INFLUENCE OF STAKEHOLDER ENGAGEMENT ON CURRICULUM IMPLEMENTATION IN PUBLIC UNIVERSITIES IN KENYA: A CASE OF JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

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Abstract: **Increased global competition has made it impossible for institutions to perform all operations on its own. The institutions have been forced to redesign they way of doing business. One of the remedies is to efficiently manage the diverse interests through incorporation of stakeholders in development of the Curriculum. Curriculum implementation is a most important stage in the educational system of any country. This study was conducted with the aim of establishing the influence of stakeholder engagement on curriculum implementation in public universities in Kenya. The study focused on Jomo Kenyatta University of agriculture and technology. The specific objectives that were looked at were: to establish the influence of stakeholder motives on curriculum implementation in public universities in Kenya; to establish the influence of stakeholder partnership on curriculum implementation public universities in Kenya and to determine the influence of stakeholder decision making on curriculum implementation in public universities in Kenya. The study variables were supported by stakeholder theory and agency theories. The study took the form of a descriptive survey where a sample of 266 respondents was selected comprising of 260 students and 6 lecturers from the school of business at Jomo Kenyatta University of agriculture and technology. From the findings of this study, it can be concluded that stakeholder involvement during curriculum implementation plays a significant role towards the success of curriculum implementation. Whereas lecturers were found to participate with the motives of providing expert knowledge, as part of their work, to enhance professional development of the area of specialization and motivate students, the students participated only as a result of free will and because they expect rewards. It also suffices to conclude that a statistically significant relationship was found to exist between decision making and success in implementation of curriculum. It was established that stakeholder involvement in curriculum implementation explained that there is high variance in successful curriculum implementation. Overall, it was established that stakeholder involvement in curriculum implementation explained 71.1 percent of the variance in successful curriculum implementation. From the findings of this study, it can be concluded that stakeholder involvement during curriculum implementation plays a significant role towards the success of curriculum implementation.**

Keywords: **stakeholder motives, stakeholder partnership, stakeholder decision making, curriculum implementation.**

1. INTRODUCTION

1.1 Background of the Study

Environment in which institutions operate is increasingly becoming more dynamic globe. There is increased competition and advanced technological innovations that have significantly transformed the way business is conducted. Globalization has also forced institutions to think beyond their domestic markets as they seek to fight competition from other business entities across the world. In order for organizations to address the challenge of environmental dynamism, there is need to develop appropriate programmes that can steer the institutions forward. Institutions that can manage to survive turbulence in the environment are those with well-developed curricular hence make them resilient enough to cope with change.

For an institution to develop a successful curriculum it is important to ensure the strategy planning process is carefully implemented. Crittenden and Crilfenden (2000) refer to strategic planning as a process that is carried out by an organization and includes a number of steps with the main purpose of achieving the vision and objectives of the institution. They further assert that the curriculum planning process is important in ensuring a systematic approach to an institution's activities and are eventually transformed dreams into reality. The curriculum planning process therefore incorporates steps such as goal/objective setting, situational analysis, and consideration of alternatives, implementation and evaluation (Crittenden & Crilfenden, 2000).

Neville, Bell, and Whitewell's (2010) emphasised on the relevance of legitimacy in identifying stakeholders. Sonpar, Pazzaglia, and Kornijenko's (2009) explored legitimacy and interpretations of legitimacy in a longitudinal study of Canadian healthcare organizations' responses to stakeholders. Increased global competition makes it difficult for universities to perform its operations without involving the interests of stakeholders (Cooperrider & Whitney, 2001). The concept of stakeholders is the most attractive conceptual devices in learning and was brought to the forefront by Freeman's seminal publication (Freeman, 1984). The top-down approach used in Kenya when implementing change has been a subject of criticism by commentators in educational circles. According to Brown and Eisenhardt (1998), as quoted by Devos and Verhoeven (2003), successful change is initiated from bottom up. Mabonga, J. L. (2009) contend that projects done using top-down approach does not have the issues enshrined at the periphery nor is the process correctly and adequately represented by the linear sequence type of change. Basing his argument on the Kenyan example, Amutabi (2003) explained that many of the educational commissions formed in Kenya appear to be appointed as a response to pressures and crises to divert or cover up public concerns.

Institutional stakeholders play a very important role during development and implementation of curriculum. In the past, the public did not put much interest in the operations and the activities performed by firms. However, during the past few years we have seen the public get closely involved on the activities of learning institutions upon realising that they affect their lives because of the programmes they offer. Stakeholders are increasingly questioning the economic impact of some of the learning activities carried out by universities. This therefore implies that concerned parties in the operations of institutions are demanding the opportunity to influence the decisions made by them (Buckens & Hinton, 1998). It is therefore important for any university to engage its stakeholders from curriculum formulation to its implementation through needs assessment.

The curriculum needs to be designed in such a way that learners acquire sustainable development skills at all levels of learning: at primary, secondary school levels and at university level. Education will truly be aimed at sustainable development since learners will be able to learn and adapt accordingly. Curriculum implementation is a most important stage in the educational system and in regard; Lunenburg (2011) suggested that objectives, content or subject matter and learning experience are major components of the organization of the curriculum. Objectives points towards the main aim, content takes into account what to teach and learning experiences include both teachers and students. Thus, curriculum effects and is affected by three major contributors: Curriculum implementers, who are responsible for the implementation of curriculum; students, for whom it is developed and teachers, who exploit it in such a way to give their best to the students. Lecturers' role in curriculum implementation is of utmost importance. Lecturers' engagements in the whole process of curriculum give them a chance to exploit the current resources for optimum results.

According to Ghazala (2012), the main shortcoming in the implementation of the curriculum is the non-involvement of lecturers. Lecturers are the end user and when they are not aware of the objectives and the curriculum implementers are not familiar with the issues faced by the end user it will not be possible to work for a practical curriculum. It is crucial for

the teachers to know the spirit of the curriculum. They have the first-hand knowledge of the ground realities in the lecture room and their involvement in the curriculum will create an ownership. What the lecturers themselves think about their role in the current scenario is the main focus of this study. Increasing pressures on all sides have made it difficult for institutions to meet all the demands on the abilities, resources and time. Especially at top level managing all functions is a difficult task. Institutions are conversant of the power of stakeholders to influence opinion regarding their programmes, and those stakeholders' attitudes and opinions would threaten their survival. They can decide to block admission of students and the way the institution operate.

