

**=BOARDS OF MANagements' INITIATIVES INFLUENCING
QUALITY EDUCATION IN SECONDARY SCHOOLS IN KAJIADO
WEST SUB – COUNTY, KAJIADO COUNTY**

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

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This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this project to my family for standing by me throughout the preparation of this research project. Indeed, the journey and the waiting has been long, thank you for the patience and understanding.

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I have a special appreciation to God for life and the good health he gave me throughout this Project writing. Through him all things are possible.

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ABBREVIATIONS AND ACRONYMS

BEA	Basic Education Act
BOM	Boards of Management
GoK	Government of Kenya
CDE	County Director of Education
CEB	County Education Board
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MoE	Ministry of Education
NGO	Non-Governmental Organization
SIP	School Improvement Project
TSC	Teachers Service Commission
TDMS	Teacher Development Management Strategy Document

ABSTRACT

The purpose of the study was to investigate the initiatives of the Boards of Management that influence the provision of quality education in secondary schools in Kajiado West-Sub County, Kajiado County. The study objectives were to examine the effect of involving Boards of Management in the management of physical resources on the provision of quality education in Kajiado West Sub-County; to establish how the Boards of Management participation in teacher professional development enhance provision of quality education in Kajiado West Sub-County; to determine how the Boards of Management partnership with Non-governmental Organizations influence provision of quality education in Kajiado West Sub-County and to examine the effect of Boards of Management engagement with parents on the provision of quality education in Kajiado West Sub-County. The study employed a descriptive survey design since the data to be collected required a quantitative and qualitative approach. The study targeted 16 public secondary schools in Kajiado West Sub-County. Census technique was used to select 16 principals from selected schools. Further, simple random sampling technique was used to select a sample of 108 BoM from a total of 272 Boards of Management members. Result findings showed that management of physical resources, teachers' professional development, engaging parents in the management of school resources and Boards of Management partnering with Non-governmental Organizations influences provision of quality education. Based on the research findings it can be concluded that involving the Boards of Management in the management of physical resources, and teachers' professional support influences provision of quality education. It was also concluded that BoM partnership with Non-governmental Organizations and engaging parents in school management influences provision of quality education. It is also recommended that parents be involved when allocating school resources. This will ensure that accountability on how school resources are spent is enhanced. The Boards should ensure that teachers' professional development is supported through in service training. The Boards of Management should also ensure that it seeks donor support from educational NGOs to help in sustaining school requirements. Further research will be role of teachers' involvement in the management of school resources.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Social Pillar in Kenya Vision 2030 aims at developing a robust and sustainable economy. Under this pillar, education and training are expected to be the principle catalysts towards realization of Vision 2030. The Constitution of Kenya 2010 makes education a basic right under the Bill of Rights where basic education is guaranteed for all children and the state is obliged to make its provision possible progressively.

Several past studies which have attempted to investigate the relationship between Boards of Management initiatives and provision of quality education (Orodho, 2014; United Nations, 2013). Educational provision in post-primary schools depends mostly on the Boards of Management strategies laid (Okumbe, 2001). The educational standard according to UNESCO (2006) is gauged by the extent to which schools attain the societal goals by providing quality educational output. UNESCO (2004) affirms that the rising emphasis on the need of quality education needs to be addressed by those in charge including Boards of Management and Ministry of Education.

School Boards of Management are in charge of significant amount of public money and often serve as large employers. The central focus of Boards of

Management is education but all of these supporting responsibilities must be managed effectively to minimize distractions (Gamage & Hansson, 2008). Boards of Management are used to run public education systems in many countries across the globe. From the early 1980s, they have become a global trend in public education together with their greater emphasis on parental involvement and community participation (Gamage & Hansson, 2008).

The move towards creating effective and efficient schools, raising the quality of education, and inevitably promoting learner performance, has called for a move towards decentralization of school management (Arenas, 2006). Boards of Management are a source of creativity needed in schools. Boards of Management engage in initiatives indented at promoting quality education. The initiatives include management of resources, teacher professional development and partnering with non-governmental organizations and the parents.

Management of physical resources necessitates the achievements of quality education in Secondary Schools. Boards of Management and administrators use different strategies of management to monitor the use of school resources in enhancing teaching in schools. The school administrators manage the physical resources and teachers in order to ensure that there is effective teaching and learning. In educational establishment especially secondary

school BoM has many things to take into account when measuring effectiveness of the institution such as curriculum implementation, teaching and learning.

Growing teacher's professionally development is important in the delivery educational needs (UNICEF, 2000). A study by Caena (2011) indicated that there is a significantly, positive relationship between teacher professional development and provision of quality education. The in-service training for teachers has a direct impact on student academic success (Nzoka & Orodho, 2014).

It is the initiative of BoM to design school programmes together with school management, develop standards of curriculum teaching materials and standardized assessments and an initiative to motivate teachers through rewards. These initiatives from the BoM in the long run adds to the quality of education rendered through provision of good national results, improved literacy levels of students and cognitive development. Teachers' professional development when focused and given the proper attention by the school managers will change the teacher behaviour in ways that lead to improvement in student performance (Alexander, Heaviside & Farris, 1998).

In Africa, Non-governmental organizations are encouraging civil society in developing education. Education for All (EFA) congregation identified the important role of Non-governmental organizations in partnering with the school management team in the quest of quality education. Non-governmental organization new role as education providers and advocators of educational policy dialogues to the school stakeholders is growing. In Tanzania there is a growing demand for professional sharpening programme, as stated by Teacher Development Management Strategy Document (TDMS, 2007) that recommends in-service education for teachers (Kitta, 2004).

In Nigeria, the National Policy on Education allows involvement of parents at local level, in the management of their schools (Ayeni, 2010). Boards of Management cooperation in building a strong school-community relationship needed offering a sustainable quality education. In Malawi and South Africa, the school Boards are chosen from brilliant individuals from the society (Dawson, 2008). In Zimbabwe, there are laid rules and guidelines to be followed when choosing board members (Aduda, 2001).

In Kenyan the Education Act 2013 and the sessional paper No. 1 of 2005, states the guidelines for managing schools. According to the Education Act 2013 the Boards of Management consist of 13 members who include: six persons representing parents or local community, a nominee of the county

Education Board, one representative of teaching staff, three representatives of sponsors, one representative of special interest group and a representative of a person with special needs (GOK, 2013). The BoMs is encouraged to work in unity so as to ensure attainment of educational goals from the Ministry of Education (Education Act, 2013).

Kajiado West Sub-County is an administrative component of Kajiado County. Despite being relatively close to the capital. Nairobi, the Sub-County is considerably underdeveloped in terms of infrastructure, social services and education is no exception. Kenya Certificate of Secondary Education performance in National Examination is generally poor in Kajiado West Sub-County as a whole. Although this may be linked to the prevailing socio-economic conditions of the area, they may potentially be alleviated, in an educational context, by proactive action from the school Boards of Management. Therefore the current study is necessary to investigate the establishment of Boards of Management in Kajiado West Sub-County and to suggest ways and means through which they can promote quality education in this Sub-county which will promote high performance.

1.2 Statement of the problem

The Kenyan government through the Ministry of Education has initiated different educational policies tailored to boost standard of education rendered to students. In public secondary schools, most of these roles are left to the

Boards of Management to ensure that these policies and guidance laid down to schools are implemented effectively. The educational standard according to UNESCO (2006) is gauged by the extent to which schools attain the societal goals by providing quality educational output.

The need for quality education is the driver for every school management; however this has not materialized in Kajiado West Sub-County. However, successful implementation of the curriculum to yield required academic output depends largely on the initiatives employed by Boards of Management and their relationship with teachers, schools' heads and parents. This is not the case because the quality of education measured in terms of mean scores has been consistently low in Kajiado West Sub-County. This is an indicator that the Boards of Management of Kajiado West Sub- County has not fully discharged its duties as outlined in the Education Act of 2013. This undermines the provision of quality education. The current study therefore wishes to investigate the initiatives from the BoM members that influences the provision of quality education in secondary schools in Kajiado West-Sub County, Kajiado County.

1.3 Purpose of the study

The purpose of the study was to investigate the initiatives of the Boards of Management that influences the provision of quality education in secondary schools in Kajiado West-Sub County, Kajiado County.

1.4 Research objectives

The study was guided by the following objectives:

- i. To examine the influence of Boards of Management's provision of physical resources on the provision of quality education in Kajiado West Sub-County;
- ii. To establish how the Boards of Management's use of teacher professional development enhances quality education in Kajiado West Sub-County;
- iii. To determine how the Boards of Management's partnership with Non-Governmental Organizations influence provision of quality education in Kajiado West Sub- County; and
- iv. To examine the effect of Boards of Management's engagement with parents on the provision of quality education in Kajiado West Sub-County.

