THE INFLUENCE OF COMMUNITY PARTICIPATION IN SCHOOL GOVERNANCE IN PUBLIC SECONDARY SCHOOLS IN RACHUONYO SOUTH SUB COUNTY, KENYA

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DECLARATION

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

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DEDICATION

I dedicate this research project to my mum Mary Ndede and dad Solomon Ndede

ACKNOWLEDGMENT

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LIST OF ABREVIATION AND ACRONYMS

BOM   Board of Management

CP   Community Participation

CPE   Community Participation in Education

LEA   Local Education Authority

PTA   Parents Teachers Association

SBM   School-Based Management

UK   United Kingdom

ABSTRACT

Devolution of authority with provision for community participation in school governance has become a priority in several major education systems of the world. The purpose of the study is to establish the influence of community participation in school governance in public secondary schools in Rachuonyo South Sub County, Kenya. The study sought to determine how accountability, quality education, realization of democracy and maximization of limited resources is influenced in public secondary schools through community participation. The study adopted ex-post facto study design where simple random sampling method was used to select 10 principals, 89 teachers and purposive sampling was used to select 10 B.O.M and 10 P.T.A members. The study used questionnaires and interview schedule to collect data. Descriptive statistics used included the frequencies and percentages. The study found that; schools were accountable in the management of resources. Community participation influences accountability in schools which in turn positively influences governance of secondary schools; Community participation in education has an influence on the quality of education in secondary schools as it leads to good governance of schools which leads to improvement in education quality offered; involvement of communities in schools was a way of reaching democracy and community participation in public secondary schools governance influence maximization of limited resources. The following recommendations were made; schools should ensure that there is community participation in the governance of schools to achieve accountability; parents and community at large should participate in the governance of schools to ensure quality education. Principals should practice democracy through involving teachers, parents and students in decision making and schools should try and maximize the available limited resources. Suggestions for further studies included; influence of community participation in school governance in public primary schools in Rachuonyo South Sub County, Kenya; influence of community participation on school performance and levels and ways in which community participate in school management

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Community participation (CP) is a functioning commitment of people inside a community to fathom conditions, impact arrangements and projects that are outfitted towards improving the nature of their lives (Bray & Lillis 2016). It assumes essential job in advancing training as far as quality and amount; and it is accepted that CP and strengthening can possibly make real commitment in teaching individuals and improving their personal satisfaction. Oakley and Marsden refered to in Nishimura (2017) characterized network investment as the procedure by which people, families, or networks accept accountability for their very own welfare and build up an ability to add to their own and the community's advancement.

Community participation school based governance is a formal change of administration structures, and a type of decentralization that distinguishes the individual school as the essential unit of progress and depends on the redistribution of basic leadership expert through which upgrades in schools may be animated and continued (Gamage, 2013). For this purpose, varying degrees of formal authority to make decisions in the domains of school's mission, goals, priorities, policies relating to financial, material and human resources as well as budgets are being transferred to the school level. For the purpose of exercising

this power and authority, some formal structure known as a 'council' or 'board' consisting of the principal and the representatives of teachers, parents, community and in some cases students is created that school level participants can be directly involved in school-decision making (Brown, 2014). The devolution of power and the creation of the new structure for the participation of all stakeholders are envisaged foster autonomy, flexibility, productivity and accountability (Gamage, 2013).

In several major education systems of the contemporary world, devolution of authority with provision for community participation in school governance has become a priority (Chapman & Boyd, 2012). In England and Wales, the Education Act of 1980 provided limited rights for the parents and teachers to be represented on the governing bodies of their schools (Wolfendale, 2011). In 1984, a new awareness based on the Taylor Report resulted in the release of the Green Paper on 'Parental influence at school: A New Framework for School Government in England and Wales'. It was a step intended to expedite the process of community participation in school governance (UK, 1984, as cited in Gamage, 2013). The Education Act of 1986 which embodied the proposals of the Green Paper embarked on the most comprehensive set of reforms in empowering school communities. According to (Gamage, 2013), the schools were required to establish governing boards consisting of governors elected by the parents, teachers and those nominated by the Local Education Authority (LEA) or the

Founders of the School and the Head Teacher. The majority of governors were to be elected by the parents while the teachers were allowed to elect only one governor in respect of smaller schools and two in the case of bigger schools with 300 or more pupils. In August 1987, the Department of Education and Science (DES) directed the implementation of all provisions relating to school governance by September (DES, 1987, as cited in Gamage, 2013). In 1988, the Education Reform Act was enacted for the purpose of promoting higher standards of education by strengthening the involvement of parents and the local community and by raising expectations of what can be achieved in schools. The new Act granted important new powers and duties to the school governors. School governors had control of the school budgets for teaching and other staff, the cost of day-to-day premises maintenance including heat and light; purchase of books, equipment, stationary and other goods services (Wolfendale, 2011).

