy with classroom practices. Interview data revealed teachers' use of differentiated instruction, while board members supported the formulation and approval of instructional materials and policy interpretation. In Uganda's Isingiro District, a study carried out by Anthony, Nuwagaba and Tumusiime (2024) found that multiple stakeholders, including teachers, administrators, parents, and the wider community, lack sufficient preparation and instructional resources to support a competence-based curriculum.

The findings highlight the necessity of stakeholder engagement, targeted training, and resource investment to ensure curriculum success (Anthony et al, 2024). Cross-sectoral co-creation of learning resources has also shown promising results. For example, Hong Kong's AI4Future project involved university researchers, educators, school leaders, and secondary-school teachers in collaboratively developing an AI curriculum. This inclusive process produced richer learning materials, elevated students' competence and attitudes toward AI, and empowered teacher autonomy in implementation (Chiu, Mok & Chung, 2021). These contemporary

studies illustrate that stakeholder engagement in the design and development of curriculum materials, ranging from local school boards and teachers to parents, administrators, and even academic and industry partners, leads to enhanced curriculum relevance, teacher empowerment, and improved learning outcomes. Slightly more than half 82(52.5%) of the teachers strongly agreed with the view that public secondary schools usually involve stakeholders to provide instructional materials for the learners whereas 9(5.8%) strongly disagreed. This highlights that public secondary schools often involve a range of stakeholders, such as parents, boards, communities, and government agencies, in supplying essential instructional materials for their learners. These findings support findings of a study in Morogoro Municipality, Tanzania, which found that stakeholders including the finance ministry, parents, employers, teachers' unions, and international organizations contribute significantly by providing financial, technical, and material support to improve teaching and learning resources (Adu-Baffoe & Bonney, 2021). This involvement, the study posits, enhances access to quality education by increasing the availability and diversity of learning materials. This underscores the crucial role of stakeholder contributions in supplementing governmental shortcomings. In other words, such collaborative support not only enriches instructional materials availability but may also enhance educational quality and outcomes.

The study revealed that 70(44.6%) of the teachers strongly agreed with the view that, in public secondary schools, stakeholders usually volunteer to undertake school activities to support curriculum implementation while 11(6.5%) strongly disagreed. This implies that voluntary participation by stakeholders, such as parents, school boards, and community members, in public secondary schools plays a pivotal role in supporting

curriculum implementation. Broad reviews on school volunteerism report almost uniformly positive effects of volunteer activities, especially in tutoring: improvements in academic performance, motivation, and self-esteem have been documented (National Academies of Sciences, 2022). Though not secondary-school specific, these findings imply that stakeholder volunteers contribute beneficially to curriculum-related tasks beyond instruction. In Kenya's public secondary education sector, research emphasizes accountability mechanisms, particularly through school governance structures like Boards of Management, as central to supporting curriculum delivery. Karunda, Shiundu and Simiyu (2022) proposed that transparent accountability links between curriculum agencies and Boards of Management enhance implementation through resource mobilization and oversight. Moreover, a multistakeholder "whole-school intervention" model shows that sustained community involvement, including parents and local organizations, in curriculum planning and implementation promotes a collaborative, student-centered learning culture.

Activities ranged from classroom libraries to thematic curriculum development, facilitated by parent-support initiatives (Leite, Pereira & Krijnen, 2024). Earlier findings from Nigeria highlight volunteering as a pathway for efficient, cost-effective, and sustainable support in curriculum initiatives. Volunteers not only optimize resource use, but also strengthen local ownership and self-reliance, enhancing long-term project viability (Muhammed, Ibrahim & Suleiman, 2023). These insights suggest that stakeholder volunteering in public secondary schools fosters strategic support, resource efficiency, and accountability, thereby enhancing curriculum implementation, even if explicit recent studies remain limited. Slightly more than half, 93(59.7%), of the teachers strongly agreed with the view that to improve syllabus coverage and students' performance, stakeholders are always involved in assisting learners with their homework activities whereas 8(5.0%) strongly disagreed. This implies that parental collaboration with teachers has been shown to significantly boost students' academic outcomes in public secondary schools. These findings corroborate the findings of a study carried out in South Africa in which Zulu (2023) found that when parents and teachers work closely, learners feel more supported, leading to better emotional and academic performance.