1.5 Research questions

The study sought to answer the following research questions:

- i. What is the influence of BoM in Management of physical resources on the provision of quality education in Kajiado West Sub-County?
- ii. What is the influence of Boards of Management participation in teacher professional development on the provision of quality education in Kajiado West Sub-County?

- iii. To what extent does BoM partnership with Non-governmental organizations enhance provision of quality education in Kajiado West Sub-County?
- iv. To what extent does BoM partnership with parents enhance provision of quality education in Kajiado West Sub-County?

1.6 Significance of the study

The results may help parents, teachers and education policy developers make any necessary changes which can strengthen Boards of Management abilities to run schools. The findings may enable the school principals to understand the influence of Boards of Management as a crucial stakeholder in management and hence strive to work in harmony for the betterment of the schools.

Community and NGOs being also key stakeholders in the school may benefit from the findings as the two groups may team up and have alternative ways of doing things to enhance the quality of education. The findings may assist the BoM selection panel in Kajiado West Sub-County to develop and facilitate strong boards to manage and improve schools service delivery. The study may also provide data for future studies relating to BoM and other managing bodies in secondary schools such as parents teachers association (PTAs).

1.7 Limitations of the study

This first limitation was unwillingness to give out detailed information such as qualifications of BoM members and principals for fear of being investigated was a stabling block faced during the study. To overcome this challenge respondents were assured of confidentiality and that their qualifications were not disclosed. The BoM members were not easily reached. Therefore, it was difficult to make appointments for them on their availability in schools. This was overcome by making prior booking through the principals of the schools visited.

1.8 Delimitations of the study

The study set to look at Boards of Management initiatives in promotion of sustainable education in Kajiado West Sub-County. The study specifically narrowed down on the Boards of Management role on the following areas only: management of physical resources, teacher professional development and Boards of Management partnership with NGOs and parents. Any other initiative taken by the Boards of Management towards improvement of quality education in Kajiado West Sub-County was not taken into account. Only the BoM and principals were conducted.

1.9 Assumptions of the study

The study following were the assumptions of the study:

- i. That Boards of Management initiatives are known to members.
- ii. That the sampled respondents in Kajiado West Sub-County will provide honest responses.
- iii. That principals in Kajiado West Sub-County are doing their administrative duties well.

1.10 Definition of significant terms

Academic performance refers to the extent in which a student, tutor or a school attains its goals.

Basic education refers to educational programmes offered and includes adult basic education elementary education

Education refers to the process of facilitating learning by instilling knowledge and skills.

Learning materials describe the resources tutors employ when teaching.

Non- Governmental Organizations refers to a nonprofit making organ and usually funded by donations to support civil society and the mainland government.

Partnership is an arrangement in which two or more institutional entities join hands to accomplish a certain goal.

Physical resources refer to all the tangible resources owned and used by an institution such as land, and office equipment.

Teacher professional development refers to a process of learning to acquire more skills in a particular field.

1.11 Organization of the study

This study is organized into five chapters. The first chapter introduces the background of the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations of the study, delimitation of the study, assumptions of the study and definition of significant terms. Chapter two covers review of related literature and a theory that informs the study. That literature included; BoM role in management of resources, teacher professional development promoting quality education, Non-governmental Organization and parents' partnership and provision of quality education. Chapter three consists of research design, target population, sample size and sampling procedure, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four focuses on data analysis, presentation of results and discussions of the findings. Finally, chapter five presents a summary of the study, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the review of related studies. The aim of reviewing the literature was to explore other relevant research work from secondary data. This section covers the initiatives of BoM and provision of quality. The initiatives include Boards of Management involvement in teacher professional management, involvement in management role, community and non-governmental organization partnership with BoM and their influence on quality education offered in secondary schools in Kajiado West Sub-County. Summary of the literature, theoretical framework and conceptual framework as used in the study will also be covered in this section.

2.2 Concept of quality education

A quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living (UNESCO, 2005). The Kenyan education is currently concern in developing quality rather than just a system to pass through (Kenyan Education Act, 2013). Here, education is looked as a complex system embedded in a political, cultural and economic context, where establishing a contextualized understanding of quality means including relevant stakeholders who often hold different views and meanings of educational quality (Motala, 2000). A clear definition of quality combines

the interaction of well-trained teachers, suitable curriculum and systems of good governance.

2.3 Overview of historical aspects of Boards of Management's initiatives

In the developing countries, schools' Boards of Management has been recognized for immense contribution to learning. Boards of Management have facilitated successful implementation of the curriculum (Ransonet *al.*, 2005). In Kenya, school managing bodies are known as Boards of Management (BoM) (New Education Act 2013) and are mandated to oversee overall management of schools.

According to the Republic of Kenya (2013), the County Director of Education (CDE) advises the County Education Board (CEB) when choosing Boards of Management (BoMs). Basic Education Act (Republic of Kenya, 2013) outlines some of the roles of BoMs for effective management of schools and provision of quality education. Boards of Management (BoM) advises the CEB on the staffing needs of the school to ensure that at least all schools have sufficient teachers to disseminate knowledge to students. Having sufficient number of teachers has been linked to provision of better educational needs to the students (Ong'enge, 2016).

2.4 Boards of Management role in the management of physical resources and quality education

Physical resources refer to the school structures, classes, library, labs, latrines and infrastructures that support learning activities. Availability of physical resources in terms of learning materials facilitates delivery of quality educational output. The usage of these learning materials is in the hands of school management (National Policy on Education, 2012). Boards of Management is involved in the purchase of teaching and learning resources.

Akungu (2014) shows the significance of school property in connection to quality instruction. The variation in resource endowment can be manifested in overall student achievements. School resources include classes, administrative structures, libraries, labs, workshops, play fields, assembly halls, dormitories, kitchen and many more. According to Akungu learning is fruitful when a school has sufficient learning resources.

The Okorie (2001) study indicated that students' achievements in school are dependent on resources availability. This is because students acquire skills using these resources. These resources include buildings, furniture, playground, compound, toilet facilities, lighting, books, and teaching materials, among others. The resources aforementioned are important in supporting teachers' working environment and students' learning environment.

Ong'enge (2016) conducted a study to investigate the influence of Boards of Management practices on students' achievements in Busia county Kenya. Descriptive survey design was employed. The sample size consisted of 10 secondary school principals, 145 teachers and 95 members of the Boards of Management. Provision of teaching/learning resources was also approved by a majority of the teachers and BoM members as strategy that can be used by BoM to influence teachers' job performance.

Momoh (2011) did an exploration on the impacts of instructional assets on understudies' exhibitions in West African Senior School Certificate (WASC) examination in Kwara State, Western Nigeria. Momoh connected material assets with scholarly accomplishments of understudies in ten subjects. Data was gathered from the subject educators in connection to the assets utilized in instructing in five schools. The accomplishments of understudies in WASC examinations for as long as five years were identified with the assets accessible for educating each of the subjects. Momoh inferred that material assets significantly affect understudies' accomplishment in each of the subjects.

These studies have established that learning materials are not fully-developed in many secondary schools. The studies did not focus on how the Boards of Management initiatives impacts the provision of quality education in public

secondary schools with reference to Kajiado West Sub-County. This is the knowledge gap to address.

2.5 Boards of Management involvement in teacher professional development and quality education

Teachers' proficiency improvement is multidimensional movement and different parts of an educator's life and work. Its point is not exclusively to prepare the educator how to instruct yet to try to build up their drive, to re-shape their expert mentalities and to create aptitudes to enhance polished methodology (Bennet, 2000). Insufficient teachers professional improvement is directly linked to students' outcomes and educational standards rendered (Kita &Tilya, 2010). Along these lines the need for competent teachers cannot be debated (Temu, 2007; Tilya and Mafuniko, 2010).

Teachers' professional improvement is a critical subject when considering provision of educational needs to students (Nkwanga, 1992). This is because career development is linked to professionalism that determines the outcome of the school. The influence of school boards may also be seen through encouraging professional development of teachers and principals through various training and development programs; ensuring effective utilization of resources and objectivity in personnel decisions like hiring, promotions, rewards and recognitions, feedback, among others.

According to Oluwakemi (2011) in a study on teacher professional development as determinant of teacher productivity in Oyo Metropolis Senior Secondary schools, teachers are an important component of school performance. The study found that school management had not facilitated forums for in-service training such as workshops, seminars and conferences for teachers to improve their competencies. This is because professional development of teachers has a direct impact to the provision of quality education.

Jahangir, Saheen and Kazmi (2012) did a study on in-service training. The null hypothesis was that there is significant relationship between teachers' level of training and students performance. Results showed that teachers' level of training and students' performance are significantly related. Quality of education depends on teachers' proficiency.