In New Zealand, the Picot Report, the 1988 White Paper on 'Tomorrows' Schools: The Reform of Education Administration' announced the most comprehensive reforms in community participation school based governance (Macpherson, 2011). These reforms, which could be considered as an extension to the pattern set in the 1930s for the Post-primary sector, required every school to establish a board of trustees. Each board of trustees was to consist of elected representatives of parents, teachers and coopted members from the school community with the principal becoming an ex-officio member in all public

schools (Macpherson, 2011). In the case of secondary schools, student representatives, and in the case of integrated schools, the nominees of the proprietor were also to be added. The boards of trustees were to be given wide ranging power and authority, including the employment of staff, negotiation of industrial agreements with the staff, and the full control of the budget (Longe, 2010).

In USA, the release of the report on 'A Nation at Risk' by the National Commission on Excellence in Education (NCEE) in 1983 led to the introduction of sweeping reform programmes by most American States. In 1986, at the Annual Conference of State Governors, 'education reform' was made a top policy issue within the next five years (Odden and Marsh, 2013). The 'excellence in education' movement took a noticeable turn away from 'reform' towards 'restructuring' (Gamage, 2013). The proponents supported one or both of two changes: fundamental and pervasive alterations in the way educational reforms were organised and institutionalised and the way in which state schools were governed and held accountable to the public. Two broad strategies emerged. They were school site-based governance and choice. Site-based management was a plan for improving schools by altering the ways in which they are governed. Two key strategies for achieving this goal were proposed: the transfer of power to decisions regarding budget, staffing, and instruction, from central offices to the individual schools; participation of all stakeholders such as administrators and staff,

teachers, parents, and the local community in decision-making at the individual level (Peshkin, 2009). The logic of site-based governance required that each decides for itself which type of reforms it wants to undertake (Raywid, 2013).

In Africa, a few nations, for example, Ethiopia, Nigeria and South Africa have regressed the school the executives choices to districts, while in Tanzania and Uganda, basic leadership expert has been moved to the nearby school committees (Samad, 2000). Ethiopia's present instruction approach calls for more prominent network commitment as the last, most limited degree of the decentralized framework and expressly commands cooperation in school activities and the executives. The arrangement change started with the 1994 Education Sector Strategy approach which expressed that schools will be emphatically connected with the network, which will assume liability in its prosperity and upkeep. They will be made to be receptive to the nearby needs and prerequisites and will go about as places for every instructive movement of the network. The administration of each school will be democratized and keep running with the cooperation of the network, the educators, the understudies and the pertinent government establishments (Morgan, 2006).

In Kenya, there were reforms in educational management in the year 2005 and the policy of transfer of some decision making authority to the district education boards and the stakeholders at school level was adopted (Republic of Kenya,

2005). According to the Basic Education Act of Kenya (The Republic of Kenya, 2013: Section 55), every public school shall be managed by board of management (BOM). The Act mentions that an order establishing a BOM shall provide for the membership of the board and include six persons elected to represent the pupils in the school or local community in the case of county secondary schools.

Schools are a focal social institution that is intrinsically linked to their community's welfare and growth (Dayaram, 2011). Strong, sustained community participation in the governance of schools can enhance transparency and accountability in the education system and promote a sense of ownership, agency and responsibility for positive change. The greater the participation of the community, both financially and in-kind, means they are more likely to demand accountability from staff. Community participation can take different forms, ranging from parents sending their children to school to active participation in school-related meetings, assisting with school construction and supporting teachers in achieving positive outcomes (Coppola, Luczak & Stephenson; cited in Pailwar & Mahajan, 2015).

Through community participation in the school administration, the nature of instructive exercises in schools can be improved and upgraded (Saeed, 2001). All things considered, investment establishes an effective system for accomplishing targets, for example, improved access and quality, voicing network explicit needs

and destinations, building up the educational plan cooperatively with school specialists, coming to underestimated gatherings, making responsibility and guaranteeing manageability of projects that are executed (Pailwar and Mahajan, 2015). Research has demonstrated that network cooperation in instruction guarantees boost of constrained assets for training, creating important educational program and learning materials, distinguishing and tending to issues that ruin the advancement of instruction (Singleton, 2013). Although some research indicates that decentralization could be a way to increase community participation in governance, decentralization is no guarantee of such participation (Brosio, 2000; World Bank, 2000). "The governance of secondary schools in Rachuonyo South is wanting and should be a matter of concern to all stakeholders. There is lack of accountability among school managers, the quality of education is deteriorating and the resources are not well utilized" - Charles Were, Area Member of Parliament. The study therefore seeks to establish the influence of community participation in school governance in Rachuonyo South Sub County, Kenya.

