FACTORS INFLUENCING EFFECTIVENESS OF SCHOOL MANAGEMENT COMMITTEES IN PUBLIC PRIMARY SCHOOLS IN KAREMO DIVISION, SIAYA COUNTY, KENYA
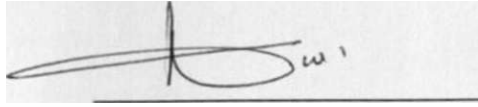
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BY

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A Research Project Report Submitted in Partial Fulfillment for the Requirement of the Degree of Master of Education in Educational Administration

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DECLARATION

This Research project report is my original work and has not been presented for a degree in any other university
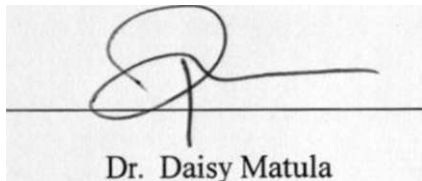
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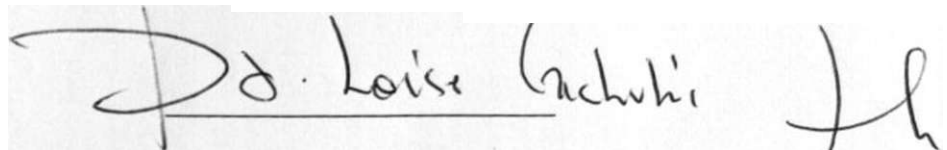
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To my beloved wife, Addah Owino, my children Loice, Jimmy, Ibra and loving

mother, Hilda Obonyo.

ACKNOWLEDGEMENTS

TABLE OF CONTENT

Content   **Page**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

AEO   Area Education Officer

BOGs   Board of Governors

DEB   District Education Board

DEO   District Education officer

FPE   Free Primary Education

IDASA   Institute of Democracy in Africa

KNAP   Kenya National Association of Parents

KCPE   Kenya Certificate of Primary Education

KESI   Kenya Education Staff Institute

LN   Legal Notice

MEC   Municipal Education Committee

MOEST   Ministry of Education Science and Technology

NGOs   Non Governmental Organizations

ROK   Republic Of Kenya

SAGAs   Semi Autonomous Government Agency

SMC   School Management Committee

TSC   Teachers Service Commission

US   Under Secretary

USA   United States of America

ABSTRACT

The purpose of this study was to examine factors influencing effectiveness of school management committees on management in public primary schools in Karemo Division, Siaya County, Kenya. The study strived to establish the level of awareness on the management skills by the school management committee members, determine the level of awareness on the roles and responsibilities of the SMC members, examine the impact of the relationship between SMC members and the school community and to investigate the level of accountability by the SMC members on the school funds. The study was guided by trait theory of leadership by Ralph Sogdill which traces back to the ancient Greeks and Romans based on characters. It postulates that leaders are born and not made.

The study targeted all the SMC members in the 55 primary schools in Karemo division, Siaya district. Every school has 15 members of the SMC adding up to 825 members in the division. A sample of 50 percent of the schools was selected using simple random sampling. Three members of the committee were also selected from each school using purposive sampling where the chairmen, treasurers and head teachers were selected using the criteria of their position in the school committee. The study used piloting to enhance content validity. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicited what it was intended for. The study used test-retest technique to ascertain the instrument reliability. The value of the reliability coefficient obtained was 0.85 which was considered reliable. Questionnaire instrument was used to collect the data where a response rate of 96.6% was achieved. Data was analyzed using Statistical Package for Social Scientists (SPSS) version 17.0. The study concluded that though most of the SMC members had attended managerial courses only a few of them were competent. A small proportion of SMC members understand their roles and responsibilities and that most of the treasurers were weak in budget development.

The study recommends that the ministry of education should organize frequent courses and seminars to capacity build members of the SMCs and to capture those who are newly elected in the positions of leadership. That the legal documents and the Education acts are availed to the teachers especially the teachers code of regulations and KNEC act cap 225A. The sponsors should involve themselves more actively on the development issues in their institutions rather than provision of spiritual nourishment only. The treasurers of the SMCs be trained on the preparation of the school budget and financial management to increase their competence in their position and that the education qualifications of the SMC members be considered during their elections into the office. Based on the findings of this study, the study recommended further research to be on the influence of SMC on schools performance in Karemo Division, Siaya county, Kenya, the influence of election mode on the effectiveness of SMCs in Karemo Division, Siaya county, Kenya and the influence of the provincial administration on the effectiveness of SMCs in Karemo division, Siaya dounty₂/Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

For an organization to achieve its meaningful goals, it must have management that is effective and efficient. In the education sector it is therefore inevitable that the managing of public primary schools is done in the most appropriate way. The classic definition of management however is still held to be that of Fayol (1916) who defined management as "to manage is to forecast and plan, to organize, to command, to coordinate and control" (Okumbe, 1998).

Cole (2002) acknowledges that changing roles and expectation are making the role of school management to be very challenging in that the principal ship is constantly changing with increased expectation, pressures and responsibilities that must be addressed when planning professional development activities. It is only through training these educational managers to acquire essential skills that will enable them to execute their duties effectively.

In the United States of America (USA), public education is a state responsibility. According to Dupuis (1994), public schools are organized into district schools which have similar purposes but widely different characteristics. However, a substantial level of community control has been achieved with the creation and empowerment under state law of locally elected school boards, which have the responsibility for

schools in a district, subject to state laws and regulations. Among the functions of school committees include: providing revenue for schools, levying taxes in support of education, employing and paying teachers.

According to research carried out in Nigeria by Francis, Agi, Alubu, Biu, Daramola and Nzawi (1998) in conjunction with World Bank, it was noted that parents and school management committee members play important roles in primary school education through their support for construction, maintenance and management of schools. It was pointed out that the mobilization and management of the necessary finance and material resources are important to ensure that children receive appropriate and good quality basic education. This is a complexity and a challenge that needs effective School Management Committee to be put in place. The government of Kenya has appointed a number of commissions and also initiated a management course for head teachers to enhance management in primary schools (Kenya Education Staff Institute. 2011) The National Committee on Education Objective and Polices (NCEOP) recommended that there was need to strengthen and delegate more power and authority to school committees for greater efficiency and effectiveness in Education management. The presidential working party on education and manpower training for the next decade and beyond recommended that School Management Committee members be appointed to manage and develop primary schools and to ensure maintenance of school tradition, academic excellence and discipline (Republic of Kenya, 1988)

Among the roles delegated to SMC by the Minister in the management of primary schools include financial and procurement management, human resource management and school development plan. To perform these duties appropriately, they should posses' leadership and managerial skills or ability to influence the parents, teachers and other members of school community.

According to the 2004 World development Report, the importance of the roles of voice and information in ensuring accountability in public education was highlighted. Parents and stakeholders provide an alternative means by which the schools can express their preferences and opinions and make them heard by education policy makers. It also helps in informing the "voice" of the citizens and providing the bench marks against which a school performance can be measured. (Institute of democracy in Africa, 2009)

School community relations has the dual purpose of obtaining and maintaining community support for school programmes and of assuming that the community involvement in the activities of the school is real. Wambui, (1987) states that community relations is essential for the management of schools and be expressed in many ways for example through participation in school events, community criticisms of school programmes and so forth.

In the educational access and attainment between different social and economic groups, effective governance of education is a way through which levels of access, quality and participation in education is improved (UNESCO, 2009). Visualizing this important role of governance, emphasis is put in the involvement of communities in

school governance through SMC to ensure school quality with equity. Effectiveness of SMC members to the realization of this enormous task is put in question.

Management of public primary schools in Kenya during colonial period was highly decentralized with Europeans, African and Asian communities having their own educational systems managed differently and by the different bodies. Soon after the independence, the Education Act Cap 211 (1968) of the laws of Kenya centralized the management of education to ensure even distribution of opportunities throughout the republic (Magiri, 2005). Gradually over a period of time, there have been profound changes in the way the management of schools have evolved. Most of the Schools management responsibilities including finances have been delegated to schools under the custodian of the School Management Committees.