2.6 Non-Governmental organization partnership with BoM and quality education

In Kenya, financing education for all levels has been based on cost-sharing mechanism started 1988, that require public sector and Non-Governmental Institutions (NGO's) to partner in the provision of educational needs (Mutunga, 2013). Key tasks include physical infrastructure development and maintenance, tuition support and welfare activities. With the increasing expansion in the education sector, the government is overstrained in meeting

all the demands (Government of Kenya, 2003), without this type of support from NGO's financially many schools would fold because the state and the local government cannot cope with the financial requirement for the school upkeep and expansion. Therefore, partnering with NGOs enables schools to purchase learning resources that aid development of quality educational system.

Mutunga (2013) highlights potential benefits from collaboration of government with parents and NGO's. Mutunga argues that the relationship not only increases the resources available for education they also improve the relevance, appropriateness, and sustainability of reform and innovation. The above mentioned studies only examined the financial support of Boards of Management partnership with NGO's but did not examine the quality of education hence the study seek to fill this gap.

2.7 Boards of Management partnership with parents and quality education

Boards of Management and partnership with parents is an important aspect of school management (OECD, 2001). It is argued that school managements must relate well with parents in order to realize the achievements of set goals. OECD (2007) emphasizes joint decision-making between teachers, Boards of Management and parents.

The connection between the school and parents is vital to the development of education. The school as a social organization goes about as an instrument of society for educating and learning of understudies. A Transparency International report (2011) accumulated from 8,500 instructors and guardians in Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda, found that absence of guardians, association, particularly as an administrator of government exercises, prompts huge misappropriation of school reserves. Mismanagement of school funds means that the school cannot acquire teaching and learning materials which are needed to deliver quality educational output. This is frequently observed to be the situation since parents feel just as they do not have any sort of rights with respect to educational of their children.

Likewise, it is not just participation and learning that parents bring; it additionally promotes excel of students. Asuga (2002) in his investigation cited by Narasimhan (2001) found that children whose parents paid normal visits to check their school progress performed better than those whose parents did not monitor students' progress.

Sheldon (2003) says that involvement of parents in school facilitates success of the school. The trust which the school bestows on parents is important in the realization of school goals. It is therefore clear that joint partnership

between parents and Boards of management is an important recipe in the provision of quality education.

2.8 Summary of literature review

Literature reviewed shows that BoM members have a key role to play towards development of secondary education in Kenya. Quality education is a critical condition in better school performance. According to the literature reviewed board members ensure quality education through their management or resources, teacher professional development, and partnership with NGOs and the community (Kiprotich, 2014). Akungu (2014) highlighted the significance of school resources in relation to the attainment of educational goals. Empirical studies also indicated that professional development of teachers is vital in the provision of quality education. However, these studies have not distinctively and exclusively outlined the roles played by Boards of Management in the organization and implementation of the aforementioned initiatives. This study discussed these roles played by Boards of Management while at the same time linking to the focus of the study which is provision of quality education.

2.9 Theoretical background

The study is anchored under Systems Theory proposed by biologist Ludwig Von Bertalanffy in 1956 and adapted for educational institutions by Koontz and Weihrich (1988). The theory asserts that any well-structured institution

has surrounding in which it is set and functioned. Koontz and Wehrich argue that educational institutions are increasingly described as absorbers and processors. The environment serves as a generator which creates inputs. These inputs from the environment are absorbed by the school which then works as a processor to transform the inputs into outputs which then come out of the system back to the outside.

As adapted in this study, secondary schools absorb students and teachers from the society (inputs). They are tied for a collective goal of providing education by the managers (BoM). According to the system theory it is assumed that BoM put in place initiatives that engage teachers in activities that transform the students through curriculum instruction and interaction. The students exit the system with high performance in examination and having acquired skills, knowledge, attitudes and values.

The theory also believes that BoM influence the teacher and the teachers' interaction between the students on the other side effects quality of learning hence students' achievements. The theory is relevant because secondary schools are systems which have students, teachers and Boards of Management and their initiatives are (inputs). Processes include curriculum supervision learning and teaching. Outputs include performance in examinations and acquisition of skills and competencies by students. It is from this theory that

this study examines BoM initiatives influencing the provision of quality education.

2.10 Conceptual framework

The conceptual framework for the study was anchored on the systems theory of input-output framework proposed by Ludwing von Bertalanffy in 1956. The theory was chosen based on the knowledge that the quality of inputs affects quality of outputs. The conceptual framework shows how the variables interact with each other categorized into three parts; inputs process and outputs. The independent variables (inputs) are the initiative put in place by BoM in providing quality education in schools which include resource management, teacher development, partnership with NGOs and the parents. Quality education is the dependent variable (outputs). The relationship is shown in Figure 2.1.

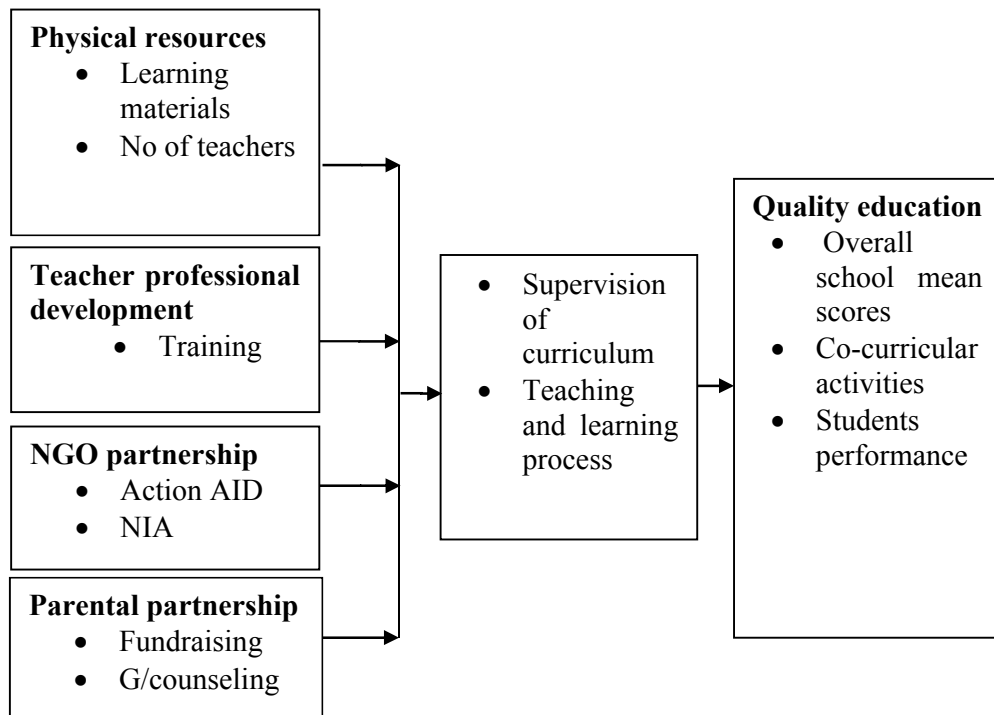


Figure 2.1 Relationship between BoM initiatives and provision of quality education

The conceptual frame work in Figure 2.1 presents the variables and how they interacted with each other. The independent variables (inputs) are the initiatives undertaken in promoting quality education in schools which include, school partnership with Non-governmental organization and parents' teacher professional development and presence of adequate physical facilities. The processes are curriculum supervision, teaching and learning process. In the process, quality education the dependent variable in terms of overall school performance and performance of co-curricular activities is yield (outputs).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the research methodology to be followed. It included the research design, target population, sample size and sampling procedure, research instruments, reliability tests, data analysis technique and ethics to be considered during the study.

3.2 Research design

A descriptive survey design was used since the data to be collected requires a quantitative and qualitative approach. According to Bryman and Bells (2007) the research design adopted is appropriate since involves collection of data in order to test questions concerning the current status of subjects of the study. Moreover, the study seeks to establish the prevailing state of Boards of Management and quality education in Kajiado West Sub-County.

3.3 Target population

Target population is the general population expected to participate in the study (Bryman & Belle, 2015). There are 16 public secondary schools in Kajiado West Sub-County, 16 principals and 272 BoM members given that each school has 17 BoM members.

3.4 Sample size and sampling techniques

A sample is a subset of population (Hyndman, 2008). It is a representation of the population to be researched on (Creswell, 2013). Table 3.1 indicates the sample size to be used.