1.2 Statement of the problem

In order to ensure that many of the decisions are made and owned by the stakeholders within the school system, educationists have advocated for the decentralization of education. Decentralization facilitates community participation most directly when decision making is devolved to the school level. The transfer of decision making authority to the school level advances democratization in

training division, and gives wide open doors for instructive partners in schools to take an interest in the administration of instructive projects and, as it were, facilitates the focal government loads (Samad, 2000). Morgan (2006) found that enormous bit of what is portrayed as community support is money related commitments as opposed to association in basic leadership or educating and learning.

1.3 Purpose of the study

The purpose of the study is to establish the influence of community participation in school governance in public secondary schools in Rachuonyo South Sub County, Kenya.

1.4 Objectives of the study

i. To determine how accountability is influenced in public secondary schools through community participation in Rachuonyo South Sub County.

ii. To examine how quality education is influenced in public secondary schools through community participation in Rachuonyo South Sub County.

iii. To establish how realization of democracy is influenced in public secondary schools through community participation in Rachuonyo South Sub County.

iv. To determine how maximization of limited resources is influenced in public secondary schools through community participation in Rachuonyo South Sub County.

1.5 Research questions

i. How is accountability influenced in public secondary schools through community participation in Rachuonyo South Sub County?

ii. How is quality education influenced in public secondary schools through community participation in Rachuonyo South Sub County?

iii. How is realization of democracy influenced in public secondary schools through community participation in Rachuonyo South Sub County?

iv. How is maximization of limited resources influenced in public secondary schools through community participation in Rachuonyo South Sub County?

1.6 Significant of the study

The study may motivate the stakeholders to provide the necessary assistance for improved performance in exams. Community is likely to appreciate the use of the resources they provide and inspired to provide more. They will own the decisions they participated to make. The study may assist Education officials in monitoring and evaluation of policies, enhancement of curriculum delivery and quality

education. The study may also form a basis for further research geared towards improving community participation in governance of public school.

1.7 Limitation of the study

Some of the respondents may not have well knowledge of what it means by community participation. Respondents will be affected since they think or feel school matters should be considered confidential.

1.8 Delimitations of the study

The study was carried only in public secondary schools in Rachuonyo South Sub County. The study was carried on the four objectives. The study delimited itself to community participation in governance of public schools in Rachuonyo South Sub County. The respondents were principals, teachers, board of management (B.O.M) and parent and teacher association (P.T.A) chairs and students in Rachuonyo South Sub County.

1.9 Basic Assumptions

The study assumed that the respondents were willing to participate in the study, sincere when filling questionnaires and adequate data available. Their responses were truthful concerning influence of community participation in school governance. There exist a relationship between community participation and

accountability, quality education, realization of democracy and maximization of limited resources in public secondary schools.

1.10 Definition of terms

Community refers to parents, neighbours, caregivers, sponsors, guardians and elders.

Community participation in governance refers to involvement by communities as a whole as well as by its individual members in education.

Decentralization refers to transfer of the centralized control of power and decision making from government to school level.

Governance refers to the act of governing, controlling and exercising authority at a school.

Public schools refer to government sponsored schools which are under the Ministry of Education.

1.11 Organization of the study

The study was organized into five chapters, Chapter one contained the introduction, background to the study, statement of the problem, purpose of the study, research objectives, research questions, limitation of the study, delimitation of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two comprised of reviewed related literature in the study, summary of reviewed related literature, theoretical framework and conceptual

framework. Chapter three included the research methodology, which consists of research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four contained introduction, questionnaire return rate, demographic information, influence of community participation on governance of public schools and Chapter five covered the summary of the study, conclusions, recommendations based on the findings and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review was presented in this chapter under, concepts of community participation in education, influence of community participation on accountability, quality education, realization of democracy and maximization of limited resources. It also has the summary of reviewed literature, theoretical and conceptual frameworks.

2.2 Concept of community participation

Education happens in schools as well as inside families, communities, and society. Regardless of the different level of obligations taken by each gathering, none can be the sole operator to assume 100 percent liability for instructing kids. Guardians and families can't be the main gathering of individuals for kids' training as long as their kids interface with and gain from the world outside their families. Networks and society must help guardians and families in the childhood, mingling, and teaching of their youngsters. Various instruction analysts contend that the investment of networks in training improves kids' exhibition at school, and is the spurring factor for youngsters to proceed through to tertiary instruction (Epstein, 2006; Griffin and Steen, 2010; Sheldon, 2003; Shanders, 2001; UNESCO, 2013). These instructive analysts concur that network interest in training is the procedures through which kids, guardians, network individuals,

nearby experts, educators, the private area, and other pertinent partners take part in school programs or in training related foundations. Network investment in instruction is the inclusion of guardians and networks in supporting youngsters' learning at home, schools and in communities (Swift-Morgan, 2006).