Resources to purchase services rest with school. It is the responsibility of the head teacher in Collaboration with School Management Committee to exercise their jurisdiction powers to help in the achievement of the organization (school) goals as was initially planned. The Kenya National Association of Parents (KNAP) a network of Parents and Teachers Association (PTAs) and School Management Committee has been strengthening school Management Committees, through training and mounting campaigns to strengthen the parents capacities on their children and enrich learning opportunities in schools. Kenya National Association of Parents has teamed up with the Institute of Democracy in Africa (IDASA) to work together on the "Right to know, Right to education"

In Siaya County, the parents stormed the learning institutions and blocked head teachers from resuming office due to underperformance and mismanagement of funds. In Siaya district, parents and the School Management Committee (SMC) of Magungu Primary School in Karemo Division led by chairman thronged the School compound and locked the head teacher out of the school compound for alleged misappropriation of funds and underperformance. Siaya District Education Officer appealed to the parents to be calm and assured them that auditors would be sent to investigate the school's expenditure records so that the truth of the matter could be unearthed (Nyanza Weekly,2012 January 12)

Eleven primary school head teachers in Karemo division, Siaya County were transferred early this year due to several factors like poor performance in the national examination outcome, mismanagement of funds, misplacements of priorities in terms of infrastructure and relationship between school management committee members and the school community (DEO's Office, Siaya 2012)

Data for Karemo Division office showing the number of Schools, targeted SMCs members, affected head teachers in the Division and the performance as per the KCPE 2011.

Table 1.1 Number of schools targeted and KCPE Performance in the division

ZONES	No. of Schools	Targeted SMCs No.	Affected Schools	KCPE Results 2011
Awelo	16	48	Nil	284.96
Kirindo	19	57	**1**	251.47
Bar Ogong'o	20	60	3	245.49
Totals	**55**	**165**	**4**	**260.67**

Source: DEO's Office, Siaya 2012

It is in this regard that a need to investigate the factors influencing effectiveness of the School management Committee members' of Karemo Division, Siaya County, Kenya is vital.

1.2 Statement of the problem

The effectiveness of School Management Committee members on management of primary schools is vital. The frequent communities unrest and outcry of parents and other stakeholders in the education fraternity over ineffectiveness of SMC members has caused concern, DEO's office, Siaya (2012). Though some research has been undertaken in this area, not much has been done to unearth factors influencing effectiveness of school management committee members such as level of awareness of managerial skills, awareness of roles and responsibilities, level of accountability of school funds and the effect of the relationship between the school community and school. Due to the expressed need, the researcher carried out the study in the area to

find out factors influencing effectiveness of SMC members especially in Karemo Division, Siaya County, Kenya.

1.3 Purpose of the study

The purpose of this study was to examine factors influencing effectiveness of school management committees in public primary schools in Karemo Division, Siaya County, Kenya

1.4 Objectives of the study

The study strived at achieving the following objectives,

i. To establish the level of awareness on the managerial skills by the SMC members

ii. To determine the level of awareness on the roles of the SMC members.

iii. To examine the impact of the relationship between SMC members and the school community.

iv. To investigate the level of accountability by the SMC members on the school funds.

1.5 Research questions

The study aimed at answering the following:

i. How does the awareness level of the SMC members on the managerial skills affect their effectiveness?

ii. To what extent does the SMC members' awareness of their roles affect their effectiveness?

iii. What is the impact of the SMC member's relationship with the school community?

iv. What is the role of the SMC members in the accountability of the school funds?

1.6 Significance of the study

The research findings if made public would benefit the Ministry of Education by providing them with vital information that would enable them to organize trainings and seminars to the SMC members with a view to getting solution to the mismanagement problems in primary schools. The study findings would also make the newly appointed head teachers aware of the challenges they would encounter during management. The school management committee members would also benefit from the study findings through capacity building programmes organized by Non Governmental organizations such as, World Vision, Care Kenya and CDC/Kemri operating in Karemo division, Siaya County.

1.7 Limitation of the study

The research was conducted in Karemo division which is a cosmopolitan division comprising of Awelo Zone in the extreme urban set up while Bar Ogong'o and Kirindo zones experience the devastating conditions of the rural set up. Some of the issues influencing effectiveness of school management committee members such as

education attainment level and level of exposure may not be the same to all zones; this might compromise the research findings. The researcher was not able to control the attitude of the respondents as they responded to the questionnaire. Some respondents could not give honest answers due to fear of victimization.

1.8 Delimitation of the study

The study was confined to public primary schools in Karemo division, Siaya County. It did not target private primary schools because of the different prevailing factors and situations from those in public schools. As a result, factors influencing effectiveness of the SMC members may vary from one part of the country to the other. The findings would therefore only be generalized to other parts of the country with caution.

1.9 Assumptions of the study

The study was carried out with the assumptions that:

- All School Management Committee Members (SMC) would be willing to give information on the factors influencing their effectiveness and weaknesses experienced.

- All sample public primary schools would be having valid and legally constituted School Management Committee members.

1.10 Operational definition of significant terms used in the study

The following are the significant terms used in the study and have been defined as below:

Accountability refers to readiness of the school management or the decision makers to give an explanation for the decision they make or implement.

Effective refers to an action of an institution or an individual to bring something about, accomplish something.

Effectiveness refers to decisions made and structures put in place that enable the school to adequately accomplish its purpose by producing the intended or expected results.

Efficiency refers to productivity, accomplishing an end without waste of effort or resources, getting value of money.

Management refers to working with and through other people to accomplish set goals-

Public primary School refers to primary schools that are taught by government employed teachers and are run by school management committee.

School management Committee refers to management body in charge of a primary school as per the Education Act Cap 211 of the Laws of Kenya.

1.11 Organization of the study

The study comprises five chapters. Chapter one contains background information of the study, the statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumptions of the study, organization of the study and definition of the

significant terms used in the study. Chapter two- Literature review, summary of the Literature Review, Theoretical frame work and Conceptual frame work. Chapter three - highlights methodology of the study. This includes research design, target population, sample size and sampling techniques, research instruments; pre-testing the research instruments, validity and reliability of research instruments, data collection procedures and data analysis. Chapter four consists of data analysis and interpretation. Chapter five comprises summary of the findings, conclusion and suggestion for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Review of Literature involves the systematic identifications, locations and analysis of documents containing information related to the research problem being investigated, (Mugenda O. and Mugenda A. 1999). The purpose of this chapter was to consider what other researchers had done in relation to the area under study. It reviewed the related literature under the following sub- headings. Awareness on the managerial skills by the SMC, Roles of the school management committee, Impact of SMC members relationship with the school community on school management, Accountability of the school fluids by SMC, Summary of literature Review, Theoretical frame work and conceptual frame work.

2.2 Awareness on the Managerial Skills by the SMC

Among the roles of SMC members are: financial and procurement management, human resource management and school development plan. To perform these duties appropriately, they should posse's leadership and managerial skills or ability to influence the parents, teachers and other members of the school community.

The primary education department of the Ministry of Education caters for the largest number of pupils in Kenya's Education system. To manage this massive number requires management skills, appropriate organization and adequate human and

material resources (Olembo, Waga and Karagu, 1992). The Ministry of Education Science and Technology (MOEST) is responsible for the provision of administrative and professional services in education. The management of primary schools at the local level is organized in such a way that the authority from the headquarters in Nairobi is delegated to the provincial, district and divisional Education's offices. Head teachers, school committees and parents associations have organizational functions in management of primary education at individual school levels. The Kamunge report (Republic of Kenya, 1988) recommended that school committee support heads of schools in the management of such schools, therefore head teachers must be persons with appropriate academic, professional qualifications, experience, ability, competence, integrity, and initiative if the country is to realize millennium development goals especially in the education sector. They must also have undergone courses in the institutional and financial management. In view of these observations, the committee recommended that the appointment of head teacher and other management be based on institutional management training and on proven competence and possession of appropriate qualification and relevant experience.

2.3 **Roles and responsibilities of the School Management Committee on school management**

The role of a school committee is to act as an executive committee of the parents association. Its other function include the preparation of the initial proposals for the schools development, the reception and administration of funds collected for or granted to the school, tendering, advise the district education board and the local

authority education committee, provision of physical facilities required by the school and ensuring that discipline and standards are maintained at school Eshiwani (1993). The Legal Notice No. 190, Regulation 8 of the Education (school committees) Regulations (1978) made pursuant to the Education Act Cap 211(1968) of the laws of Kenya stipulated the functions of SMCs as; to advice the chairman and secretary of the District Education Board or the Municipal Education committee on matters affecting the general interest of the school and the welfare of the pupils, to maintain reasonable religious traditions of the school, to advice the chairman and the secretary of the District Education Board or Municipal Education Committee of the staffing needs of the school, to collect and account for any funds accruing to the school approved by DEB, and to provide buildings including houses and furniture from funds collected by committee after approval by DEB.