Table 3.1: Target population and sample size for number of school, principals and BoMs

Table	Target population	Sample size	Percentage (%)
Principals	16	16	100%
BoMs	272	108	40%

There are sixteen schools (16) in Kajiado West Sub-County. Census technique was used to select the 16 principals from selected schools. Further, convenient sampling and simple random sampling technique was adopted to choose a sample of 108 BoM members from a total of 272 Boards of Management members. Convenient sampling was used to select BoM at their convenience while simple random sampling ensured that the sample was representative. The Boards of Management consists of 7 board members in every school.

3.5 Research instrument

Questionnaires and interview guide were used for data collection. The questionnaires were divided into 6 parts with the first section gathering information on respondents' personal background. The rest of the sections gathered information on the variables. According to Bryman and Bell (2007), questionnaires are mostly used to obtain first-hand information. Interview

guides were issued to principals. Interview guide was used collected qualitative data. Questionnaires were used to collect quantitative data.

The use of questionnaires was preferred because they save time and allow collection of first-hand data easily. Section A of the questionnaire captured the demographic characteristics of the respondents, section B captured the Board of Management's initiative in the provision of physical resources for provision of quality education, section C captured Boards of Management's use of teacher professional development to enhance quality education, section D captured Boards of Management's partnership with Non-Governmental Organizations in the provision of quality education, section E the Boards of Management's engagement with parents in the provision of quality education and finally Section F captured aspects of quality education.

3.6 Validity of instrument

Validity is the degree to which a test captures what it intended to measure (Kombo & Tromp (2009). Content validity on the other hand was tested by the researcher to check whether the items in the interview guide answer the research questions. The researcher sought appraisal of the instrument by the project supervisors together with the assessment from the pilot test. The comments raised by the project supervisors were used to enhance the strength and reliability of the research instruments. They research instruments were adjusted accordingly. The questionnaire was tested at 10% of the sample. This

is in line with Baker, Veit and Powell (2001) a sample of between 5-10 per cent is appropriate for validity test. Reliability test was conducted using questionnaires thoroughly filled by eleven (11) Boards of Management members. These respondents were not included in the final study to prevent biasness.

3.7 Reliability of research instruments

As indicated by Orodho (2004) reliability of measurement entails consistency in results on repetitive tests. Test-retest technique of assessing the reliability was used. An interval of two weeks between the first and second test was adopted. The two tests were measured using Pearson's product-moment formula. A correlation co-efficient (r) of about 0.70 or more is recommended. Table 3.2 indicates the pilot results of the study.

Table 3.2: Pilot results

Variable	Cronbach coefficient	Comment
Physical resources	0.79	Reliable
Teacher's professional development	0.76	Reliable
Partnership with NGOs	0.87	Reliable
BoM engagement with parents	0.91	Reliable
Quality education	0.84	Reliable

From the results of the pilot tests, it is evident that the research variables were reliable.

3.8 Data collection procedures

The researcher obtained an introductory letter from the University of Nairobi and a research authorization from the National Council for Science and

Technology (NACOSTI). The researcher also sought for permission from educational authorities before the actual day. On the day of data collection, the researcher distributed the questionnaires in person. The instructions were read to the respondents and assured of anonymity. Sufficient time to fill in the questionnaires was given. Filled questionnaires were collected in person.

3.9 Data analysis techniques

Collected data were examined to make deductions and inferences trying to uncover any underlying structures and extracting important variables. The data was analyzed using SPSS software version 20.0. The data was evaluated, analyzed and interpreted. Quantitative data collected by use of questionnaires were presented in frequency tables and bar graph. Chi square was used to check on the relationship between the variables. Qualitative data gathered by use of interview guide were through content analysis and presented in prose form.

3.10 Ethical considerations

Basit (2013) highlights ethical standards to be observed before and during research. Consent to conduct the study was sought from all respondents before handing over the questionnaires. The identity of respondents was kept confidential. The purpose of the study was explained to the respondents and assured that the data collected will not be used for other purpose other than academic research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides findings, presentation and discussions. The chapter starts by presenting the response rate for the research instrument and description of distribution of respondents by demographic characteristics. An analysis of descriptive statistics is performed and findings presented in form of tables and figures.

4.2 Instruments' response rate

The return rate provides a profile of participants in the study. The respondents of the study were Boards of Management members and principals. Return rate for the study is shown in Table 4.1.

Table 4.1: Response rate

Respondents category	Administered	Returned	Unreturned	Percentage returned
Boards of Management	108	103	5	95.4
Principals	16	14	2	87.5

$N_1= 108$ $N_2= 16$

The response rate for Boards of Management members was 95.4% while that for principals' was 87.5 percent. According to Kothari (2004) a return rate of above 50 percent is sufficient for a descriptive study. Based on the claims, a

response rate of 95.4 percent for Boards of Management members and a response rate of 87.5 percent for principals was very good for the study.

4.3 Demographic characteristics of respondents

The study considered it important to investigate the background information of the respondents which included age, gender, levels education and period of service of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics of Boards of Managements' initiatives and provision of quality education. Data is presented according to gender, age, academic qualifications and duration of service.

4.3.1 Gender of respondents

The study established the gender composition of board members in Kajiado West Sub-County. It was necessary to indicate the gender of the respondents so as to establish any significant relationship between gender composition of Boards of Managements' initiatives and provision of quality education.

Gender balance in the Boards of Management is very vital in the management of learning institutions (Maitland, 2009). Gender of BoM members was, therefore, considered important in this study because it would directly or indirectly enable the researcher to establish their perception towards school

management and provision of quality education. The results findings are presented in Table 4.2.

Table 4.2: Distribution of respondents by gender

Demographic characteristics	Principals			
	BoM		Principals	
	Frequency	Percent (%)	Frequency	Percent (%)
Gender				
Male	59	57.3	9	56.2
Female	44	42.7	7	43.8
Total	103	100	16	

Findings in Table 4.2 imply a slight gender imbalance among board members. There were also more male principals than female principals however, the margin was small. This could be attributed to the requirement by the Ministry of Education to have a gender inclusive board (Basic Education Act, 2013). Overall, the study showed that male boards members were more than female board members. Acker (2006) observed that gender equality is an important trait in administrative and management practices as it can be used to improve performance of an institution. This is vital because the varied opinions are important when making crucial decisions regarding school management. The school Management Committee and Boards of Management have been given mandate to make decisions that will contribute to the provision of quality education (Commonwealth Education Fund & Elimu Yetu Coalition, 2003).

A balanced gender mix for Boards of Management is a good ingredient for improving school management and provision of quality education. A gender sensitive board provides a favorable environment where all members interact with others colleagues of the opposite gender in pursuit of better school management.

4.3.2 Distribution of respondents by age

The study sought to examine the age distribution for the board members. Studies show that age has a relationship with career commitment (Meyer & Allen, 1984). Table 4.3 shows the distribution of respondents by age.

Table 4.3: Distribution of respondents by age

Demographic Characteristics	BOM Frequency	Percent (%)
Age		
Less than 30 years	13	12.6
31-35 years	15	14.6
36-40 years	28	27.2
40 years & above	47	45.6
Total	103	100

Table 4.3 indicates that most of the Boards of Management members are above 40 years of age. The finding meant that the given members of the Board were experienced and thus suited for the management role in secondary schools. As such, it was also expected that they would likely translate to better management of schools and in the provision of quality education.

Content analysis was also carried out using an interview guide that was subjected to the school principals. The principals introduced themselves by names. The majority of the principals indicated that they were aged 40 years and above. When asked the length of time in service, majority of the principals indicated that they have been in service for a period of more than 10 years. Oshagbeni (2004) identified that age influences management and administrative aspects of the managers. The age of the respondents was important in establishing whether age of BoM members affect their initiatives in the management of schools. However, this contrasts Nzube (2010) who argued that as people mature and gain more experiences, they become more willing and ready to assume any responsibility and to deal with complex tasks.

4.3.3 Distribution of respondents by levels of education

Academic qualification of school BoM members was a key factor to establish whether the level of education of the respondents affect management of schools. Kimeu (2013) revealed that BoM members need management skills that are acquired through education, training and experience to carry their tasks diligently. Table 4.4 shows the distribution of respondents by educational qualifications.

Table 4.4: Distribution of respondents by education qualifications

Demographic Characteristics		BOM
Education	Frequency	Percent (%)
Diploma	28	27.2
ATS	32	31.1
Bed Bachelor	43	41.7
Total	103	100

In Table 4.4, most of the BoM members had Bed Bachelor level of education. The level of education implies that management skills and necessary knowledge are acquired for quality school management. This is supported by Keith and Francoise (2001) who note that educational sustainability is dependent on the way schools are managed. Good management entails all practices targeting school staff, students and other stakeholders. The results are in agreement with the requirements of the Education Act 2013 that members of the Board should be holders of degree in education.