The synergy between parents and educators fosters a positive learning environment, improving student motivation, confidence and achievement. These findings collectively underscore that stakeholder support, particularly in homework assistance, contributes to improved syllabus coverage and student performance, but works best when it fosters meaningful engagement and is structured such as through feedback, collaboration, and supportive scaffolding. Without such structured involvement, homework alone may not yield significant academic gains. Majority 100(64.2%) of the teachers strongly agreed with the view that involving stakeholders to monitor learners' behaviour has made it easy to implement curriculum in public secondary schools whereas a paltry 6(3.8%) strongly disagreed. This implies that stakeholder involvement in monitoring learner behaviour has emerged as a key facilitator of effective curriculum implementation in public secondary schools. These findings underscore that engaging all members of the school community, students, families, staff, and collaborative, democratic decision-making improves school climate, which reduces behavioral issues and promotes student engagement in learning tasks, thereby easing curriculum implementation. These findings indicate that when stakeholders participate in monitoring school processes, including learner behaviour and safety, they contribute to environments where curriculum can be more effectively enacted.

4.3.1 Inferential Analysis

To verify influence of involvement of stakeholders on curriculum implementation, data were collected from 8 principals of the sampled public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) they organize involve stakeholders, how often teachers cover syllabus in time and academic performance in KCSE for the year 2024). Results are shown in Table 4:

Table 4: How Often Principals Involve Stakeholders and Curriculum Implementation in Public Secondary Schools

How Often Principals Involve Stakeholders (X)	How Often Teachers Cover Syllabus in Time	2023 KCPE Results
1	2	2.14
2	3	3.78
5	5	4.81
2	3	2.80
2	2	3.48
1	2	5.89
1	1	4.99
3	4	6.98

Source: Field data (2025)

Table 4 shows that the higher the frequency of involvement of stakeholders in school management by principals, the higher the frequency with which teachers cover syllabus in time as well as improved students' academic performance in KCSE. This further indicates that the higher the frequency of involvement of stakeholders in school management by principals, the better the outcomes in both instructional delivery and student achievement. Stakeholders in this context include teachers, parents, school boards, and the wider community, all of whom play crucial roles in shaping the learning environment. When principals actively engage stakeholders in decision-making and planning, teachers are provided with the necessary support, resources, and motivation to carry out their duties effectively. For instance, involving parents and boards in discussions on resource allocation can ensure timely provision of textbooks, teaching aids, and infrastructure, which facilitates efficient lesson delivery.

This collaboration reduces delays and empowers teachers to cover the syllabus on time, minimizing the risk of last-minute teaching that compromises quality. Furthermore, frequent stakeholder participation creates accountability and shared responsibility. Teachers become more committed when they realize their work is supported and monitored by both management and parents. Regular involvement also encourages principals to create structured programs such as remedial classes and academic clinics, ensuring syllabus completion within the academic calendar. This timely coverage allows students adequate time for revision, thereby enhancing their preparedness for the Kenya Certificate of Secondary Education (KCSE). Most importantly, stakeholder engagement fosters a positive school culture that values communication, teamwork, and performance. Students benefit from improved instructional planning and motivation from both teachers and parents, which directly reflects in higher academic achievement. Therefore, it is evident that the more principals involve stakeholders in school management, the greater the likelihood of timely syllabus coverage and improved KCSE performance. The data in Table 4 were run through Pearson's Product Moment Correlation Test Analysis. Results are shown in Table 5:

Table 5: Relationship between How Often Principals Involve Stakeholders and Curriculum Implementation in Public Secondary Schools

		X	A	B
X	Pearson Correlation	1	.542*	.595*
	Sig. (2-tailed)		.017	.040
	N	8	8	8
A	Pearson Correlation	.542*	1	.808
	Sig. (2-tailed)	.017		.098
	N	8	8	8
B	Pearson Correlation	.595*	.808	1
	Sig. (2-tailed)	.040	.098	
	N	8	8	8

*. Correlation is significant at the 0.05 level (2-tailed).
Key: **X**- How Often Principals Involve Stakeholders; **A**- How Often Teachers Cover Syllabus in Time and **B**-2024 KCSE Results