The SMCs are constituted annually in each school to represent the parents, DEB and sponsors incase of the sponsored schools. Each member of the committee is expected to play his/her role according to party he or she represents effectively.

Team work and effectiveness are however essential to achieve the goals and objectives of the Ministry of Education and the school represented. The class representative is to know the needs of their class by making visits know all the children and their parents and be role model. Sponsors are to maintain ethics and traditions of the church, talk on staffing, check on discipline of the pupils/teachers/parents and report to the church what is going on in the school. DEB members help the head teacher in implementing the educational policies, solicit for

funds from NGOs and other bodies. Dealing with the school committee requires tact and patience from the head teacher. In most countries the head is automatically a member of the committee. In some he is the chairman and in others the secretary, Olembo (1986).   The school committee is usually happy to leave the daily administration of the school to the head and sees itself only in a supportive and advisory role. It is dangerous for a head either to ignore its school committee or try to bully it. He should keep it informed about his schools, consult it and encourage its members to visit the school, while keeping its own statutory powers and responsibilities in the day to day running of the school.

2.4   Impact of SMC members' relationship with the school community on school management.

Kioko (2007) notes that school is an integral part of much wider community and that all members of the school are affected by what happens to the larger society. The society also expects a certain role from school such as developing certain attitudes and mental attributes which are necessary for the society's life. Wambui (1987) states that community relations can be expressed in many ways for example through participation in school events, community criticisms of school programmes, discussions, meeting with the community members and having good public relation attributes with the community members.

Okumbe (2001) states that the task area of school community relations has the dual purpose of obtaining and maintaining community support for school programmes and of assuming that the community is fully involved in the activities of the school. This should be enhanced by the good relationship between the members of the school management committees which also include the head teachers for the effective management of public primary schools.

2.5   Accountability of the school funds by SMC.

Accountability is a key requirement that refers to readiness of the school management committee or decision makers to give an explanation for the decision they make or implement. It involves taking responsibility for decisions and actions taken. This has been lacking in most schools and has resulted to unfortunate scenes of blocking the school managers out of school by the disgruntled stakeholders (KESI, 2011). This exhibits in effectiveness by the SMC members on their duties.

School heads should ensure that their SMC members are actively involved in defining the school annual spending priorities and procurement. Community involvement is considered central to the success of decentralized policies which form part of the community empowered process. This will reduce conflicts between parents and the head teachers on the matters of accountability (Abogi and Odipo, 1997). The SMC member's involvement is crucial in; discussing and approving budget, managing the school funds and resources, ensuring effective and accountable use of the resources, ensuring all funds of the school are properly managed and

accounted for by the head teachers, ensuring submission to the relevant authorities such information, returns and audited accounts as may be required by the authority and controlling the use of funds so as to ensure that the limited funds are used economically as intended for the benefit of the school (MC)EST,2005). The government of Kenya has appointed a number of commissions and also initiated a management course for head teachers to enhance management in primary schools. The National Committee on Educations Objectives and Polices (NCEOP) Republic of Kenya (1976) recommended that there was need to strengthen and delegate more power and authority to school committees for greater efficiency and effectiveness in Education Management. According to the Republic of Kenya (1988), the presidential working party on education and manpower training for the next decade and beyond recommended that SMC members be appointed from among persons who have the qualities of commitment, competence and experience. It explained that SMC members are appointed to manage and develop primary schools and to ensure maintenance of school traditions, academic excellence and discipline.

The commission of enquiry into the education system of Kenya (Republic of Kenya, 1999) recommended that membership of school committees be persons of integrity who have dedication and commitment to matters of education. It also recommended for establishment of sub-committees to guide and support the head teacher in the management of various tasks in their respective schools. It also noted that most of the school committee members did not have prior training in institutional management and recommended that in-service training programmes be provided

regularly to school managers and administrators. The commission also noted that without training opportunities to managers they could not measure to the expectation of the Ministry.

In Kenya there is scanty and not much information related to the effectiveness of school management committees in public primary schools and very limited research has been done on the same. An extensive work has been done on the challenges facing the implementation of FPE and some little on the factors facing the BOG's in public secondary schools on effective management. Much of the work is therefore got from the Education Act Cap 211 (1968) Reviewed (1980), commissions, reports and by scholars from outside the country.

Karia (2009) in his thesis on challenges facing school management committees in managing public primary schools in Abogeta division, Imenti South District, Kenya, came up with a number of issues facing schools management committees in the management of public primary schools. These are the SMC members' age, academic qualification, experience, position of the members in the SMC, and awareness of the legal documents by the SMC members.

Kamunde (2002) recommended in his research project that since only committee chairpersons were sensitized on PRISM, it is important to train the entire committee members as well as other main stream education stakeholders for example sponsors.

This may enable PRISM programmes further achieve its very purpose through increased ownership by stakeholders.

2.6 Summary of Literature Review

Effectiveness of school management committee in essence refers to the ability in which its members are able to make use of the decision made within the available structures in place to accomplish its purpose by providing the intended results. It ensures that the decisions do not take too long to be made but rather issues affecting school are addressed as soon as possible. There may be various factors influencing effectiveness of SMC members, for instance level of educational attainment, gender composition, danism and challenges on FPE implementation which have been addressed by other researchers. From the literature review it is evident that not much research has been carried out in the area under study. The study therefore seeks to identify factors influencing effectiveness of the SMC members such as awareness of the managerial skills, their roles and responsibilities, accountability level of the SMC members and the effect of school community relationship with the school management in carrying out their management activities in public primary schools in Karemo division, Siaya County.

2.7 Theoretical framework

The study was guided by trait theory of leadership. It can be traced back to the ancient Greeks and Romans based on characters. It postulates that leaders are born

and not made. Ralph Stogdill in 1948 reviewed 124 empirical studies on leaders attributes covering 27 recurring characteristics (Okumbe, 1998).

Stogdill (1974) concluded that leaders exhibit characteristics such as capacity, achievement, responsibility, participation, status and situation. Leadership involves a process of influencing group activities towards setting common goals and achieving them, (Stogdill, 1974). Leadership may be informal or formal. School Management Committee leaders are elected to formal leadership positions and therefore are expected to give responsible leadership. Other people assume leadership position in an informal manner for example teachers, members of the community, parents due to their knowledge, skills, experience and can lead and influence other persons. The theory is based on sharing leadership and often exists through a group of people working closely together. It is therefore important that this study explores the factors influencing the effectiveness of School Management Committee members such as knowledge on managerial skills, awareness of their roles and responsibilities, relationship with the school community and responsibility on the accountability can accurately guide the study despite its weakness that it considers leaders as super human or heroes and that working together is not always easy.

2.8 Conceptual framework

Figure 2.1: Factors influencing effectiveness of the school management committees in public primary schools in Karemo Division, Siaya County

Independent variables

Managerial Skills
- Financial Skills
- Administrative Skills

Roles and Responsibilities
- Procurement Role
- Maintenance of Discipline

Accountability Level
- Involvement in Budget making
- Financial Reports

Relationship with the school community
- Provincial Administration
- Community involvement

Process variables

- Management competency
- Active participation of SMC members in Budget making
- Correct interpretation of government policies
- Display of financial records
- Involvement of the community in the school activities
- Harmony among education stakeholders

Dependent variables

Effective SMC Members.

The conceptual model in Figure 2.1 outlines independent and dependent variables related to the factors influencing effectiveness of school management committees. The inputs are the influencing factors such as awareness on the managerial skills, awareness on roles and responsibilities by SMC members, accountability of funds level by the SMC members and relationship of the SMC members with the community followed by the process which are management competency, involvement of SMC in budget preparation, good interpretation of government policies, display of financial records, involvement of community in school activities, harmony among the stakeholders hence effectiveness of SMC in Karemo division,. Siaya County, Kenya as the out puts which are observable.

21

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This section highlights methodology appropriate to the study. It outlines research designs, target population, sample size and sampling procedures, research instruments, instrument validity, reliability of instruments, data collection procedure and data analysis techniques.