The interview guide results indicated Boards of Management qualifications affected the management of schools and provision of quality education. Most of the principals agreed that BoM levels of qualification were key determinants in the management of schools. This implies that academic qualification of board members is a key determinant during selection process.

4.3.4 Period of service of the respondents

It was important to establish the educational attainments of the BOM Members. Educational level has been found to be related to organizational commitment (Al-Kahtani, 2012). Long time of service means enough experience in particular field. Table 4.5 illustrates the distribution of respondents by period of service.

Table 4.5: Period of service of the respondents

Demographic Characteristics	Frequency	BOM Percent (%)
Work Duration		
First term	25	24.2
Second term	37	36.0
Third term	41	39.8
Total	103	100

Table 4.5 results indicated that most of BoM had worked for a period of up to second and third term. However, too much experience may make a manager fall victim to what Mkongo (2013) calls intellectual bankruptcy of ideas. Njeri (2014) advocates for a fixed five years term in order to ensure that board members do not sleep on their job. Too much overstaying of board members in the same schools might undermine implementation on new management policies. Contrary, long service duration also enables board members have certain characteristics such as promptness, adequate command of instructional materials and confidence. This is expected to translate into better management of schools and in the process improve the quality of education attained.

4.4 Involving Boards of Management in the management of physical resources and quality education

The respondents were asked to respond on whether Boards of Management initiatives in the management of physical resources influenced provision of quality education. Physical materials are closely related to sustainable learning. Availability of physical resources in terms teaching materials are basic things that facilitate provision of quality education among students. The responses were rated on a Likert scale and presented in Table 4.6.

Table 4.6: BoM management of physical resources and provision of quality education

Function	Unaware	Never	Rarely	Sometimes	Always	Mean	SD
i. Avails money to purchase stationery	14.6%	6.8%	12.6%	39.8%	26.2%	3.6	1.3
ii. Mobilizes resources to dorms classes, library, lab	11.7%	8.7%	17.5%	31.1%	31.1%	3.6	1.3
iii. Finances purchase of furniture	8.7%	8.7%	8.7%	26.2%	47.6%	4.0	1.3
iv. Maintains buildings through facelift	6.8%	14.6%	10.7%	33.0%	35.0%	3.7	1.3
v. Fully equipped labs	7.8%	10.7%	8.7%	40.8%	32.0%	3.8	1.2
vi. Conduct an audit of the school's property	7.8%	5.8%	5.8%	56.3%	24.3%	3.8	1.1
Average						3.7	1.3

Results in Table 4.6 revealed that majority of the respondents 66 percent agreed that BoM is mandated to avail funds to buy textbooks. The results also revealed that majority of the respondents 62.2 percent agreed that Boards mobilizes resources to build dorms classes, library, lab. The results also indicated that majority of the respondents 74.8 percent of the respondents agreed that Boards of Management finances purchase of furniture. The results also show that 68 percent of the respondents agreed that Board maintains buildings through facelift. Results also indicated that 72.8 percent of the

respondents agreed that the Boards of Management ensures that the school laboratory is fully maintained, and 80.6 percent of the respondents indicated Boards of Management conducts an audit of school property.

On a five-point scale, the average response was 3.7 which indicates that the majority of the respondents were agreeing to the statements in the questionnaire. The standard deviation was 1.3 meaning that the responses were clustered around the mean response. The results agree with that of Akungu (2014) who indicated the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in academic achievement. The results also agree with Okorie (2001) study who indicated that student learning outcomes is dependent on how school resources are spent.

Further, a cross tabulation table of Boards of Management initiative in the management of physical resources and provision of quality education was presented. Physical resources were categorized into insufficient physical resources and sufficient physical resources. This was tabulated against provision of quality education that was categorized into high mean scores and low mean scores. Table 4.7 shows how provision of quality education was evaluated against Boards of Management initiative in the management of physical resources.

Table 4.7: Cross tabulation between quality education and management of physical resources

		Quality education		Chi-square (p value)
		Low mean scores	High mean scores	
Management				
Physical				
resources	Bad	58	4	68.764(0.000)
	Good	5	36	

Schools where board members managed school physical resources well performed better than those schools whose board members did not manage their physical resources well. Result findings indicated that, schools mean scores were low when management of physical resources was rated bad by 58 respondents as compared to 5 who rated it good. Further, schools mean scores were high when was rated good by 36 respondents as compared to only 4 who rated it bad. The study findings were statistically significant supported by a chi square of 68.764 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between Boards of Management initiative in the management of physical resources and provision of quality education.

These findings therefore imply that better resource management influences provision of quality education. The results concur the study by Johan (2004) who stated that educational outcome in schools is directly dependent on resource utilization. The inadequacy learning materials impacts negatively on

the educational development. The quality of the products bears a direct relationship with the qualities of the facilities deployed in the process of production. Management of physical resources necessitates the achievements of quality education in Secondary Schools.

Results in table 4.8 tabulates mean score results for schools and management of school resources.

Table 4.8: Cross tabulation between school physical resources and school mean scores

		Quality education	
		Mean scores	Chi-square (p value)
Management of school physical resources	Bad	4.527	79.224(0.000)
	Good	6.491	

Results in Table 4.8 shows that that the mean scores for schools where management of school physical resources was bad had a mean score of 4.527 while schools where management of school physical resources was good had a mean score of 6.491. This implies that management of school physical resources influences school mean scores.

The results from the interview guide showed that board members participated in the management and distribution of physical facilities in the school. Provision of physical resources facilitated learning. The results indicate that learning resources facilitates learning.

4.5 Boards of Management participation in teacher professional development and provision of quality education

The respondents were asked to respond on whether Boards of Management participation in teacher professional development influenced provision of quality education. The responses were rated on a five Likert scale and presented in table 4.9. Teacher professional improvement has been linked to provisional of educational needs (UNICEF, 2000).

Table 4.9: Boards of Management participation in teacher professional development and quality education

Statement	Unaware	Never	Rarely	Sometimes	Always	Mean	SD
i. Get involved in teacher development	10.7%	12.6%	7.8%	39.8%	29.1%	3.6	1.3
ii. Help finances teachers refresher courses	21.4%	0.0%	0.0%	64.1%	14.6%	3.5	1.4
iii. Conduct annual appraisals	4.9%	6.8%	13.6%	51.5%	23.3%	3.8	1.0
iv. Motivate teachers through rewards	5.8%	5.8%	7.8%	49.5%	31.1%	3.9	1.1
v. Are involved in matters relating to teachers' welfare	7.8%	7.8%	12.6%	43.7%	28.2%	3.8	1.2
vi. Respond to training needs of teachers	9.7%	5.8%	10.7%	54.4%	19.4%	3.7	1.1
vii. Provide teachers with leaning materials	2.9%	7.8%	7.8%	58.3%	23.3%	3.9	0.9
viii. Conduct orientation for new teachers	5.8%	0.0%	5.8%	58.3%	30.1%	4.1	0.9
Average						3.8	1.1

Results in Table 4.9 showed that the majority of the respondents 68.9 percent agreed that BoM should get involved in teachers' professional development. The results also showed that a majority of the respondents 78.7 percent agreed that Board of should help finances teachers refresher courses. The results also showed that majority of the respondents who were 74.8 percent of the respondents agreed that conducting annual appraisals on teachers was important in the provision of quality education. The results also show that 80.6 percent of the respondents agreed that the board should motivate teachers through rewards.

Results also indicated that 71.9 percent of the respondents agreed that the Boards of Management should be involved in matters of relating to teachers welfare, and 73.8 percent of the respondents indicated that Board of Management should be responding to training needs of teachers. Further, results showed that 81.6 percent of the respondents agreed that the board should provide teachers with the necessary materials for learning. Finally, 88.4 percent of the respondents agreed that conducting orientation for new teachers and monitoring their progress is important in the provision of quality education.

On a five point likert scale, the average response was 3.8 indicating that majority of the respondents were agreeing to the statements in the

questionnaire. The standard deviation was 1.1 meaning that the responses were clustered around the mean response. The results agree with the study by Caena (2011) that indicated a significant, positive correlation between teacher professional development and provision of quality education. Competent teachers are capable of helping students learn, master their subject (Darling-Hammond, 2012). This study also agrees the study by Nzoka & Orodho (2014) that student learning, depends largely on teacher's grasp of the subject matter.

Further, a cross tabulation table of Boards of Management initiative in teachers' professional development and provision of quality education was presented. Teachers' professional development was categorized into high teachers' professional development and low teachers' professional development. This was tabulated against quality education that was categorized into high mean scores and low mean scores. Table 4.10 shows how quality education was evaluated against Boards of Management initiative in teachers' professional development.