1.2 Statement of the Problem

As is commonly known, no society is static and that change in society necessitates change in social and economic structures in order to match. A rigid and inflexible the curriculum in a changing society is therefore not practicable. The opposite is also true curriculum ought to be dynamic and a vehicle of well thought and achievable objectives and strategies. This raises the need to continuously review what is taught in institutions and how in order to address arising challenges that emerge with the dynamic change society.

 Our understanding of successful community engagement strategy is limited by at least three problems with the current literature. First, since research on community involvement has been driven mainly by understanding the phenomenon rather than by deductive extensions of disciplinary theories, researchers have drawn on a wide range of perspectives, experiences and literatures. While basing research on phenomena is not necessarily problematic, one consequence is that community engagement research cuts across a wide range of disciplines. Research in the strategic management discipline, for example, would miss important insights from understanding citizen participation in public policy (e.g Boxelaar, 2006; Freeman, 1984), employee empowerment within human resource management (e.g. Barnett, 2002; Dobele, Weisberg, Steel & Flowers, (2014). community readiness within social work or experientially grounded practitioner tool kits. It is time to consolidate our knowledge of emergent norms and best practices in community engagement strategy across fields.

Second, there is often a disconnect between the rhetoric and reality of community engagement strategy that is misrecognized by both researchers and managers. The literature is replete with concepts such as 'partnership' and 'collaboration', but these are used inconsistently and can denote a wide range of (in) action, making comparisons between strategies difficult (Googins and Rochlin, 2000). Third, any one study, however well-conceived, can only yield insights on a limited range of community engagement actions and consequences. It is common to focus on a particular phenomenon such as corporate philanthropy, employee volunteering, project planning consultation or collaboration with NGOs, and later to label this a 'community engagement strategy'. We are so far missing a compelling map of the intellectual terrain, linking antecedents with appropriate actions and the likely performance consequences of various community engagement strategies. Katherine(2014), suggested several future directions for stakeholder theory, including the emphasis of stakeholder engagement over stakeholder management, a greater consideration of stakeholder power structures within and across collaboration, and the application of stakeholder theory to a problem domain rather than a focal organization. Most of the studies have been done but most of them only focussed on areas such as strategic change in non-governmental organizations, climatic change by Wardekker, van der Sluijs, , Janssen, Kloprogge, & Petersen, (2008), corporate social responsibility, Mwajuma (2013) and business organizations and also quality assurance in institution of higher learning.

According to Kirui (2015), Majority (94.6%) of the teacher respondents indicated that their engagement in curriculum development process of new curriculum innovations is very low. Those who indicated that their involvement was low and moderate were 4 (3.6%) and 2 (1.8%) respectively. None of the teacher respondents indicated that their level of involvement in curriculum development process was high or very high. Inadequate research has been done on implementation of curriculum in institutions of higher learning. This research looked at stakeholder engagement and their influence on the implementation of curriculum within educational discipline. It tried to establish stakeholder engagement on the curriculum implementation in Kenyan universities. It also aimed to determine the influence of decision making, consultation and partnership on curriculum implementation process. This determined if the payoffs from engagement enhances universities legitimacy and immediate cost–benefit improvements. For the purpose of this study, the researcher conducted a study at Jomo Kenyatta University of Agriculture and Technology. It is against these findings that the researcher sought to fill the gap by investigating influence of stakeholders' engagement on the implementation of curriculum in public universities in Kenya.

1.3 General Objective of the Study

The main aim of the study was to establish the role of stakeholder engagement on curriculum implementation in public universities in Kenya.

1.3.2 Specific Objectives of the Study

1.   To establish the influence of stakeholder motives on curriculum implementation in public universities in Kenya.

2.   To establish the influence of stakeholder partnership on curriculum implementation public universities in Kenya.

3.   To determine the influence of stakeholder decision making on curriculum implementation in public universities in Kenya.

1.4 Research Questions

1.   What are the perceived stakeholder motives on curriculum implementation in public universities in Kenya?

2.   What is the effect of stakeholder partnership on curriculum implementation in public universities in Kenya?

3.   How can stakeholder decision making influence curriculum implementation in public universities in Kenya?

2.   LITERATURE REVIEW

2.1 Introduction

This section gives an overview of literature to understand the complexities of stakeholder engagement in curriculum implementation. It provides basic definition of concepts used in the study including stakeholders, stakeholders" engagement and curriculum implementation. A review of theoretical and empirical literature, together with conceptual framework is also covered in the section. The study then continues to present the research gaps.

2.2.1 Stakeholder theory

Stakeholder theory was first described by Dr. F. Edward Freeman in 1984; it suggests that shareholders are merely one of many stakeholders in a company. The stakeholder ecosystem, this theory says, involves anyone invested and involved in, or affected by, the company: employees, environmentalists near the company's plants, vendors, governmental agencies, and more. Freeman's theory suggests that a company's real success lies in engaging all its stakeholders and meeting their needs. There are different definitions of stakeholders, but overall, definitions comprehend an indication of the nature of the connection and it includes an adjective of either the organization or stakeholder (Gao & Zhang, 2006; Friedman & Miles, 2006). A commonly used definition is of Freeman: "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984). Suppliers, customers, shareholders, competitors, media, public are all stakeholder groups and they have relationship with organizations. Stakeholders influence or are influenced by an institution, either they depend on institution or institutions are dependent on them. Institutions need stakeholders to make profit, to develop programs and to continue to exist. In turn, stakeholders need institutions for employment and wealth. There is a mutual dependency and that is why it is crucial that the relationship between corporations and stakeholders is well maintained (Friedman & Miles, 2006; Manetti, 2011; Porter & Kramer, 2006).