3.2   Research Design

The Study uses a descriptive survey design to assess the factors influencing effectiveness of SMCs in Karemo division, Siaya County, Kenya. Descriptive survey design is appropriate for this study because it determines and reports the way things are and describes and interprets what the data is. The study describes qualities such as behavior, attitudes and values. It is concerned with conditions of relationships that exist, opinions that are held, and processes that are going on, effects that are relevant or trends that are developing. It is concerned with the present, although it often considers past events and influences as they relate to current conditions. The descriptive survey design is suitable for this study because it aims at assessing the factors influencing the effectiveness of SMCs in Karemo division, Siaya County, Kenya.

3.3   Target population

Mugenda, 0 and Mugenda, A (1999) argue that the target population to which a researcher wants to generate the results of a study should be defined according to the population of the study. The study targeted all the SMC members in the 55 primary schools in Karemo division, Siaya County. Every school has 15 members of the SMC adding up to 825 members in the division.

3.4.   Sample size and sampling procedures

A sample is a small proportion of a target population. Any statement made about the sample should be true to the population. This study was guided by the stratified random sampling blended with purposive sampling. According to Welman and Krunger (2004) stratified random sampling involves dividing the population into homogenous sub groups and thereafter taking simple random sampling in each sub group to determine the sample size. A sample of 50 percent of the schools was selected using simple random sampling. According to Gay (1992), a sample size of 10% and 20% of the population is adequate for the survey study though the bigger the sample the better. Three members of the committee were also selected from each school using purposive sampling where the chairmen, treasurers and head teachers were selected using the criteria of their position in the school committee. Sampling was therefore summarized as shown in Table 3.1.

Table 3.1
<u>**Sampling of the respondents**</u>

Strata	Target population	Sample
Chairmen	55	27
Treasurers	55	27
Headteachers	55	27
Total	**165**	**81**

A sample size of 81 respondents was selected comprising of twenty seven respondents each from the three groups of head teachers strata, SMC chairmen strata and treasurers strata. Each stratum size was chosen using simple random sampling. During the simple random sampling in each stratum; 55 primary schools in the division were coded. The codes were written on pieces of paper which were then folded into balls and put in a closed container. The container was shaken vigorously before picking one at a time and noting the code and the school it represents. Picking the pieces of papers was done without replacement each time. The process was repeated until 27 respondents comprising required number per stratum were realized.

3.5   Research instruments

The study used Questionnaires to collect primary data from the School Management Committee chairmen, treasurers and head teachers. Two sets of questionnaires were used. The questionnaire was divided into different sections where each section aimed at addressing a particular objective of the study. They contained open-ended and closed -ended questions. Questionnaires were preferred because descriptive data are

typically collected through questionnaires (Gay, 1981). The instrument is also preferred because it is a straight forward and less time consuming for the respondents. Two instruments were constructed which included questionnaire for the SMC members and questionnaire for head teachers. The questionnaires for SMC members were based on personal details and characteristics, extent to which they are involved in school and factors influencing them when performing their roles or duties. For the respondents with language problems, an oral interview using the same Questionnaire for SMC members to elicit the data needed was administered by the researcher. Head teachers questionnaire on the other hand was based on their personal characteristics and details, school attributes, extent to which they involve SMC members in factors affecting school development, their knowledge on financial management and other factors that influence them when performing their management duties.

3.6.0   Piloting

A pilot study was conducted before the actual study commenced. Two schools from the division were randomly selected for the purpose of pre-testing the instrument. The research instruments were administered to the head teachers, the SMC chairmen and SMC treasurers during the pilot study. The selected schools did not participate in the actual study. The purpose of the pilot study was to pre-test the research instrument in order to validate it and ascertain its reliability. Through the pilot study, major problems and instrument deficiencies were identified and improvement made. The pilot study was also used to check the appropriateness of the language used.

3.6.1 Instruments validity

The validity of instruments represents the degree to which a test measures what it purports to measure. It is also the degree to which instruments reflect adequacy or appropriateness. Validity can also be said to be the degree to which results obtained and data analyzed represent the phenomenon under investigation (Orodho, 2005). A questionnaire is said to be valid if it actually measures the intended parameters. In this research, validity was taken to mean the extent to which the instrument covers the objectives. To enhance the content validity of the research instrument, the researcher carried out a pilot study in two schools not in the main study. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicited what it was intended for.

3.6.2 Reliability of instruments

The study used test-retest technique to ascertain the instrument reliability. This involved administering the same test twice to the group of respondents. The researcher allowed time lapse of one week between the first test and the second test. The test scores from both testing periods were then correlated. The result gave a coefficient value of 0.85. This was calculated using the Pearson Moment correlation coefficient formula indicated below.

^xy = sum of the gross product of the values of each variable

Q)x) (Ey) = Product of the sum x and the sum Y
£ = Sum of the values

The correlation coefficient computed did not reflect the reliability of whole instrument since only a half the test scores were correlated with the other half. The correction of the computed coefficient was done using the Spearman-Brown prophecy formula.

$$\textbf{\textit{2rCorr.between the Halves}}$$
$$\textbf{\textit{1 + Corr between the Halves}}$$

Or

$$\textbf{Re} = \frac{}{R+l}$$

Where Re = reliability of the original test

r = reliability of the coefficient resulting from correlating the score of the odd items with the scores of the even items

Orodho, (2010) suggests a coefficient of greater than 0.75 as adequate. Therefore the value of the reliability coefficient obtained from the two trials was 0.85 and hence considered reliable. This was calculated using the Pearson Moment correlation coefficient formula using the SPSS computer software.

3.7   Data collection procedure

An introduction letter was obtained from the chairman department of Educational Administration and Planning of the University of Nairobi, and then a research permit was sought from the National Council of Science and Technology headquarters in Nairobi. The researcher then consulted with the District Education Office (DEO) of Siaya district, the District Commissioner office and the Area Education Office

(AEO) to meet with the head teachers of public primary schools in Karemo division for briefing on modalities to interact with SMC members who were selected and then later dispatched questionnaires to sampled schools. They were informed that after duration of one week the questionnaires were to be collected by the researcher to carry out the analysis

3.8   Data analysis techniques

The data obtained from the field was edited, coded and interpreted according to themes which emanated from the research objectives and questions. Descriptive statistical techniques were utilized in data analysis. Mugenda 0 and Mugenda A (1999) say that such data must be cleansed, coded, keypunched into a computer and analyzed. Both qualitative and quantitative approaches of data analysis were used for the study. Quantitative data was tabulated and analyzed through descriptive statistics by use of frequencies and percentages. Quantitative approach of data analysis was first done by organizing data into themes corresponding to study objectives and was analyzed using statistics package for social Sciences (SPSS). Qualitative data was sorted and sifted through to identify the themes using the research questions. A narrative and interpretive report on the themes was written to depict factors influencing effectiveness of SMC members in Karemo division, Siaya County.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1   Introduction

The study aimed at finding out factors influencing the effectiveness of SMC members in public primary schools in Karemo division, Siaya County. Several themes of the factors influencing their effectiveness came up. These included level of awareness on the managerial skills by SMC members, the impact of relationship between SMC members and the school community and the level of accountability by the SMC members on the school funds. The chapter has been discussed under the above sub section raised as the research objectives for the study.

4.2 Questionnaire Return Rate

The researcher managed to collect 75 questionnaires out of the expected 81. This represents 96.6% of the research instruments distributed in the target division. Mulusa (1990) says that 50% return rate is adequate, 60% and 70% very good. The return rate was hence considered very good to provide required information for the purpose of data analysis.

4.3 Demographic information

The general information considered in this study was on gender, academic qualification and occupation of school committee members and the head teachers. The study also enquired the information on the period the head teachers and the SMC members had served as committee members. Head teachers were asked to

indicate their administrative experience and their school type. The investigation on the above variables was to ascertain whether they have any impact on effectiveness of the SMC members on their performance.   Their responses were as shown in Table. 4.1.