Table 4.10: Cross tabulation between quality education and teachers professional development

		Quality education		Chi-square (p value)
		Low mean scores	High mean scores	
Teachers' professional development	Low	62	2	90.741(0.000)
	High	1	38	

Schools where teachers' professional development by Boards of Management was low witnessed low mean scores as compared to those schools whose teachers' professional development by Boards of Management was high. Result findings indicated that, the mean scores were low when teachers' professional development by Boards of Management was rated low by 62 respondents as compared to 1 who rated it high. Further, the mean scores were high when teachers' professional development by Boards of Management was rated high by 38 respondents as compared to only 2 who rated it low.

The study findings were statistically significant supported by a chi square of 90.741 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between teachers' professional development by Boards of Management and provision of quality education. These findings therefore imply that teachers' professional development influences provision of quality education. Inadequate teachers' professional development is a limitation to the provision of quality education (Kita & Tilya, 2010). The results also agree with that of Oluwakemi (2011) study on teacher professional development as determinant of teacher productivity in Oyo Metropolis Senior Secondary schools, teachers are an important component of school performance. The study found that school management had not facilitated forums for in-service training such as workshops, seminars and conferences for teachers to improve their competencies. This is because professional development of teachers has a

direct impact to the provision of quality education. The results also agree with the study by Jahangir, Saheen and Kazmi (2012) that conducted a study on in Service Training and found significant change in perception and professional development of the trainees between pre and post in-service training program.

Results in table 4.11 tabulates mean score results for schools and teachers professional development.

Table 4.11: Cross tabulation between teachers professional development and school mean scores

		Quality education	
		Mean scores	Chi-square (p value)
Teachers' professional development	Low	4.067	80.319(0.000)
	High	6.854	

Results in Table 4.11 shows that that the mean scores for schools where teachers' professional development was low had a mean score of 4.067 while schools where teachers' professional development was high had a mean score of 6.854. This implies that teachers' professional development influences school mean scores.

An interview session was conducted with the school principal. The results of the interview guide indicated that that Boards of Management supported teachers' professional development by enabling teachers to enroll in in-service trainings. This is important in the quest for quality education.

4.6 Boards of Management engagement with parents and quality education

The respondents were asked to respond on whether Boards of Management engagement with parents influenced provision of quality education. The responses were rated on a five Likert scale and presented in table 4.12. Boards of Management and partnership with parents is an important aspect of school management (OECD, 2001). It is argued that school managements must relate well with parents in order to realize the achievements of set goals. OECD (2007) emphasizes joint decision-making between teachers, Boards of Management and parents.

Table 4.12: Boards of Management engagement with parents and provision of quality education

Statement	Unaware	Never	Rarely	Sometimes	Always	Mean	SD
i. The Board is composed of at least one community member in its composition	5.8%	12.6%	12.6%	40.8%	28.2%	3.7	1.2
ii. Involve the school community in school activities such as fundraising	5.8%	4.9%	8.7%	52.4%	28.2%	3.9	1.0
iii. Allow members of the community to interact with students during counseling sessions	7.8%	6.8%	5.8%	53.4%	26.2%	3.8	1.1
iv. Allow parents' views on school performance to be tabled by their representatives	3.9%	4.9%	8.7%	58.3%	24.3%	3.9	0.9
v. Involve parents in decision making through their representatives	5.8%	5.8%	4.9%	57.3%	26.2%	3.9	1.0
Average						3.9	1.1

Results in Table 4.12 indicated that the majority of the respondents 69 percent agreed that BoM should be composed of at least one community member in its composition. The results also showed that majority of the respondents 80.6 percent agreed that Board of should involve the school community in school activities such as fundraising. The results also showed that majority of the respondents who were 79.6 percent of the respondents agreed that allowing members of the community guide and counsel students was important in students' psychological support and provision of quality education. The results also show that 82.6 percent of the respondents agreed that parents' views on school performance should be tabled by their representatives. Results also showed that 83.5 percent of the respondents agreed that the board should involve parents in decision making through their representatives to ensure that provision of quality education supported.

On a five point scale, the average mean of the responses was 3.9 which means that majority of the respondents were agreeing to the statements in the questionnaire. The standard deviation was 1.1 meaning that the responses were clustered around the mean response. According to Sheldon Sheldon (2003) says that involvement of parents in school facilitates success of the school. The trust which the school bestows on parents is important in the realization of school goals. It is therefore clear that joint partnership between parents and Boards of Management is an important recipe in the provision of quality education.

Further, a cross tabulation table of Boards of Management engagement with parents and provision of quality education was presented. BoM engagement with parents was categorized into high community participation and low community participation. This was tabulated against quality education that was categorized into high mean scores and low mean scores. Table 4.13 shows how provision of quality education was evaluated against Boards of Management engagement with parents.

Table 4.13: Cross tabulation between quality education and community participation

		Quality education		Chi-square (p value)
		Low mean scores	High mean scores	
Community participation	Low	59	3	75.785(0.000)
	High	4	37	

Schools where parents' engagement with the Board was low witnessed low mean scores as compared to schools where Boards of Management engagement with parents was high. Result findings showed that the schools mean scores were low when BoM engagement with parents was rated low by 59 respondents as compared to 4 who rated it high. Further, schools mean scores were high when BoM engagement with parents was rated high by 37 respondents as compared to only 3 who rated it low. The study findings were

statistically significant supported by a chi square of 75.785 and a reported p value of (0.000) which was less than (0.05) level of significance.

Chi square test was meant to show whether there existed any significant association between BoM engagement with parents by Boards of Management and provision of quality education. These findings therefore imply that BoM engagement with parents influences quality education. Likewise, it is not just participation and learning that parents bring; it additionally promotes excel of students. Asuga (2002) in his investigation cited by Narasimhan (2001) found that children whose parents paid normal visits to check their school progress performed better than those whose parents did not monitor students' progress.

Results in table 4.14 tabulates mean score results for schools that community participated in the management.

Table 4.14: Cross tabulation between community participation and school mean scores

		Quality education	
		Mean scores	Chi-square (p value)
Community participation	Low	4.978	
	High	5.532	63.404(0.000)

Results in Table 4.14 show that the mean scores for schools where community participation was low was 4.978 while those schools where community

participation was high had mean scores of 5.532. This implies that schools that that involve community participation in the management perform better than those that do not.

An interview session was conducted with the school principals. The school heads acknowledge that engaging parents in the management of schools helped in allocating resources well. The results of the interview guide indicated that parental involvement helped in guiding and supporting students' psychological support and development. This was termed as necessary in the quest of providing quality education in Kajiado West Sub-County.

4.7 Boards of Management partnership with Non-governmental Organizations and provision of quality education

The study sought to establish the influence of Boards of Management partnership with Non-governmental Organizations on the provision of quality education. Results of the study are presented in table 4.15

Table 4.15: NGO/BoM partnership for quality Education

NGO/BoM partnership for quality Education	Yes		No	
	Frequency	%	Frequency	%
Do you have NGO partnership in your school	47	45.6	56	54.4
Does the NGO contribute to the financing of the school?	42	40.8	61	59.2

Respondents were asked to indicate whether they any partnership with NGO. Majority of the respondents 54.4 percent said they didn't have any partnership with NGO. Further, respondents were asked to indicate whether there was any NGO that helped in financing the school. Majority of the respondents 59.2 percent denied of having any NGO support from Education Partnerships Africa (EPA), The Kenya school project, Project Education, Inc (PEI), The Kenya Community Education Project, The Elewana Education Project, Kenya Works, Concern Worlwide and AMREF Ganze Girls' Education Project as main Non-Governmental Organization supporting education in Kenya through financial support and provision of learning facilities.

Further, a cross tabulation table of Boards of Management partnership with Non-governmental Organizations and quality education measured was presented. Boards of Management partnership with Non-governmental Organizations was categorized into schools with NGO support and schools without NGO support. This was tabulated against provision of quality education that was categorized into high school mean scores and low school mean scores. Table 4.16 shows how provision of quality education was evaluated against Boards of Management partnership with Non-governmental Organizations.

Table 4.16: Boards of Management partnership with Non-governmental Organizations and provision of quality education

		Quality education		Chi-square (p value)
		Low mean scores	High mean scores	
BoM				
partnership with NGO	Schools without NGO support	44	3	
	Schools with NGO support	6	50	61.23(0.000)

Schools which did not have NGO support attained low mean scores than those schools that received support from NGOs. Result findings showed that school mean scores were low in schools which did not have NGO support. Further, results showed that school mean scores were high in schools which received NGO support. The study findings were statistically significant supported by a chi square of 62.23 and a reported p value of (0.000) which was less than (0.05) level of significance.