Stakeholder theory has been applied to investigate the role of stakeholders in higher education (Amaral & Magalhaes, 2002; Jongbloed *et al*., 2008. Stakeholder theory confirms the idea that stakeholders influence the quality and sustainability of the curriculum hence institutions need to take into consideration the different opinions and expectations of the stakeholders. Stakeholders are "those groups who are crucial to the survival and success of the institution" (Freeman, 2004). It can be said that stakeholders could be the makers or breakers of an institution, as they put pressure on institutions and could have a significant influence on the outcome.

2.2.2 Agency theory

Agency theory as developed by Paris (1993), describes relationships to curriculum processes in a manner that is highly dynamic and from the perspective of teachers. Drawing on theorists such as Arendt (1958) and Greene (1978), Paris uses agency when characterizing relationships of teachers to curriculum that are marked by "personal initiative and intellectual engagement". Teacher agency in curriculum issues involves initiating the creation or critique of existing curriculum, an

awareness of alternatives to established curriculum practices, the autonomy to make informed choices, an investment of self, and on-going interaction with others.

Paris contrasts teacher agency to commonly held conceptions of teachers as consumers of curriculum, technical implementers of the ideas and products of experts. Lecturers who conceptualize themselves as agents look on curriculum work as multifaceted, involving many aspects of such processes as curriculum development, curriculum implementation, and curriculum evaluation. Significantly, for the purposes of this study, the curriculum processes such lecturers engage in are context-dependent, where lecturers mutually construct curricula with learners. As explained above, the theory supports partnership with lecturers in terms of training, mediators between students and curriculum implementation. All the stakeholders must make consultations for sustainable curriculum. There is mutual dependency between lecturers, students and top management and the curriculum implementation process.

2.3 Conceptual Framework

The conceptual frameworks explain the relationship between the independent and dependent variable. In the study the independent variable is the role of Stakeholder engagement such as motives of their engagement, decision making, Partnership and Consultation, while the dependent variable is the curriculum implementation in Kenyan universities.
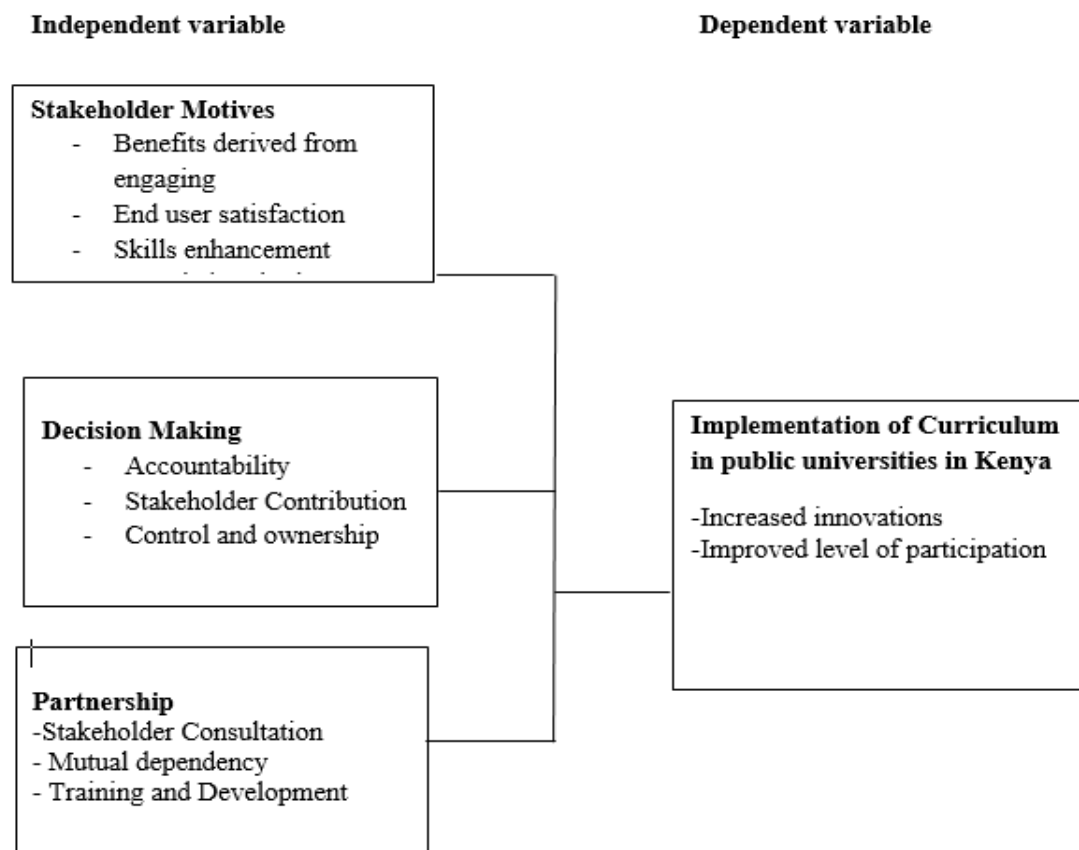

Fig.2.1: Conceptual Framework

2.4 Empirical Review of Literature

This section explores relevant studies covered or scarcely covers the gap explored by the study. The reviewed literature was drawn from different parts of the globe. Peter *et al.,* (2013) suggested that a project can only be successful, if a multidimensional attribute of sustainability such as social, cultural, economic and environment pillar have to be considered during the project design and report formulation and community involvement. These should be an integral part of firm in need to maintain the sustainability of her project. The study recommended that, it is crucial to have stakeholders come up with their own needs and recommendations. It also emphasizes utilization of stakeholders' knowledge and capacity to allow them to cultivate a creative approach to solve their own problems. The study emphasis was on stakeholders' involvement resulting to sustainability of donor funded project, though the emphasis was insufficient in

explaining how their engagement and at what stage of project life cycle could bring sustainability or the role played by the involved stakeholder(Peter et al., 2013)).