Table 4.1
Distribution of SMC members by gender

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
Male	24	92	8	31	17	74
Female	2	8	18	69	5	22
Total	**26**	**100**	**26**	**100**	**23**	**100**

Gender disparity is important in any managerial team. It is notable that the majority of the members 92% of the committee in the post of chairman were males while the female dominated the post of treasurers by 69%. The indication was that females were more trusted with finances and the males were more conformable with chairmanship. This should be discouraged for the sake of equity and gender parity. Gender disparity could also be noted in the post of head teachers where males outnumbered females by 74% to 22%. The indication was that female leadership which has proved to be good was lacking in the division. The distribution of the SMC members and the head teachers by academic qualification was as shown in Table 4.2.

Table 4.2:
Distribution of SMC members by academic qualification

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
KAPE/CPE/KCPE or its equivalent	11	42	15	63	0	0
EACE/KCE or its equivalent	10	38	6	25	4	17
EAACE/KACE or its equivalent	2	8	1	4	9	39
Diploma	2	8	1	4	10	43
Degree	1	4	1	4	0	0
Total	**26**	**100**	**24**	**100**	**23**	**100**

The findings in table 4.2 suggest that most of the SMC members in the division apart from the head teachers had only acquired basic literacy and were not advanced in education. This would not impact positively in their management competence as they are required to understand and implement the government policies on education. It is therefore important that the academic qualification of the SMC members be looked into during the election into the management position to at least EACE/KCE or its equivalent. This is in agreement with Kamunge report of 1988 which recommended that the SMC members must be persons with appropriate academics and professional qualifications, experience, ability, competence, integrity and initiative if the country is to realize millennium goals especially in the education sector. On the occupation of the SMC members it was shown as in Table 4.3.

Table 4.3
Distribution of SMC members by occupation

	Chairman		Treasurer	
	F	%	F	%
Teacher	0	0	i	4~
Farmer	18	75	15	63
Businessman/Woman	6	25	8	33
Total	**24**	**100**	**24**	**100**

Findings in table 4.3 show that majority of chairmen 75% and treasurers 63% were farmers with a small proportion of them in business. Only a meager proportion of 4% were teachers. This indicates that they were not in permanent engagement in other government institutions that may compete for their much needed time for school management and would be available in case of urgency. The findings further confirmed that teachers who seemed to understand the government policy on education are not attracted to the posts in the school management committees. This may further explain ineffectiveness in the school management body. The study further enquired on how long SMC members held on to their posts. The results were as shown in Table 4.4

Table 4.4
Distribution of school managers' period of stay in management positions

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
Less than a year	0	0	0	0	9	45
1 - 5 years	19	73	20	77	11	55
6 - 10 years	4	15	4	15	0	0
Over 10 years	3	12	2	8	0	0
Total	**26**	**100**	**26**	**100**	**20**	**100**

Data revealed that most of the chairmen (73%) held on to their position for less than five years with another 15 percent holding on to the position for between six and ten years probably suggesting that there were rotation for the position of chairman in most schools within the division. Similarly, majority of the treasurers (77%) held onto their positions for less than 5 years suggesting that a five year rotational plan was in place in most schools within the division. A five year period is long enough to realize a tangible development in an institution therefore a management committee which does not make appositive impact within five years has no business being in place. Only 45 percent of the head teachers have stayed on board for less than a year probably suggesting that they had either been newly posted in their respective schools or there was a high mobility of head teacher in the division.

The high mobility could have been activated by the transfers at the beginning of the year due to the volatile situation created by the unrest of the parents and other stakeholders of education against the head teachers.

4.2   Level of awareness on the managerial skills by the SMC members

The first research question sought to establish the level of awareness on the managerial skills by the SMC members. To establish this, the respondents were asked to indicate if they have ever attended any courses on managerial skills on school management and state the extent to which the course supported their competence on the aspects of financial management, curriculum implementation, school administration and management of school resources. The results on attendance to management courses were as shown in Table 4.5.

Table 4.5
Attendance to management courses by SMC

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
Yes	16	62	13	50	22	96
No	10	38	13	50	1	4
Total	26	100	26	100	23	100

Findings in table 4.5 show that most of the SMC members had knowledgeable people running them because majority had attended school management courses. This should be seen to be impacting positively on the display of the management skills acquired during the training and hence back up their management competence.

34

But this is far from the truth on the ground. The gained knowledge is not adequately put into use as this is clearly evidenced by discontented behaviors of some of the stake holder's uproar at the beginning of the year. The study further enquired on the competence level of the SMC members on financial management, curriculum, school administration and management of school resources. On financial administration, the results were a shown in table 4.6

Table 4.6
Level of competence on financial management

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
High	4	29	3	23	22	96
Moderate	9	64	9	69	1	4
None	1	7	1	8	**0**	**0**
Total	**14**	**100**	**13**	**100**	**23**	**100**

Findings in table 4.6 show that only 29 percent of the chairmen and 23 percent of the treasurers had a high level of Financial Management competence. The study observed that 69 percent of the treasurers had a moderate understanding of financial management which was a mismatch to the requirements of such a position. This probably suggests that the treasurers may have just filled the position by virtue of having been elected to the committee or were simply satisfying the misconceived perception that females would be the most trusted with finances hence being elected to treasury position even if they lack qualifications for it. This is because the

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majority of the treasures by gender were females. On curriculum implementation, the results were as shown in Table 4.7

Table 4.7
Level of competence on curriculum implementation

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
High	1	8	1	9	9	45
Moderate	10	77	7	64	11	55
None	2	15	3	27	0	0
Total	**13**	**100**	**11**	**100**	**20**	**100**

The study revealed that only 8 percent of the chairmen and 9 percent of the treasurers had a high competence on matters of curriculum implementation suggesting that the majority of the SMC members in the division were not aware of the extent and the quality of syllabus coverage within their respective schools. The finding indicates that majority of the SMC members were not competent enough to even supervise curriculum implementation as required of them. This further suggests that the election of the SMC members was probably not based on the value that members would bring on board but on some personal interests such as danism affiliations and political alignment. This aspect of curriculum implementation should be given priority because it is the most important element in an educational organization that other aspects in question work together to support. It should be noted with concern that the executive management in the division seem not to be highly competent in it but only rates moderately. On school administration competence, the results were as shown in table 4.8.

Table 4.12

Level of competence on School administration

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
High	2	17	3	27	10	50
Moderate	9	75	6	55	10	50
None	1	8	2	18	0	0
	12	**100**	**11**	**100**	**20**	**100**

Data revealed that only 17 percent of the chairmen, 27 percent of the treasurers, and 50 percent of the head teachers were competent on matters surrounding school administration suggesting that most of the SMC members in the division were not aware of their participation in the school committees as far as school administration was concerned. The finding implies that majority of the SMC members were not competent enough to supervise school administration matters as required of them. Implying that the administration of the school is left to the administrators who are the head teachers but as the core managers with the head teachers, they should be capacity built with what is required to be able to represent the parents competently and efficiently thus compromising their effectiveness. Results on management of resources were as shown in table 4.9.

Table 4.9
Level of competence on Management of School resources

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
High	2	13	1	8	9	45
Moderate	14	88	11	92	11	55
Total	**16**	**100**	**12**	**100**	**20**	**100**

Findings in table 4.9 show that only 13 percent of the chairmen and 8 percent of the treasurers clearly understood their role in the SMC on matters touching on management of school resources. The finding indicates that majority of the SMC members were not competent enough to even supervise school administration matters as required of them Instead, the other committee members only had moderate competence on Management of School resources further confirming that the selection of SMC was not based on the school objectives touching on financial management, curriculum, school administration and management of school resources. Instead most of them got their positions in the SMC to serve different interests.

4.3   Awareness on the roles of the SMCs by its members.

The second research question sought to establish the extent to which the SMC members' awareness of their roles affects their effectiveness. To establish this, the respondents were asked to rate their level of awareness as excellent, good, average, below average and poor in the following aspects: meeting class teachers and parents, resolving discipline cases, provision of physical facilities and employment of helping

staff while the head teachers were asked to indicate some of the legal and educational documents they have read and were available in their institutions.

On meeting the class teachers and parents by SMC members, the results were as shown in Table 4.10.

Table 4.10
Meeting teachers and parents by SMC members

	Chairmen		Treasurers	
	F	%	F	%
Excellent	6	25	5	20
Good	9	38	15	60
Average	9	38	4	16
Below Average	0	0	1	4
Total	**~24**	**100**	**25**	**100**

The study found out that only 25 percent of the chairmen and 20 percent of the treasurers regularly met teachers and parents pertaining to the problems experienced in the classes they represent. Majority of the SMC members indicated they were either good or average implying that very few SMC members are aware of this important role. The education ACT cap 211 stipulates that the majority of the SMC composition is class representatives. It is therefore paramount that they are aware of this noble responsibility that would account for their effectiveness. On resolving discipline cases were as shown in Table 4.11.