Chi square test was meant to show whether there existed any significant association between Boards of Management partnership with NGO and provision of quality education. These findings therefore imply that Boards of Management partnership with NGO influences provision of quality education. The results agree with those of Mutunga (2013) who highlighted potential benefits from collaboration of government with parents and NGO's. Mutunga argues that the relationship not only increases the resources available for education they also improve the relevance, appropriateness, and sustainability of reform and innovation.

Results in table 4.17 tabulates mean score results for schools that receive NGOs support and those school that do not get NGO support.

Table 4.17: Boards of Management partnership with Non-governmental Organizations and school mean scores

		Quality education	
		Mean scores	Chi-square (p value)
BoM partnership with NGO	Schools without NGO support	5.173	
	Schools with NGO support	6.748	79.571(0.000)

Results in table 4.17 shows that that the mean scores for schools that received NGOs support was 6.148 while those schools that did not have NGO support was 5.173. This implies that schools that receive NGO support perform better than those that do not.

For schools that received NGO support, the respondents were asked to indicate whether the NGO financial support was adequate? Results of the study were presented in figure 4.1.

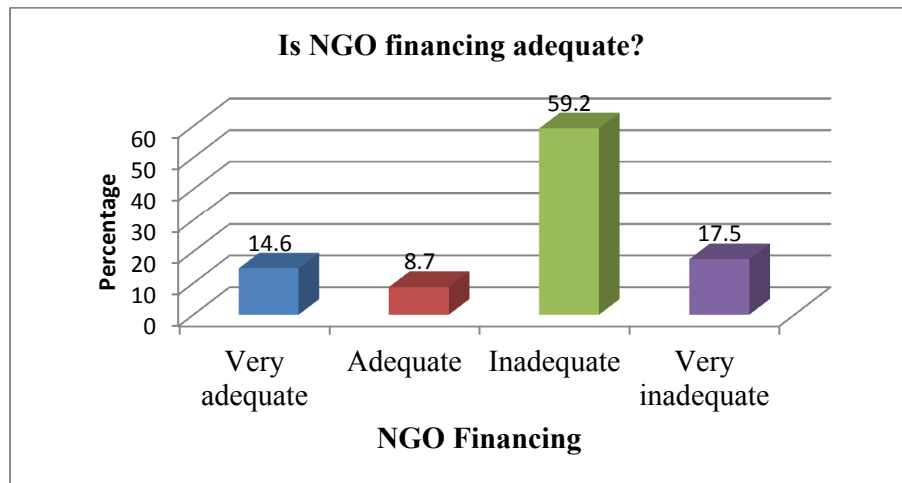


Figure 4.1 NGO financial support

The results of the study indicated that majority 59.2 percent of the respondents said that NGO financing was inadequate. Further, 17.5 percent of the respondents indicated that NGO financing was very inadequate, 14.6 percent of the respondents indicated that NGO financing was very adequate while 8.7 percent of the respondents indicated that the NGO financing was adequate.

Open ended questions in the questionnaire were presented in presented in prose form. Respondents were asked to indicate NGOs that were supporting education in Kenya. The respondents listed Education Partnerships Africa (EPA), The Kenya school project, Project Education, Inc (PEI), The Kenya Community Education Project, The Elewana Education Project, Kenya Works, Concern Worldwide and AMREF Ganze Girls' Education Project as main Non-Governmental Organization supporting education in Kenya through financial support and provision of learning facilities.

Further, the school principals were asked about the roles of NGO's in education, majority of them hailed NGO's partnerships with schools. The results of the interview guide indicated that NGO partnership helped schools to finance school projects and to acquire learning materials. These facilities, according to the school heads helped improve the quality of education provided.

4.8 Provision of quality education as measured by students' performance

Respondents were asked to mean scores for the schools in Kajiado West Sub-County for the past five years. This was one of the ways to measure the quality of education in Kajiado West Sub-County. Results are presented in table 4.18.

Table 4.18: Quality education as measured by school mean scores

Mean score	Kajiado West Sub-County
2016	5.037
2015	4.88
2014	5.25
2013	4.95
2012	5.17
Grade	D+

Results in Table 4.18 shows that school performance in Kajiado West Sub-County was had overall mean grade of D+. This is an indicator that the quality of education in Kajiado West Sub-County has not been impressive to the stakeholders and the Ministry of Education. The quality of education was also

measured using non-academic indicators like participation in games, drama and music festivals. The results of the qualitative analysis indicated that most schools in Kajiado West Sub-County did not also perform well in non-academic activities. Curricular activities are also some of the indicators showing provision of quality education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter addressed the summary of the findings, the conclusions and the recommendations. This was done in line with the research questions.

5.2 Summary of the study

The purpose of the study was to investigate the initiatives of the Board of Management that influences the provision of quality education in secondary schools in Kajiado West-Sub County, Kajiado County. The study objectives were to examine the effect of involving Boards of Management in the management of physical resources on the provision of quality education in Kajiado West Sub-County; to establish how the Boards of Management participation in teacher professional development enhance provision of quality education in Kajiado West Sub-County; to determine how the Boards of Management partnership with Non-governmental Organizations influence provision of quality education in Kajiado West Sub-County and to examine the effect of Boards of Management engagement with parents on the provision of quality education in Kajiado West Sub-County.

The study adopted a descriptive survey design since the data to be collected required a quantitative and qualitative approach. The study targeted 16 public

secondary schools in Kajiado West Sub-County. Census technique was used to select 16 principals from selected schools. Further, simple random sampling technique was used to select a sample of 108 BoM from a total of 272 Board of Management members. The Boards of Management consists of 7 Board members in every school. Questionnaires and interview guide were used to collect data. Content validity was tested by the researcher to check whether the items in the interview guide answer the research objectives. The reliability of the questionnaire was tested using Cronbach alpha coefficient. The r values for the variables were (physical resources=0.79, teachers' professional development=0.76, school partnership with NGOs=0.87, BoM engagement with parents=0.91 and quality education=0.84). From the results of the pilot tests, it is evident that the research variables were reliable.

The researcher obtained an introductory letter from the University of Nairobi and a research authorization from the National Council for Science and Technology (NACOSTI). The data was analyzed using SPSS software version 20.0. The findings were presented in frequency tables and pie charts. Chi square tests were used to check on the relationship between the independent variables (management of physical resources, NGO support, and BoM engagement with parents' and teachers' professional development) and the dependent variable (quality education).

The first objective was to examine the effect of involving Boards of Management in the management of physical resources on the provision of quality education in Kajiado West Sub-County. A cross tabulation table of Boards of Management initiative in the management of physical resources and provision of quality education was presented. Physical resources were categorized into insufficient physical resources and sufficient physical resources. This was tabulated against provision of quality education that was categorized into high quality education and poor quality education. Schools where Boards Members managed school physical resources well performed better than those schools whose Boards Members did not manage their physical resources well. The study findings were statistically significant supported by a chi square of 68.764 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between Boards of Management initiative in the management of physical resources and provision of quality education. These findings therefore imply that better resource management influences provision of quality education.

The second objective was to establish how the Boards of Management participation in teacher professional development enhances provision of quality education in Kajiado West Sub-County. A cross tabulation table of Boards of Management initiative in teachers' professional development and provision of quality education was presented. Teachers' professional

development was categorized into high teachers' professional development and low teachers' professional development. This was tabulated against provision of quality education that was categorized into high quality education and poor quality education. Schools where teachers' professional development by Boards of Management was low provided low quality education than those schools whose teachers' professional development by Board of Management was high.

The study findings were statistically significant supported by a chi square of 90.741 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between teachers' professional development by Boards of Management and provision of quality education. These findings therefore imply that teachers' professional development influences provision of quality education.

The third objective was to determine how the Boards of Management partnership with Non-governmental Organizations influences provision of quality education in Kajiado West Sub-County. A cross tabulation table of Boards of Management partnership with Non-governmental Organizations and provision of quality education was presented. Boards of Management partnership with Non-governmental Organizations was categorized into

schools with NGO's support and schools without NGO's support. This was tabulated against provision of quality education that was categorized into high quality education and poor quality education. Schools which did not have NGO's support experienced low quality education than those schools that received support from NGOs. Result findings showed that quality of education was low in schools which did not have NGO support.

The study findings were statistically significant supported by a chi square of 62.23 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between Board of Management partnership with NGO and provision of quality education. These findings therefore imply that Board of Management partnership with NGO influences provision of quality education.

The fourth objective was to examine the effect of Boards of Management engagement with parents on the provision of quality education in Kajiado West Sub-County. A cross tabulation table of Boards of Management engagement with parents and provision of quality education was presented. BoM engagement with parents was categorized into high community participation and low community participation. This was tabulated against provision of quality education that was categorized into high quality education

and poor quality education. Schools where parents' engagement with the Board was low provided low quality education than those schools where Board of Management engagement with parents was high.