The corporate governance have redefined the roles of various internal and external stakeholders in the governance of institutions of higher learning (Leisyte and Dee, 2012). It has been discovered that university governance has been changing from the collegial mode towards a corporatist mode (Gumport, 2000; Winter, 2009). In the post-new public management discourse (Deem, 1998) the shared network governance has been increasingly gaining popularity as a form which encourages democracy prevalent for academia on the one hand, while incorporating the increasing perception of building trust in society including and strengthening the role of stakeholders: students, alumni, industry and community representatives, alongside the managers, administrators and academics who always have been involved in university governance (Jongbloed, Enders & Salerno, 2008; Neave, 2002). Liudvika et al (2013), study discussed the changing role of stakeholders and the changing governance of university as a result of this, using the case of quality assurance.

According to Carey (2013), on his research "student engagement in university decision-making", research was located in a single institution. He argued that every university has varying characteristics and care needs to be taken in generalising the findings from this research. Nonetheless, the issues raised in this thesis should be of wider interest. This is based on an argument that there are broadly consistent approaches to university governance in the UK (Shattock, 2008).

Chizimba (2013) suggested that the project can be sustainable if it has exit strategies and if sustainability is to be attained the intervention should involve the stakeholders and build capacities of local government for successful delivery of project benefits to achieve this, working in partnership and or collaboration is not an option is must in any intervention. The study also recommended that, the stakeholders need to be informed about the project exit strategies. The study emphasized on the stakeholders engagement and should not be on information giving but they should be engaged through all phases of the project cycle for it to be sustainable including the exit strategy so as to maintain and strengthen the intervention impact.

Mnaranara (2010), in her study on the Importance of community engagement in an ongoing construction project of school in Tanzania, The study conducted at Mlali and Mzumbe ward at Morogoro. The study used qualitative and quantitative research with help of triangulation methods of data collection; the study concluded that, for a project initiative to be sustainable, all inclusive involvement plays a vital role. This type of participation is considered the active one, as the study discovered that, participation by providing materials was important leading to stakeholders ownership hence sustainability of the intervention. The study also insisted on importance and usefulness of expertise knowledge and if people were also capacitated in taking over the intervention even if in minor activities. Further, the study also recommended on the importance of stakeholders' mobilization as it makes people make joint decisions regarding matters relating to their social and economic development. Stakeholder engagement strategy is the pattern of activities implemented by firms to work collaboratively with and through groups of people to address issues affecting the social well-being of those people (Scantlebury, 2003). The previous research demonstrates that many students in institutions of higher learning have not discovered the benefits of involvement and would need to be sensitized on the benefits of to engaging in various activities. According to Carey(2013), argued that student subjectivities affect the level of engagement. These are supported by a various factors including the relative power of the student in a university environment.

Literature review suggests that this is changing in favour of students as they present themselves as customers of the university. However, the research findings in contrary explain that students are not overwhelmingly consumerist and, if they are, this has minimal impact on engagement activity (Carey 2013)). Instead, the relationship between students and lectures appears to be vital for engagement. This tests the new public management approach to university governance that overlooked or over-regulated such relationships. This is one of several challenges identified in the literature on student engagement in university decision-making. The concern is in identifying a specific perspective on engagement that focuses on how students can be engaged in decisions making that have a direct impact on their university experience. This is examined with reference to how students' view a range of opportunities for involvement available to them.

Krause (2014) defines the targets and benefits of engagement in planning processes including decision making processes made more transparent, improves mutual understanding between stakeholders and the management, considers ideas, concerns and everyday knowledge, improves the knowledge basis and has a positive impact on planning processes as it increases acceptability. This is supported by Booth and Richardson who explained that the quality of planning outcomes

may be improved through public engagement by inclusion of new ideas and knowledge, increasing the range of alternatives, testing evidence and positions and addressing uncertainty and conflict, (Booth and Richardson 2001).

2.5 Critique of the Existing Literature

From the review of literature, evidence from across the sector suggests in student engagement in decision making resulting from highly standardised practices and procedures. It can be concluded that the quality of planning outcomes may be improved through stakeholders' involvement and minimize the uncertainty and conflict. It is also clear that connection between students and lecturers appears to be important for engagement. This tests the new public management approach to university governance that regulates and overlooks this kind of relationships. This is one of several challenges identified in the literature on student engagement in university decision-making. It is important to find out whether this stakeholders engagement which is currently adopted worldwide is observable in the governance of public universities in Kenya especially when there has been increase in number of universities and competition. It is timely also to find out whether the implementation of stakeholder engagement management practices can be an instrument in creating conducive environment for improved academic performance.

From the literature review, it is evident that university top management always do everything alone without involving other stakeholders. They should involve other stakeholders when planning curriculum development, validation through to implementation. It is vital to note that working with a group of people is not always easy, but motivation through team building and change of attitude should be part of the management considerations. For a curriculum to be successful and sustainable collaborative engagement with students and lecturers play an important role. The literature explains that power, information, knowledge, skills and rewards are motivation and attraction to meaningful student involvement. Some of these are related with student qualities and their personal capacity to get involved. Conditions for participation are elaborated by the institution and informed by how it enables and empowers its students

2.6 Research Gap

The world is dynamic, forcing the concept of knowledge and technology to become the main factor of modeling institutions and the entire society. Universities are changing rapidly and require entrepreneurial style of leadership. They should possess the ability of regularly adopting and reacting to change, at the same time focusing at their main objective, as well as being professionally and socially responsible. Since universities are managed by top managers and other professionals, carrying strategic weight in curriculum development, this area of research is yet to witness defining new moments.

Most of the reviewed studies did not show how the stakeholders' engagement has been involved in Curriculum implementation in institutions of higher learning. Though in some cases stakeholders were involved in higher learning institutions but only in some areas such as quality assurance. Other researchers have only considered students as stakeholders in decision making but ignored the importance of other stakeholders such as lecturers, employers and regulators. In some cases the stakeholders had their engagement limited to material contribution and they were not involved in the whole project Life cycle. The study wishes to address the knowledge gap by studying the role of stakeholders' engagement on curriculum implementation in Kenyan universities. It wishes to describe the role played by lecturers and students in ensuring sustainability of university curriculum.