Table 4.11
Resolving discipline cases by SMC members

	Chairmen		Treasurers	
	F	%	F	%
Excellent	4	17	8	32~
Good	13	54	10	40
Average	6	25	6	24
Below Average	1	4		1 4
Total	**24**	**100**	**25**	**100**

Findings in table 4.11 show that only 17 percent of the chairmen and 32 percent of the treasurers were excellent on the role and responsibility of resolving discipline cases. However majority rated averagely with only 4 percent indicating below average. This implies that SMC members are aware of their role of instilling discipline in schools. This would help in creating a condusive atmosphere for learning and hence assert their effectiveness in the management of the institutions. On the awareness of roles and responsibilities by the head teachers, the study found out that the head teachers in the division read the education Act and the legal documents at varied frequencies as shown in table 4.12

Table 4.12
Headteachers' reading of legal documents

	Education Act		TSC Act		KNEC Act		Children Act	
Response	F	%	F	%	F	%	F	%
Yes	14	61	13	57	3	13	11	48
No	9	39	10	44	20	87	12	52
Total	23	100	23	100	23	100	23	100

It was noted that the teachers' code of regulation and the KNEC Act Cap 225A were the least read implying that head teachers had ignorance of important documents that would help them in the daily management of the institution they lead. This would translate to in effective management of the teaching staff and examination problems witnessed in the division at the beginning of the year, thus compromising their effectiveness.

4.4 Relationship between SMC members and the school community

The third research question sought to establish the impact of SMC members' relationship with the school community. To establish this, the respondents were asked to rate the way they related with the following members of the school community; parents, provincial administration, educational officers and sponsors. The results were as shown in Table **4.13.**

Table 4.13:
SMC members' relations with parents

	Chairmen		Treasurers		headteachers	
	F	%	F	%	F	%
Excellent	1	4	6	24	6	26
Good	17	68	13	52	7	30
Average	6	24	6	24	6	26
Below Average	1	4	0	0	4	17
Total	**25**	**100**	**25**	**100**	**23**	**100**

The study found out in table 4.13 that only 4 percent of the chairmen and 24 percent of the treasurers were excellent at relations with teachers. Majority of the other SMC member indicated being good suggesting that most of the SMC members involved themselves on relationship matters with schools stake holders as opposed to the finer details of the school administration. This implies that there is a cordial relationship with the school community. The findings in figure 4.3 agrees with Kioko (2007) that the school is an integral part of much wider community and that all members of the school are affected by what happens to the larger society. Parents are the financiers of the school and have a greater interest in the school because they not only provide the finances but also the learners. Good relations with the parents will therefore enhance effective and efficient management. On relations with the provincial administration the results were as shown in table 4.14

Table 4.14
SMC members Relations with provincial administration

	Chairmen		Treasurers		Headteachers	
	F	%	F	%	F	%
Excellent	4	16	3	12	23	100
Good	13	52	14	56	0	0
Average	7	28	8	32	0	0
Below Average	1	4	0	0	0	0
Total	**25**	**100**	**25**	**100**	**23**	**100**

The study found out in table **4.14** that **16** percent of the chairmen and **12** percent of the treasurers indicated excellent relations with the provincial administration. All the head teachers also rated excellent relationship with the provincial administration. This implies that the provincial administrators are the custodians of security both within schools and in the surroundings. All the external forces threatening the security of the educational institution are reported to the provincial administration and it is therefore inevitable that good relation be cultivated between SMC and provincial administration for the proper governance of the school.

4.S   Accountability of the SMC members on the school funds

The fourth objective sought to establish the role of the SMC in the accountability of school funds. To establish this, the respondents were asked to rate their level of involvement in the following financial aspects within their institution: preparation of school development plan, preparation of budget, tendering and procurement procedures, discussion of financial reports and discussion of audit reports.

43

On their involvement of preparation of school development plan, the results were as shown in table 4.15.

Table 4.15
Involvement of SMC on Preparation of school development plan

	Chairmen		Treasurers		headteacher	
	F	%	F	%	F	%
Excellent	4	17	3	12	14	61
Good	15	65	11	44	9	39
Average	3	13	10	40	0	0
Below Average	1	4	1	4	0	0
Total	**23**	**100**	**25**	**100**	**23**	**100**

Findings in table 4.15 show that 17 percent of the chairmen and 12 percent of the treasurers were quite good at the development and Preparation of school development plan. Most of the members however rated themselves as good and average suggesting that most of the SMC in the division had an idea what a school development plan was and how it was developed.

The presidential working party on education and manpower training for the next decade and beyond recommended that SMC members be appointed to meet and develop primary schools and to ensure maintenance of school tradition, academic excellence and discipline. Among the roles delegated to SMC by the minister in the management of primary schools included financial and procurement management, human resource management and school development plan (Republic of Kenya, 1988). This is therefore in agreement with the findings in table 4.15. Results on preparation of budgets were as shown in table 4.16

Table 4.16
Involvement of SMC on Preparation of school budget

	Chairman		Treasurer		Headteacher	
	F	%	F	%	F	%
Excellent	3	13	4	16	13	57
Good	15	65	16	64	10	43
Average	5	**22**	4	16	0	0
Below Average	0	0	**1**	4	0	0
Total	**23**	**100**	**25**	**100**	**23**	**100**

Data in table 4.16 revealed that only 13 percent of the chairmen and 16 percent of the treasurers rated themselves excellent on the preparation of school budget. Another 65 percent of the chairmen and 64 percent of the treasurers rated themselves good suggesting that there was in adequate capacity within the SMCs in the division to develop school budgets thus impacting negatively on their management skills compromising the accountability of the school resources specifically finances.

Treasurers being the eyes of the parents on matters pertaining to finances within schools no doubt need to know what budgeting entails so that they would be able to defend it in the parents meetings. This is in agreement with Kamunde (2002) that it is important to train the entire SMC as well as other mainstream educational stakeholders on the management skills. On tendering and procurement procedures the results were as shown in table 4.17.

Table 4.17
Tendering and procurement procedures

	Chairmen		Treasurers		headteachers	
	F	%	F	%	F	%
Excellent	5	22	3	13	3	14
Good	11	48	13	54	19	86
Average	7	30	7	29	0	0
Poor	0	0	1	4	0	0
Total	**23**	**100**	**24**	**100**	**22**	**100**

Findings table 4.17 shows that 22 percent of the chairmen and 13 percent of the treasurers were excellent on procurement and tendering procedures. A further 48 percent of the chairmen and 54 percent of the treasurers rated themselves as good suggesting that most of the SMCs in the division were well informed about the procurement procedures for their schools, implying that tendering and procurement procedure that the government has placed a lot of concern is to some extent being followed within the schools in the division. This means that SMC members would own any problem associated with tendering procedure and not leave it to the head teachers alone. On financial reporting the results were as shown in table 4.18.

Table 4.18
Discussion of financial report

	Chairman		Treasurer		Head teacher	
	F	%	F	%	F	%
Excellent	4	17	6	24	11	48
Good	11	46	14	56	12	52
Average	9	38	4	16	**0**	**0**
Poor	**0**	**0**	1	4	**0**	**0**
Total	**24**	**100**	**25**	**100**	**23**	**100**

Findings show that majority of the SMC members in the division were well acquainted with financial reporting requirements of their respective schools. This was confirmed by 63 percent of the chairmen, 80 percent of treasurers and all the head teachers who rated themselves at least good. This implies that there should be ownership of the financial issues by the entire parents' body and the SMC which should minimize the common allegations of mismanagement. Results on audit reports were a shown in table 4.19.

Table 4.19:
Discussion of audit report

	Chairmen		Treasurers		headteachers	
	F	%	F	%	F	%
Excellent	5	21	4	17	16	70
Good	11	46	12	50	7	30
Average	4	17	6	25	0	0
Below Average	4	17	2	8	0	0
Total	**24**	**100**	**24**	**100**	**23**	**100**

Findings show that majority of the SMC members in the division were well informed on audit report matters in their respective schools. This was confirmed by 67 percent of the chairmen, 67 percent of treasurers and all the head teachers who rated themselves good.