The study findings were statistically significant supported by a chi square of 75.785 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM engagement with parents by Boards of Management and provision of quality education. These findings therefore imply that BoM engagement with parents influences provision of quality education.

5.2 Conclusions

Conclusions were deduced from the study findings. Research questions were reviewed and to come up with conclusions. The purpose of this study is to investigate the initiatives of the Boards of Management that influences the provision of quality education in secondary schools in Kajiado West Sub-County, Kajiado County.

Based on research findings it can be concluded that involving Boards of Management in the management of physical resources influences provision of quality education. Management of physical resources necessitates the

achievements of quality education in secondary schools. Boards of Management and administrators should use different strategies of management to monitor the use of school resources in enhancing teaching in schools. The school administrators manage the physical resources and teachers in order to ensure that there is effective teaching and learning.

It can be concluded that Boards of Management participation in teacher professional development enhances provision of quality education in Kajiado West Sub-County. Growing teacher's professionally development is important in the delivery educational needs.

Further, it can be concluded that Boards of Management partnership with Non-governmental Organizations influences provision of quality education in Kajiado West Sub-County. Partnering with Educational NGOs like Education Partnerships Africa (EPA), the Kenya school project, Project Education, Inc (PEI), The Kenya Community Education Project, The Elewana Education Project, Kenya Works, Concern Worlwide and AMREF Ganze Girls' Education Project as main Non-Governmental Organization supporting education in Kenya through financial support and provision of learning facilities enables schools acquire teaching and learning resources that aid provision of quality education.

Finally, it can be concluded that Boards of Management engagement with parents influences provision of quality education in Kajiado West Sub-County. The connection between the school and parents is vital to the development of education.

5.3 Recommendations for study

The following recommendations were made:

Since the Board is involved in the management of school physical resources, parents and the MoE should ensure that qualities of transparency and accountability are considered when selecting BoM members. In doing so, resource mismanagement will be minimized. This will also ensure that school resources are used and spent appropriately by acquiring learning materials, constructing classes, laboratories and recruiting extra Board teachers in order to enhance quality education.

The Boards of Management should ensure that it seeks donor support from educational related NGOs to help sustain school needs. These NGOs can grant financial help in the construction of more classes, students' dormitories, purchase of stationaries and financing students from poor backgrounds. They can therefore seek financial support from NGOs like Education Partnerships Africa (EPA), The Kenya school project, Project Education, Inc (PEI), The

Kenya Community Education Project that supports in building laboratories and dormitories.

To teachers, they are encouraged to further their professional development through in service training and educational related seminars. The Board should ensure that teachers' professional development is supported through in service training. This will ensure that teachers are fully equipped with necessary skills when teaching students. This help in improving the quality of education in Kajiado West Sub-County.

To parents, they are encouraged to participate in overseeing the use of allocated resources in schools. This will ensure that accountability of Boards of Management is enhanced and how school resources are spent is enhanced. It is also recommended that parents are involved when allocating school resources.

Finally, to principals, since they are the secretaries to the Boards of Management, they are encouraged to commit themselves in ensuring that the Board is supported fully when delivering its educational mandate. They should work hand in hand with parents, MoE and other stakeholders in improving educational output of the schools.

5.4 Suggestions for further study

Based on the study findings, the following were the suggestions for further research:

1. The role of teachers' involvement in the management of school resources.
2. The role of students' in the management of school resources.
3. Since the study was carried out in one county only, more studies should be replicated in other counties in Kenya to establish whether the same results are found.

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APPENDICES

Appendix I

Letter of Introduction

University of Nairobi
Department of Education
Administration and Planning
P.O. Box 30197 – 00100
NAIROBI.
23.01.2017

The Principal
.....School
P.O. Box _____

KAJIADO.

Dear Sir/Madam,

RE: REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (Med) student at the University of Nairobi. As part of the requirement for the award of the degree I am undertaking a research titled, “**Board of Management Initiatives Influencing Quality Education in Secondary Schools in Kajiado West Sub-County Kenya.**”

I am writing to request permission to collect data in your school. The responses will be used for academic purposes only. The identity of the respondents will be kept confidential.

Your co-operation will be appreciated.

Yours sincerely,
Jaji Christine Lasoi

Appendix II

Questionnaire for Boards of Management Members

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the influence of Boards of Management on quality education in secondary schools in Kajiado West Sub-County. All information will be treated with strict confidence. Do not provide your name.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: Background of Respondents

1. What is your gender? Male Female

2. What is your age?

Below 30 years 30-35 years 36-40 years Over 40 years

3. What is your highest level of education?

Diploma ATS BEd Bachelor

4. How many years have you been a Board member of the school?

First term Second term Third term

Section B: Boards of Management Initiative on Provision of Quality Education

Please indicate to what extent the **BOM** in this school is involved in performing the following functions. Please rate using the following five points Likert Scale by ticking (√) appropriately.

Key

A - Always -5 S - Sometimes -4 R - Rarely -3 N - Never -2 U - Unaware -1

5. Influence of BOM in Management of Physical Resources on Provision of Quality Education.	5	4	3	2	1
	A	S	R	N	U
i. Avails funds to buy textbooks					
ii. Mobilizes resources to put up physical structures like dorms classes, library, lab.					
iii. Finances purchase of furniture					
iv. Maintains buildings through facelift					
v. Ensure that the school lab is well equipped					
vi. Conduct an audit of the school's facilities annually					
6. Influence of BOM in teacher Development and Provision of Quality Education	5	4	3	2	1
	A	S	R	N	U
i. Get involved in teacher development					

ii. Help finances teachers refresher courses					
iii. Conduct annual appraisals on teachers					
iv. Motivate teachers through rewards					
v. Are involved in matters of teachers discipline					
vi. Respond to training needs of teachers					
vii. Provide teachers with the necessary materials for learning					
viii. Conduct orientation for new teachers and closely monitors their progress					
7. Influence of BOM in Community Participation on provision of Quality Education.	5	4	3	2	1
i. The Board is composed of at least one has a community member in its composition	A	S	R	N	U
ii. Involve the school community in school activities such as fundraising					
iii. Allow members of the community to interact with students during counseling sessions					
iv. Allow parents' views on school performance to be tabled by their representatives					
v. Involve parents in decision making through their representatives					

8. Section C: NGO/BoM partnership for quality Education

a. Do you have NGO partnership in your school? Yes [] No []

b. If yes, name the NGO/s involved in your school?

c. Does the NGO contribute to the financing of the school? Yes [] No []

d. Is NGO financing adequate?

Very adequate [] Adequate [] No response [] Inadequate []

Very inadequate []

e. List other benefits your school receives from partnership with NGOs.

.....
.....

Section D: Quality Education

9. . Indicate your KCSE performance (mean) in the table below

Year	Year	Year	Year	Year
2012	2013	2014	2015	2016

Indicate the mean score of schools in Kajiado West Sub-County.

School/ Mean	2016	2015	2014	2013	2012
score yearly					

10. What are the other achievements (i.e. sports/music festivals/drama) that your school has achieved for the last three years?

.....

.....

THANK YOU.

Appendix III:
Interview Guide for Principals

1. How old are you? _____
2. How long have you been the Principal of the school?

3. Does the qualification of the BoM members affect the management of the school? _____
4. How have the BoM members been involved in administration processes matters pertaining to the running of the school?

5. Has the participation of the BoM in management of physical resources improved academic performances?

6. How has the involvement of the BoM in teacher professional development enhanced the performance of the school?

7. In your opinion, has the involvement of BoM in partnering with NGOs enhanced learning in the school promoting quality education?
8. In your opinion has the involvement of the community in decision making promoted provision of quality education in this school?
9. What are your strategies to improve operations of Boards of Management and help enhance provision of quality education?

Appendix IV
Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/60042/17686**

Date: **3rd July, 2017**

Christine Lasoi Jaji
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Board of Management initiatives influencing provision of quality education in secondary school in Kajiado West Sub-County, Kajiado,”* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **19th June, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado County** 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.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:


The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

Appendix V

Research Permit

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/60042/17686**
MS. CHRISTINE LASOI JAJI **Date Of Issue : 3rd July,2017**
of UNIVERSITY OF NAIROBI, 0-1100 **Fee Received :Ksh 1000**
kajiado,has been permitted to conduct
research in Kajiado County
on the topic: BOARD OF MANAGEMENT
INITIATIVES INFLUENCING PROVISION
OF QUALITY EDUCATION IN SECONDARY
SCHOOL IN KAJIADO WEST
SUB-COUNTY,KAJIADO.
for the period ending:
19th June,2018



Applicant's Signature
Director General
National Commission for Science,
Technology & Innovation