3. RESEARCH METHODOLOGY

3.1 Introduction

This section highlights a discussion of the research design, sources of data, population, sample and sampling techniques, tools and procedures of data collection and methods of data analysis.

3.2 Research Design

This study adopted a descriptive survey research design combining qualitative and quantitative methods of data collection. The decision to amalgamate the two methods was based on the desire to come up with comprehensive findings which could easily be cross-referenced for validity and reliability. According to Neuman (2003), using both qualitative and quantitative methods in a single study can help explain various aspects of the phenomenon under investigation, providing a more holistic understanding of it, and resulting in better formed conclusions.

3.3 Target population

According to Gall, Gall and Borg (2007), a target population provides a solid foundation and first step upon which to build population validity of the study. The target population of the study comprised of students and lecturers as the major stakeholders of curriculum implementation in the College of Human Resource Development (COHRED), School of Business within Jomo Kenyatta University of Agriculture and Technology. They were sampled using stratified random sampling method. The selection was based on the experience and knowledge level of participants to be able to provide relevant information.

3.4 Sampling Frame

The sampling frame was selected from the category of respondents that possessed the required information. The sampling frame consisted all the students and lecturers from the School of Business at the college of Human Resource Development. There are a total of 2600 students and 60 lecturers in the school. Cohen, Manion and Morrison, (2011) argue that samples may be selected based on convenience (for example, proximity of the researcher, available time and resources, purpose of the inquiry) or on the basis of strategic considerations. The idea of sampling was to get what O'Leary (2005) cited in Nyakundi, (2011) calls 'a snap-shot' of what was actually going on in the universities.

3.5 Sampling and sample size

According to Mugenda and Mugenda (2003), the researcher should take as big a sample, at least 10% of the target population is important for the study if he/she has adequate time for the study to ensure that someone else would get similar findings to a higher degree if he/she selected another sample of the same size. Purposeful sampling was used. Purposive sampling is a non-probability sampling method in which elements selected for the sample are chosen for the judgment of the researcher (Saunders &Thorn, 2012). The total number of respondents in this study was 266. This was arrived at by calculating the sample from the target population of 2660 at 0.05 margin of error and 95% level of confidence (Research Advisors, 2006). The researcher therefore relied on own judgment to select the students and lecturers.

Table 3.1: Sample Size.

School	Population	Sample size
School of Business (Students)	2600	260
School of Business (Lecturers)	60	6
Total	2660	266

Source: College of Human Resource Development (2018)

3.6 Data Collection Instruments

In gathering data from the identified participants, the study adopted primary data collection instruments in order to get the diverse viewpoints concerning the theme of study. Questionnaires were prepared by the researcher based on review of the literature. These were checked first by the supervisor for completeness, clarity, exhaustiveness and, consequently, necessary corrections were made on the basis of their comments before the actual data collection. The questionnaire comprised two sets (both open ended and closed ended) of items. Close ended question such as Likert scale type were used because they were suitable for large scale survey as they were quick for respondents to answer, they were easy to analyze using statistical techniques, and they enabled comparison to be made across groups. Open ended items were also crucial to allow a free response. It was also more appropriate to elicit sensitive information (Somech and Lewin, 2005,). In general structured questionnaire was used to gather the required information about the influence of stakeholders' engagement on curriculum implementation in public universities in Kenya.

3.7 Data Collection Procedures

A questionnaire was developed and was distributed through pick and drop method. The reason for employing was to collect information on the influence of stakeholders' engagement on curriculum implementation in public universities in Kenya. The questionnaire was distributed to sampled students and lecturers at Jomo Kenyatta University of Agriculture and Technology, School of Business.

3.8 Pilot Test

Kothari (2004) describes a pilot test as a replica and rehearsal of the main survey which establishes the reliability and validity of the instruments. To establish the reliability of questionnaire, the researcher pre-tested using a test- re- test. Mugenda and Mugenda (1999) recommend a pre-test sample of 1-10% depending on the sample size. Mulusa (1988) recommends the use of 10 cases which represents the target population in all the major aspects for a pre-test. The pilot sample comprised of 1 lecturer and 3 students from School of Business during pilot study.

3.9 Data analysis and presentation

After gathering data from the participants, it was followed by the process of analysis and interpretation. Data analysis concerns the 'breaking up' of data in logical and manageable themes, categories, patterns, trends or relationships. It also involves collecting open-ended data based on asking general questions and developing an analysis from the information supplied by the participant (Creswell 2009). Analysis involved coding and categorization of the raw data (Denscombe, 2007). The data collected was sorted, classified and analysed using Statistical Packages for Social Sciences. Descriptive statistics and inferential statistics, mainly means, standard deviations, frequencies and percentages and later inferential analysis were used. Regression analysis was also used to establish the influence of stakeholder involvement on curriculum implementation. Tables were used to represent the findings. The model used was as follows:

Where:

Y= Implementation of curriculum in public universities in Kenya

β_0 = Constant

β_i = coefficient of the independent variable Xi (i = 1, 2, 3)

X_i = Independent variable

ε = Stochastic Error term

The above multiple regression equation explained the relationship between the dependent variable and the 3 independent variables. Regression analysis highlights how the dependent variable changes with the variation on any of the independent variables while independent variables are held fixed. Regression analysis assisted us understand which among the independent variables are related to the dependent variable, and to explore the significance of the relationships.

4. RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This study was conducted with the aim of establishing the influence of stakeholder engagement on curriculum implementation in public universities in Kenya. The study focused on Jomo Kenyatta University of agriculture and technology. The specific objectives to be achieved were: to establish the influence of stakeholder motives on curriculum implementation in public universities in Kenya; to establish the influence of stakeholder partnership on curriculum implementation public universities in Kenya and to determine the influence of stakeholder decision making on curriculum implementation in public universities in Kenya.

4.2 Response Rate

The sample of this study comprised of 260 students drawn from the school of business as well as six lecturers from the school. A total of 266 questionnaires were administered to both students and lecturers. Each category of respondents had its own type of questionnaire concerning the same issues under investigation. The results concerning response rate are illustrated in Table 4.1.