4.6 Other factors influencing head teachers effectiveness.

The study also sought to establish any other factor influencing effectiveness of head teachers while performing their management duties. To establish this, the respondents were asked to list major factors they have encountered in their effort to

47

work with the following education offices: Ministry of Education, District Education Office, Area Educational Office, Sponsor, Provincial Administration and SMC members. They were also asked to state how they would address the issues mentioned in their schools. The head teachers indicated that it was difficult for them to work without SMCs as they gave direction on what needed to be done in schools. A number of head teachers cited insufficient funding to their schools suggesting that the FPE was not enough to meet all the school needs within the division. The head teachers indicated that Poverty levels of the area were too high and hindered education, a situation that was further complicated by the fact that there were too many orphans and vulnerable children in the district. This probably led to increased number of Indiscipline cases that are reported within the district. The head teachers also observed lack of co-operation among stakeholders in schools and gender imbalances in the SMC composition. The head teachers indicated a need to have a school meeting with the provincial administration at least once a term to discuss the insecurity issues. The study also found out that the sponsor should do more than just spiritual nourishment, that there was perennial understaffing in some schools, and lack of visit by area education officer in the divisions for a long time.

The suggestions on how to address the above mentioned issues in the schools, the head teachers indicated that Government should increase their disbursements to schools to enable them meet most of their school needs, that school patrons be chosen to assist in fundraising within the schools, that Community Based Organization be allowed to assist in schools especially those with very high poverty

48

levels and vulnerable children, that financial management training be provided to head teachers in the division. They also suggested that Guidance and councelling department be introduced in primary schools which could probably help reduce cases of indiscipline in schools. They also indicated that the TSC should address the issue of understaffmg. This finding was in agreement with Musalia (2005) that Ministry of Education in collaboration with TSC should revisit job descriptions of the head teachers in primary schools with a view of refining it since majority of the head teachers are overburdened with administrative responsibilities and that it would be prudent if the government made provisions for accounts clerks to help them manage financial issues.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter deals with the summary, conclusion and recommendations of the study.

The general objective of the study was on factors influencing the effectiveness of

school management committees in public primary schools in Karemo Division, Siaya

County, Kenya

5.2   Summary of the study

The purpose of this study was to examine factors influencing the effectiveness of

school management committees in public primary schools in Karemo Division, Siaya

District, Kenya.

The first objective was to establish the level of awareness on the managerial skills by

the SMC members. The study found out that most of the chairmen, treasurers and all

the head teachers had attended management courses on school management. Most of

the SMC members in the division were therefore knowledgeable in running of

schools. However the study found out that only a small proportion of the chairmen

and treasurers had a high level of Financial Management competence. Most of the

head teachers indicated having a high competence level probably because head

teachers are the principal accounting officers of their respective schools. It was

therefore mandatory for them to have this competence in one way or another. This is

in agreement with Kamunge report (Republic of Kenya, 1988) which recommended that head teachers must be persons with appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative if the country has to realize millennium development goals in the education sector. They also must have under gone courses in the institutional and financial management. The study found out that Only a small proportion of the SMC had a high competence on matters of curriculum implementation and school administration, suggesting that majority of the SMC members in the division were not aware of the extent of participation in school administration and in syllabus coverage within their respective schools.

The second objective was to determine the level of awareness on the roles of the SMC members. The study found out that only a small proportion of the SMC clearly understood their role in resolving discipline, meeting teachers and parents regularly. The findings contradict Eshiwani (1993) argument that one of the roles of SMC members is to ensure the provision of physical facilities required by the school and ensuring that discipline standards are maintained at school. Head teachers in the division had a high awareness level on Education Act Cap 211 (61%), TSC Act cap 212 Children Act Cap 586 and School Management Guide. They however needed assistance on Teachers code of regulation and KNEC Act Cap 225A

The third objective was to examine the impact of the relationship between SMC members and the school community. The study found out that most of the SMC members were excellent at relations with teachers, provincial administration and educational officers suggesting that most of them understood the role of provincial administration in provision of security to schools in the division. This is in agreement with Wambui (1987) who stated that community relations can be expressed through participation in school events, community criticism of school programmes, discussions, meeting with community members and having good public relations attributes with the community members.

The fourth objective was to investigate the level of accountability by the SMC members on school funds. Findings show that that whereas most of the SMC in the division were aware of school development plan and preparation of school budgets, most of the treasurers were weak on the development of budgets suggesting that they did not have adequate background on budgeting. The study however found out that most of the SMC members in the division were excellent on procurement and tendering procedures, financial reporting requirements and audit report matters of their respective schools.

5.3   Conclusions

On awareness level of the SMC members on the managerial skills, most of the SMC members had attended management courses on school management though only a small proportion of the SMC members had a high level of competence in Financial

Management, curriculum implementation and school administration apart from head teachers who had high competence in financial management, curriculum implementation and school administration because of being the principal accounting officers of their respective schools. It was therefore mandatory for them to have this financial competence in one way or another. They were also the chief administrators of their respective schools and therefore understood what was expected of them in curriculum delivery and administration.

On the SMC member's awareness of their roles, a small proportion of the SMC clearly understood their role in resolving discipline cases in schools, meeting teachers and parents regularly. Headteachers had a high awareness level on Education Act Cap 211 (61%), TSC Act cap 212 Children Act Cap 586 and School Management Guide but needed assistance on Teachers code of regulation and KNEC Act Cap 225A

On the impact of the SMC member's relationship with the school community, most of the SMC members were excellent at relations with teachers, provincial administration and educational officers suggesting that most of them understood the role of provincial administration and educational officers in provision of security and administrative guidance to schools in the division.

On the accountability of the school funds by the SMC members, whereas most of the SMC in the division were aware of school development plan, most of the treasurers were weak on the development of budgets and did not have adequate background on budgeting. However most of the SMC members in the division were excellent on procurement and tendering procedures, financial reporting requirements and audit report matters of their respective schools.

5.4   Recommendations

On level of awareness on the management skills by the SMC members, MoE should organize courses and seminars to build on capacity members of the SMCs and to capture the newly elected in the positions of leadership. Only a small proportion of them had a high level of competence in financial management, curriculum implementation, school administration and in the management of school resources

On the level of awareness on roles of the SMC members and the head teachers, the legal documents and the Education acts should be availed to the teachers at their reach to acquaint themselves with more especially the teacher's code of regulations and KNEC act cap 225A. Awareness workshop on the same should be conducted for the head teachers and teachers. This is because the research found out that the teachers code of regulation and the KNEC Act cap225 were least read by the head teacher.

on the impact of the relationship between SMC members and the school community, the cordial relationship with other stakeholders be maintained by organizing sensitization meetings and seminars on the same and that the sponsors should involve themselves more actively on the development issues in their institutions rather than provision of spiritual nourishment only.

On the level of accountability by the SMC members on the school funds, the treasurers of the SMCs be trained on the preparation of the school budget and financial management to increase their competence in their position and that the education qualifications of the SMC members be considered during their elections into the office.

5.5   Recommendations for further research

Based on the findings of this study, the following study areas are recommended.

a) The influence of SMC on schools performance in Karemo Division, Siaya County, Kenya

b) The influence of election mode on the effectiveness of SMCs in Karemo Division, Siaya County, Kenya

c) The influence of the provincial administration on the effectiveness of SMCs in Karemo division, Siaya County, Kenya.

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APPENDICES
Appendix I

Letter of introduction to the Head teachers and SMC members

University of Nairobi

Department of Educational

Administration and Planning

P.O. Box 30197

NAIROBI

Date

The headteacher/SMC

Dear Sir/Madam

RE: RESEARCH STUDY IN YOUR SCHOOL

I am a student at the University of Nairobi carrying out a study on factors influencing effectiveness of School Management Committees in Karemo division, Siaya district. Your school has been sampled for the above stated purpose.

You are requested to give your responses freely and honestly and your identity will be treated confidentially.

Yours faithfully,

Obonyo Meshack Owino

Appendix III

QUESTIONNAIRE FOR SMC MEMBERS

Kindly answer the questions below by ticking the correct option where applicable

Do not indicate your name anywhere.