Table 5 shows that there is a strong correlation between principals' involvement of stakeholders and curriculum implementation in public secondary schools. This indicates that the higher the frequency of principals' involvement of stakeholders in school management, the higher frequency with which teachers cover syllabus in time and improved students' academic performance in KCPE (r(8) = 0.542 and 0.595 at p = 0.017, 0.040 at α = 0.05). This implies that effective curriculum implementation in public secondary schools largely depends on the active involvement of all relevant stakeholders. Principals, as instructional leaders, play a central role in bridging the gap between curriculum designers and the classroom context. Their ability to involve teachers, parents, students, and community members directly influences how successfully a curriculum is translated into practice. When stakeholders are actively engaged, they develop a sense of ownership, responsibility, and shared vision, which creates a conducive environment for effective teaching and learning. A principal who consults teachers during curriculum planning empowers them to align their instructional strategies with national goals while addressing students' unique needs. Similarly, involving parents and community members provides additional support systems, such as monitoring student performance and mobilizing resources for academic programs. This collaborative approach enhances not only the quality but also the sustainability of curriculum delivery. Furthermore, stakeholder involvement fosters accountability and transparency in school management.

Teachers feel motivated when their professional input is valued, while students benefit from a supportive environment where their academic progress is reinforced both in school and at home. Conversely, limited stakeholder engagement often leads to resistance, lack of resources, and poor adaptation of the curriculum to local realities. In conclusion, principals' involvement of stakeholders is not merely an administrative

responsibility but a strategic necessity for effective curriculum implementation. By promoting collaboration, principals ensure that all parties work towards the common goal of academic excellence. The stronger the stakeholders' participation, the more effective and relevant the curriculum becomes in meeting the educational needs of students in public secondary schools.

4.3.2 Thematic Analysis

During the interviews, principals and the Sub-county Directors of Education also stated that parents to the success of curriculum implementation stated they are often involved in the development of learning materials for learners as a way of improving curriculum implementation. Principal, P2, stated.

> *In my secondary school, parents are usually invited to meetings with teachers to understand their value in their children's education and undertake activities such as learning material development.*

The Sub-county Directors of Education also stated that parental involvement in material development for learning is a requirement under curriculum. SCDE1, noted.

> *Parents are required to help their children by taking part in the development and improvisation of learning materials*

The interviewees also supported the view that public secondary schools usually involve parents in providing instructional materials for the learners. Principal, P3, noted.

> *In my secondary school, parents are required to supplement the efforts of the Ministry of Education in ensuring that their children have adequate teaching and learning materials.*

On their part, the SCDEs also expressed similar views and stated that parents supplement the government's efforts in providing curriculum support materials. Just like Davis (2013), these views affirm the fact that the more intensively parents are involved in their children's learning, the higher their children's mastery of concepts and skills as envisaged under different aspects of curriculum. On the question of volunteering, contrary to the assertions by many teachers, most of the interviewees responded in favour of the view that parents usually volunteer to undertake school activities such as school feeding programmes to support curriculum implementation. Principal, P4.

> *In my secondary school, parents are often involved in activities*

> *such as cooking for their children under school feeding programmes*

The SCDEs also stated that parents are required to be active participants in their children's academic undertakings by volunteering and performing hands-on tasks at school which motivates their children to value education. Just like quantitative findings, these views underscore the important role which parents play by volunteering to participate in school activities. On monitoring learners' behaviour, the interviewees also noted that involving parents in monitoring learners' behaviour has made it easy to curriculum implementation in public secondary schools. Principal, P5, stated.

> *In my school, I always involve parents whenever I detect any misbehavior among their children. This has enabled them to develop desirable behaviour patterns.*

The curriculum implementation also stated that parents must be involved in always monitoring the behaviour of their children. These views also support the assertions of Conenzio and French (2022) that parents constitute a critical component in the curriculum implementation since they act as role models to learners and help shape their behaviour patterns. This indicates that parents are key pillars in secondary schools in improving children's school attendance, homework completion, improved learning behaviours and even better learner's discipline.

5. Conclusion and Recommendations

5.1 Conclusion

Curriculum implementation in public secondary schools has faced numerous challenges with many teachers unable to cover syllabus in time which has led to low academic performance of students in the Kenya Certificate of Secondary Education (KCSE). This is attributed to the irregular involvement of stakeholders in key decisions regarding curriculum implementation.

5.2 Recommendations

1. As a practice, principals should involve stakeholders in specific activities ear-marked for improving curriculum implementation in public secondary schools.
2. As a policy, the Ministry of Education should continue enforcing regular training of principals on aspects of stakeholder involvement in school management as a key step towards understanding how to implement curriculum in public secondary schools.

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