Table 4.1: Response rate

Lecturers			Students		
Questionnaires	Frequency	Percent	Questionnaires	Frequency	Percent
Returned	6	100.0	Returned	185	71.1
Not returned	0	0	Not returned	75	28.9
Total	**6**	**100.0**	**Total**	**260**	**100.0**

The results as tabulated in table 4.1 above reveal that the study managed to achieve a 100 percent response rate on the part of lecturers and 71.1 percent response rate on the part of student respondents. This response rate was considered adequate for the purpose of generalizing the findings on the population of Jomo Kenyatta University of agriculture and technology.

4.3 Gender of Respondents

Table 4.2: Gender

Lecturers			Students		
Gender	**Frequency**	**Percent**	**Gender**	**Frequency**	**Percent**
Male	2	33.3	Male	103	55.7
Female	4	66.7	Female	82	44.3
Total	**6**	**100.0**	**Total**	**260**	**100.0**

The study results concerning the gender of the respondents indicate that for the lecturer respondents 66.7 percent were females and 33.3 percent were males. The student respondents comprised of 55.7 percent males and 44.3 percent females. Therefore the study managed to obtain fair representation in terms of gender since both female and male respondents participated in the study.

4.4 Age of respondents

Table 4.3: Age

Age	Frequency	Percent
18-20	107	57.8
21-23	51	27.6
30 and above	27	14.6
Total	185	100.0

The student respondents were requested to indicate their age so as to obtain the distribution by age. The results in 4.3 reveal that 57.8 percent of the students were 18-20 years old, 27.6 percent were 21-23 years old whereas 14.6 percent were above the age of 30 years. This implies that the study involved student participants from different ages and was able to capture views of different students.

4.5 Professional and Educational Qualifications

The lecturers were required to indicate the highest level of professional qualifications they posses whereas the students were expected to indicate the highest level of education qualifications they possess. The results are illustrated in Table 4.4.

Table 4.4: Professional and Educational Qualifications

Lecturers			Students		
Professional Qualifications	**Number**	**Percent**	**Educational Qualifications**	**Number**	**Percent**
Masters	4	66.7	Certificate	52	28.1
Doctorate	2	33.3	Bachelors	106	57.3
Total	**6**	**100.0**	Postgraduate	27	14.6
			Total	**185**	**100.0**

The study findings established that 66.7 percent of the lecturers had Masters Qualifications as their highest professional qualifications whereas 33.3 percent had Doctorate degrees. On the part of student respondents majority of the respondents represented by 57.3 percent had bachelors qualifications as their highest level of academic qualification, 28.1 percent had certificate academic qualifications whereas 14.6 percent had postgraduate qualifications. Therefore, the study included participants with various qualifications and was able to obtain responses from diverse categories of respondents.

4.6 Years in University and Level of Study

The study sought to find out the number of years the lecturers had served at the Jomo Kenyatta University of agriculture and technology and the students were required to indicate their year of study at the university. The results are presented in Table 4.5.

Table 4.5: Years in University and Level of Study

Lecturers			Students		
Years Served	Number	Percent	Level of Study	Number	Percent
Below 3 years	2	33.3	First year	52	28.1
3-5 years	2	33.3	Second year	109	58.9
6-10 years	1	16.7	Third year	24	13.0
Over 10 years	1	16.7	**Total**	**185**	**100.0**
Total	**6**	**100.0**			

The research results revealed that 33.3 percent lecturers had served at Jomo Kenyatta University of agriculture and technology for less than three years, another 33.3 percent had served 3-5 years, 16.7 percent had served 6-10 years and 16.7 percent had served over 10 years at Jomo Kenyatta University of agriculture and technology. On the part of student respondents, 58.9 percent were in their second year of study, 28.1 percent were in their first years whereas 13 percent were in their third year. This implies that the respondents had been in the university long enough to have participated in curriculum implementation.

4.7 Designation of the Lecturer

The researcher wanted to establish the designation of the lecturers who participated in the study. The results are presented in table 4.6.

Table 4.6: Designation

		Frequency	Percent
	Senior lecturer	2	33.3
	Lecturer	3	50.0
	Assistant Lecturer	1	16.7
	Total	**6**	**100.0**

The research findings revealed that 50 percent held the position of lecturer at Jomo Kenyatta University of agriculture and technology, 33.3 percent held the position of senior lecturer whereas 16.7 percent held the position of assistant lecturer. This is a confirmation that views were obtained from different cadres of lectures at Jomo Kenyatta University of agriculture and technology.

4.8 Stakeholder Motives for Participation

The study sought to establish the influence of stakeholder motives on curriculum implementation in public universities in Kenya. The respondents were presented with a variety of question on stakeholder motives and were required to indicate the extent to which they agreed with each one of them on a scale of 1-5 where 1=strongly disagree, 2= disagree, 3= don't know, 4= agree and 5= strongly agree. The results are presented in tables 4.7 and 4.8.

Table 4.7: Descriptives for stakeholder motives for lecturers

	N	Minimum	Maximum	Mean	Std. Deviation
Participation in curriculum implementation	6	3	4	3.83	.408
Involvement as part of work	6	1	5	3.83	1.472
Involvement due to return on investment	6	2	5	3.33	1.211
Involvement to improve professional needs	6	4	5	4.33	.516
Involvement to motivate students	6	4	5	4.17	.408
Valid N (listwise)	6				

Table 4.8: Descriptives for stakeholder motives for students

	N	Minimum	Maximum	Mean	Std. Deviation
Participation to contribute new ideas	185	1	5	3.13	1.465
participation to gain understanding of process	185	1	4	3.27	1.171
Engagement to increase marketability	185	1	5	3.28	1.173
Participation to take charge of own learning	185	2	4	3.42	.912
Engagenet out of free will	185	2	5	3.84	.996
Participation due to reward anticipation	185	1	5	3.98	1.618
Valid N (listwise)	185				

Concerning the stakeholder motives in curriculum implementation is concerned; the responses by the lecturer respondents reveal that four questions had a mean above 3.5 and indication that the respondents agreed with each one of them. Participation in curriculum implementation in order to provide expert knowledge in the main subject area had a mean of 3.83 and standard deviation of 0.408; Involvement in curriculum implementation as part of the lecturer's work had a mean of 3.83 and standard deviation of 1.472; involvement in curriculum implementation in order to improve professional development needs of the area of specialization had a mean of 4.33 and standard deviation of 0.516 whereas involvement to motivate students had a mean of 4.17 and standard deviation of 0.408. However the lecturers indicated that they dint know whether their involvement was due to return on investment purposes.