Section A

1. Please indicate your gender   Male [1]   Female [2]

2. Indicate your highest academic attainment

   KAPE/CPE/ KCPE or its equivalent   [1]

   EACE/KCE or its equivalent   [2]

   EAACE/KACE or its equivalent   [3]

   Diploma   [4]

   Degree   [5]

   Others (specify)...[6]

3. What is your occupation?

Teacher [1]   Farmer [2]   Businessman/woman [3]

Others (Specify).....................................[4]

4. Indicate if you have attended any course on Managerial Skills on school management   [Yes]   [No]

5. If yes in No.4 to what extent has the course supported your competence in the aspects shown below?

Aspects	High	Moderate	None
Financial management			
Curriculum implementation			
School Administration			
Management of School resources			

6. Your position in the SMC

   Chairman [1]   Treasurer [2]   Member [s3]

7. How long without breaking have you been a SMC member?

Less than 1 year   [1]

1 - 5 years   [2]

6 - 1 0 years   [3]

Over 10 years   [4]

SECTION B

Extent to which SMC members exhibit public relations towards school community

Key - Excellent [1]   Good [2]   Average [3]

              Below Average [4]   Poor [5]

Item No.	Description	1	2	3	4	5
1	Relation with parents					
2	Relation with provincial administration					
3	Relation with education officers					
4	Relation with teachers					
5	Relation with sponsors					
Level of accountability shown by SMC **members**						
1	Preparation of SDP					
2	Preparation of budget					
3	Tendering and procurement					
4	Discussion of financial report					
5	Discussion of audit report					
Level of response to SMC **roles and responsibilities**						
1.	Meeting class teachers and parents					
2.	Resolving discipline cases					
3.	Provision of physical facilities					
4.	Employment of helping staff					

Thank you

HEAD TEACHERS QUESTIONNAIRE ON SCHOOL MANAGEMENT

Please respond to the questions below by ticking the correct option where applicable. Do not indicate your name anywhere on this paper

1. Please indicate your gender   Male [1]   Female [2]

2. Please show your age bracket

   21 - 30 years   [1]

   31-40 years   [2]

   4 1 - 5 0 years   [3]

   51 and above   [4]

3. Please indicate your highest academic qualification by ticking the digit that is applicable.

   KAPE/CPE/ KCPE or its equivalent   [1]

   EACE/KCE or its equivalent   [2]

   EAACE/KACE or its equivalent   [3]

   Diploma   [4]

   Degree   [5]

   Others (specify)...[6]

4) What is your highest professional qualification?

   P3   [1]   P2   [2]   PI [3]

   SI/Diploma [4]   BEd. [5]   PGDE [6]   MEd. [7]

Others specify..[8]

5. Please indicate whether you have attended any recognized school administration/management course.

   Yes [1]   No [2]

If yes to No.5, to what extent has the course enhanced your performances in the aspects of managerial skills indicated below.

Aspect	High	Normally	None
School Administration			
Curriculum implementation			
Financial management			
Guidance and counseling		*i*	
Management of other school resources			

7.   Please indicate your experience as a head teacher in your current school in terms of years or how long you have stayed.

Less than 1 year   [1]

1 - 5 years   [2]

6 - 1 0 years   [3]

Over 10 years   [4]

SECTION B

School attributes

8. Please indicate the category of your school by ticking one.

Public [1]   private [2]   Non-formal [3]

Others specify……………………………[4]

9.   Which of the following describes the type of your school?

Day mixed [1]   Day Boys [2]   Day Girls [3]   Boarding mixed [4]

Boarding Boys [5]   Boarding Girls [6]

10   Please indicate the sponsor of your school by ticking.

DEB [1]   Religious organization [2]   NGO [3]   Individual [4] Company [5]

11. Level of awareness on roles and responsibilities by the head teacher

Please indicate if the following are available in your school by ticking or marking X
if not applicable.

Education Act Cap 211	[1]
TSC Act Cap 212	[2]
KNEC Act Cap 225A	[3]
Children Act Cap 586	[4]
School Management Guide	[5]
Teachers Code of Regulation	[6]
Any other specify	[7]

12. Which of the above have you read? Tick where applicable.

[1]   [2]   [3]   [4]   [5]   [6]   [7]

13. Relation with the School Community

(a) How do you relate with the Provincial Administration in which your school is
      located?

(b) How do you relate with the SMC members?

(c) How frequently do the stakeholders in the community get involved in the school
activities?

SECTION D

Factors influencing the effectiveness of head teachers while performing duties.

1. What major factors have you encountered in your effort to work with the following offices as a secretary of the SMC?

   Ministry of Education

   District Education Office

   Teachers Service Commission

   Area Education Officer

   Sponsor

   Provincial Administration (Chief)

   School Management Committee

2. Please list down any other factor you may encounter as a manager of the school.

3. Please give suggestions on how to address these factors in your school.

SECTION E: Level of accountability by the head teachers

a)   Which problem do you encounter in being accountable and transparent?

When were your books of accounts audited last?

Do you always display your financial report at a strategic place for everybody to view?

    Yes [ ]   No   []   if no state why

Have you witnessed any primary school head teacher blocked out of school?

Yes [ ]   No [ ]

If yes state your reason for the blockage

Thank you

Appendix IV

Public Primary Schools in Karemo division, Siaya County

1. Usula
2. Ulafu
3. Bar ka Gwanda
4. Ng'iya Mixed
5. Agoro Yombe
6. Agoro Tula
7. Nyan'goma
8. Bar Kodhiambo
9. Rambo
10. Ralak Thim
11. Umala
12. Ng'iya Girls Boarding
13. Pap Nyadiel
14. Katuda
15. Masumbi
16. Sigana
17. Aluny
18. Uuna
19. Ochilo
20. Nyang'inja
21. Mur Malanga
22. Ojwando
23. Pap Oriang'
24. Upanda
25. Uloma K.
26. Bar Olengo
27. Barding
28. Usingo
29. Nyang'anga
30. Ndisi
31. Rapogi
32. Rakwom
33. Ochiewa
34. Nyajuok
35. Pap Gori
36. Matera
37. Magungu
38. Mugane
39. Karapul
40. Siaya Township
41. Mulaha
42. Awelo
43. Agoro Lieye
44. Madede
45. Bar Agulu
46. Namaan Akumu
47. Agage
48. Pap Kakan
49. Siaya Central
50. Nyandiwa
51. Lwala Kaor
52. Anduro
53. Achage
54. Asere
55. Kirindo

Out of 55 schools in the division 9 schools were not picked during the random sampling. Leaving the following schools

1. Agor Tula
2. Katunda
3. Sigana
4. Ochilo
5. Ndisi
6. Mugane
7. Siaya Township
8. Achage
9. Asere

Appendix V

Authorization letter

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone. 254-020-2213*71. 2241349
2S4-020-310S71. 2213123. J219420
Fax; 254-020-313245. 313249
When replying pleas* quote
secretary ncst-so.kt

po go, 30623-00100
NAIROBWCENYA
Website: www.ncO.go.fce

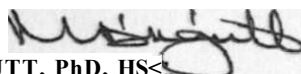**NCST/RCD/14/012/740**   **19* June 2012**

Our Ref

Mcshack Owino Obonyo
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing the effectiveness of school management committees in public primary schools in Karemo Division, Siaya District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Siaya District** for a period ending **31" August,** *2012.*

You arc advised to report to **the District Commissioner and the District Education Officer, Siaya District** before embarking on the research project.

On completion of the research, you are expected to submit two **hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HS<
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Siaya District.

- ihe notion* Council for Scieocc and nchnotogy Is Committed to the Promotion of Science cad Technoiogv for Noiionot Oeveloprtient*

69

Appendix VI

Research permit

THIS IS TO CERTIFY THAT:
ProfJOr./Mr./Mrs./MissAnstitu'Jcn
Mosliack Owino Obonyo
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi,
has been permitted to conduct research in

	Location
Siaya	District
Nyanza	Province

on Sie topic: Factors influencing the effectiveneaj
of school management lommittaes in public
primary schools in Karamo Division, Siaya District,
Kenya.

£**Q M .

for a period en-ling: 31" August, 2012.

WW*_{k. ec}

PAGES
Research Permit No. *NCST/RCai4M12r74G*
Date of issue   *1ST Junr, 2012*
Fee received   *KSH. 1,000*

Applicant's
Signature

Secretary
**National Council for
Science &Technology**