The responses from the student respondents revealed that only two questions had a mean of above 3.5 indicating that the students agreed with them. These were: engagement in curriculum implementation due to free will which had a mean of 3.84 and standard deviation of 0.996 as well as participation in curriculum implementation due to reward anticipation. However, the students indicated that they did not know whether participation in curriculum implementation was due to the following reasons: contributing new ideas (mean=3.13, SD=1.465); to gain understanding of the process (mean=3.27, SD=1.171); to increase marketability of the programme and increase chances of being employed (mean=3.28, SD=1.173) and participation in curriculum implementation to take charge of their own learning (mean=3.42, SD=0.912).

4.9 Participation for Decision Making

The study further sought to establish the extent to which the respondents participated in implementation of curriculum for decision making purposes. They were presented with a variety of questions and were to indicate the extent to which they agreed with each one of them on a scale of 1-5 where 1=strongly disagree, 2= disagree, 3= don't know, 4= agree and 5= strongly agree. The results are contained in Table 4.9 and 4.10.

Table 4.9: Descriptives for decision making (lecturers)

	N	Minimum	Maximum	Mean	Std. Deviation
Involvement influences decision making	6	4	5	4.17	.408
Engagement ensures confidence in decision making	6	4	5	4.17	.408
Engagement in implementation improves quality	6	4	5	4.17	.408
Engagement in implementation to meet market needs	6	4	5	4.33	.516
Engagement in implementation for accountability	6	4	5	4.33	.516
Participation to ensure enough implementation resources	6	4	5	4.33	.516
Valid N (listwise)	6				

Table 4.10: Descriptives for decision making (students)

	N	Minimum	Maximum	Mean	Std. Deviation
Participation will influence decisions made	185	3	5	4.00	.542
Participation improves quality	185	3	5	4.00	.542
My input inspires my confidence in decision making	185	3	5	4.31	.689
Participation reduces resistance from students	185	4	5	4.44	.497
Valid N (listwise)	185				

The results from the lecturers in table 4.9 established that the lecturers agreed that they participated in curriculum implementation for the following reasons: to influence decision making and provides a sense of responsibility (mean=4.17, SD=0.408); to provide confidence in decision making (mean=4.17, SD=0.408); improvement of quality of decisions made by the university management (mean=4.17, SD=0.408); to ensure curriculum is in line with market needs (mean=5.33, SD=0.516); development of more accountability practices in the university (mean=5.33, SD=0.516) and participation in implementation to ensure enough implementation resources (mean=5.33, SD=0.516).

The student respondents also agreed on the following aspects of participation in curriculum implementation for decision making purposes: that participation in curriculum implementation will influence the decisions to be made (mean=4.00, SD=0.542); improvement of decisions made by the university management (mean=4.00, SD=0.542); participation will

make them have confidence in decision making process since their input is considered (mean=4.31, SD=0.689) and reduction of resistance from students (mean=4.44, SD=0.497).

4.10 Participation for Partnership

The study further sought to establish the extent of participation in curriculum implementation for partnership purposes. The respondents were provided with a variety of responses and were to indicate the extent to which they agreed with each one of them using a scale of 1-5 where 1=strongly disagree, 2= disagree, 3= don't know, 4= agree and 5= strongly agree. The results are presented next.

Table 4.11: Descriptives for Partnership (lecturers)

	N	Minimum	Maximum	Mean	Std. Deviation
Engagement to attain skills through training	6	4	4	4.00	.000
Engagement to improve acceptance during implementation	6	3	5	4.00	.632
Engagement to build local capacity	6	4	5	4.17	.408
Participation to encourage exchange of information	6	4	5	4.17	.408
Participation as sign of commitment	6	4	5	4.33	.516
Valid N (listwise)	6				

Table 4.12: Descriptives for Partnership (students)

	N	Minimum	Maximum	Mean	Std. Deviation
participation is a sign of commitment	185	1	4	3.14	1.138
Participation encourages exchange of information	185	4	5	4.15	.354
Participation increases uptake of content	185	3	5	4.16	.636
Valid N (listwise)	185				

It was evident from the research findings as illustrated in table 4.11 and 4.12 that majority of the respondents agreed with the various aspects of engagement in curriculum implementation for partnership purposes. The lecturers agreed that: engagement in curriculum implementation leads to training with the necessary skills on how to operate effectively and efficiently during the use of the new curriculum (mean=4.00, SD=0.000); to improve acceptance during implementation ((mean=4.00, SD=0.632); to build local capacity that helps during implementation (mean=4.17, SD=0.408); to facilitate exchange of information and experiences with other curriculum implementers (mean=4.17, SD=0.408) and as a sign of commitment to the university (mean=4.33, SD=0.516).

The students participants on the other hand disagreed with participation in curriculum implementation as a sign of commitment to the university (mean=3.14, SD=1.138). However, they agreed with the following: that participation in curriculum implementation encourages exchange of information with curriculum implementers (mean=4.15, SD=0.354) and that participation increases dissemination and uptake of curriculum content.

4.11 Influence of Stakeholder Engagement on Curriculum Implementation

The general objective of the study was to establish the influence of stakeholder engagement on curriculum implementation in public universities in Kenya. In order to ascertain this, a regression analysis was conducted where the dependent variable was curriculum implementation and the independent variables were stakeholder motives, decision making and partnership. The results from regression analysis are presented in Table 4.13 and 4.14 respectively.

Table 4.14: Coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.843(a)	0.711	0.707	0.701

a Predictors: (Constant), Partnership, Decision making , Stakeholder motive

From the results in table 4.14 above, the value of the coefficient of determination (r^2) is 0.711. This means that 71.1 percent of the variance on curriculum implementation at the Jomo Kenyatta University of Agriculture and Technology is

explained by stakeholder involvement. This implies that stakeholder involvement in curriculum implementation plays a significant and influential role.

Table 4.15: Anova table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	219.364	3	73.121	148.647	.000(a)
	Residual	89.036	188	.492		
	Total	308.400	191			

a. Predictors: (Constant), Partnership, Decision making, Stakeholder motive

b. Dependent Variable: Curriculum implementation

Table 4.15 which is commonly referred to as the analysis of variance (Annova), provides the values that indicate whether there is a significant relationship between the dependent and independent variables. From the Significance value of 0.000 which falls within the acceptance limit of 0.05, it is evident that there is a statistically significant relationship between stakeholder involvement and success in curriculum implementation at Jomo Kenyatta University of Agriculture and Technology.

Table 4.16: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.890	1.080		5.456	.000
	Stakeholder motive	.809	.127	.623	6.395	.000
	Decision making	-.905	.115	-.379	-7.900	.000
	Partnership	-.477	.191	-.234	-2.500	.013

a Dependent Variable: Curriculum implementation

Table 4.16 presents the regression weights that are associated with each of the independent variables. The constant has a value of 5.890; stakeholder motive 0.809 and its influence on curriculum implementation is statistically significant at 0.000; decision making has a negative coefficient of -0.905 which was found to be statistically significant at 0.000 and partnership had a coefficient of -0.477 and was not found to be statistically significant at 0.013. Therefore only stakeholder motive and decision making were found to have statistically significant relationship with success in curriculum implementation.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to establish the influence of stakeholder influence on curriculum implementation in public universities in Kenya. The study singled out Jomo Kenyatta University of Agriculture and Technology and this is where data was collected from. In this chapter of the research, a summary of research findings, conclusions made, recommendations proposed and areas suggested for further research are presented.

5.2 Summary of findings

The influence of Stakeholder Motives on implementation of curriculum in public universities

The study findings revealed that there was a slight variation concerning stakeholder motives of participating in curriculum implementation. The lecturers confirmed that the key motives that make them participate in curriculum implementation included: to provide expert knowledge in the main subject area; involvement in curriculum implementation as part of the lecturer's work; involvement in curriculum implementation in order to improve professional development needs of the area of specialization and involvement to motivate students. It was established that lecturers did not participate in curriculum implementation due to return on investment purposes. On the other hand the students had the following

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motives of participating in curriculum implementation: participation as a result of free will to do so and participating because they anticipate getting some reward in return.

The influence of decision making on implementation of curriculum in public universities

The study results also established that concerning decision making aspect of participating in curriculum implementation the lecturers and students had a number of reasons. The lecturers agreed that: they participated in curriculum implementation to influence decision making and provide a sense of responsibility; to provide confidence in decision making; to improve the quality of decisions made by the university management; to ensure curriculum is in line with market needs; development of more accountability practices in the university as well as participation in implementation to ensure enough implementation resources. On the part of the students they also agreed that participation from the perspective of decision making was aimed at: influence the decisions to be made; to improve decisions made by the university management; participation will make them have confidence in decision making process since their input is considered and reduction of resistance from students.

The influence of partnership on implementation of curriculum in public universities

As far as participation in curriculum implementation for partnership purposes was concerned, the lecturers agreed that: they participated in curriculum implementation which leads to training with the necessary skills on how to operate effectively and efficiently during the use of the new curriculum; to improve acceptance during implementation; to build local capacity that helps during implementation; to facilitate exchange of information and experiences with other curriculum implementers and as a sign of commitment to the university. The students also indicated that participation in curriculum implementation encourages exchange of information with curriculum implementers and that participation increases dissemination and uptake of curriculum content.

5.3 Conclusions

From the findings of this study, it can be concluded that stakeholder involvement during curriculum implementation plays a significant role towards the success of curriculum implementation. Whereas lecturers were found to participate with the motives of providing expert knowledge, as part of their work, to enhance professional development of the area of specialization and motivate students, the students participated only as a result of free will and because they expect rewards. It also suffices to conclude that a statistically significant relationship was found to exist between decision making and success in implementation of curriculum. Overall, it was established that stakeholder involvement in curriculum implementation explained that there is high variance in successful curriculum implementation.

5.4 Recommendations

It was evident from the study results that students did not consider themselves as stakeholders who can contribute new ideas during curriculum implementation. There is need for the university to sensitize students on their role as key stakeholders of curriculum implementation so that they can change their motives.

It was also evident from the study that students did not see how involvement in curriculum implementation could increase marketability of the programme and chances of getting employment. This is an important motive that participating students need to embrace. It is therefore necessary to educate the students on the benefits of getting involved in curriculum implementation.

The study further revealed that majority of the students did not consider curriculum implementation as a process that may lead to adoption of new innovations in their areas of study. This is a clear indication that students need to be more enlightened on what a curriculum entails and what they stand to gain from its implementation.

5.5 Suggestions for Further Research

This study is not an end to itself. There are a number of areas that still require further investigation in order to create more and expansive knowledge concerning the influence of stakeholder involvement on curriculum implementation. These include: This study focused only on one public university, Jomo Kenyatta University of Agriculture and Technology. Its findings may not be generalised to all public universities in Kenya. It may be necessary therefore to carry out a survey involving all the public universities in Kenya in order to ascertain the true position. This same study can also be replicated among private universities in Kenya. The operations and management of public and private universities may

have some significant differences. It will be necessary to replicate this study among the private universities and compare the results with the public universities.

The study limited itself to only two types of stakeholders (students and lecturers). However, there are other stakeholders who play a significant role in curriculum implementation such as the government. It may be important to carry out a study that includes more stakeholders.

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