2.3 Influence of community participation on accountability

Community participation in education, particularly in school governance, is seen as a means of making schools more accountable to the society which funds them. This has been witnessed in some places such as England and Wales, Canada and the United States (OECD, 2014). The notion of community participation for accountability derives from a more market-oriented concept in which school-family partnerships are viewed rather like business partnership, through which the two parties receive mutual and complementary benefits which enable them to operate more effectively (OECD, 2014). The extensive examination of six case studies on the Philippines, Kenya, Bangladesh, Pakistan, Colombia and Bolivia lead Rugh and Bossert (2012) to the conclusion that teachers and other school staff feel they should be accountable to community clients only when the community holds some power over them: when they either come from the same village and have social ties; if their continued employment or salaries depend on community satisfaction; or sometimes when community education committees exist to manage the schools and members are empowered to exert their influence

(Rugh & Bossert, 2012). They also argue that accountability is developed through routine parents' meetings and reporting systems on student progress.

The role of community in school the management stood out during the 1970s, when the standard thought, that administration is the sole on-screen character to give instructive administrations, was tested, and network drove elective training projects were proposed as progressively applicable and compelling for giving fundamental instruction (Nishiruma, 2017). Since the 1980s, network has turned into the principle on-screen character of improvement, not the beneficiary, and participatory methodologies in adapting, for example, Participatory Learning and Action (PLA), were embraced. Numerous giver offices moved their objectives of help to non-legislative associations (NGOs) and common society associations (CSOs), away from wasteful and degenerate governments.

The basic job of community was additionally investigated by the World Bank (2013), which gives a scientific system of its responsibility instrument for the improvement of administration conveyance. There are long and short courses of responsibility for schools to represent their support of the recipients. The long course of responsibility is for the natives to choose the political pioneers who at that point plan training approaches to react to the desire of the voters and to direct and administer schools to convey the administration requested by the residents (Nishiruma, 2017). With a precondition that every foundation could look after

self-sufficiency, natives as the customers of open administration use votes to upgrade the control of focal and nearby governments over administration conveyance organizations and to regulate these establishments all the more viably through the immediate exercise of customer control.

As indicated by Nishiruma (2017), the short course of responsibility is to expand customer control, which is capacity to request instructive administrations that match customer needs by legitimately raising voices and requesting clarification of schools on their administrations. The short course of responsibility is guaranteed by framing a school the executives board of trustees or school chamber that comprises of agents of guardians and network individuals in addition to a head educator to talk about the school plan and moves confronting the school to cooperatively improve nature of training (Nishiruma, 2017). In many creating nations, it is very hard to guarantee the long course of responsibility because of debasement and botch with respect to lawmakers and government authorities and vague decision forms World Bank (2013). In this manner, much consideration is being paid to improving customer control through the short course of responsibility.

The activities of Annual Status of Education Report (ASER) in India and UWEZO, a common society association set up in 2009 in East Africa are the very challenge to upgrade the short course of responsibility (Nishiruma, 2017). These

family level learning evaluations are planned to start "customer control development" for quality improvement of fundamental instruction through sharing and examining data on learning at the family and network levels (Sasaoka, and Nishimura, 2010). Another model can be drawn from a "School for All" Project began in Niger in 2004 and extended to encompassing nations (i.e., Burkina Faso, Senegal, Mali, Madagascar, and Côte d'Ivoire) by Japan International Cooperation Agency (Hara, 2011). As indicated by Hara (2011), these West African nations had low enrolment rates, elevated amounts of destitution, and genuine open money related imperatives, by and large actuating the absence of study halls and of parental comprehension and participation for tutoring. Instructor non-attendance and the absence of limit of educators brought about learning emergencies in schools. While covered homerooms are ordinarily worked by networks, the absence of straightforwardness in school the executives expands the "separation" among network and school and results in breaking down of the school the board advisory groups (Hara, 2011).

After school management became participatory, with the straightforwardness of data, the admission rate expanded from around 60% to practically 100%, and the gross enrolment pace of underneath 60% came to about 80% (Hara, 2011). The essential fruition rate additionally bit by bit expanded from about 40% to over half. Network individuals turned out to be progressively dynamic in taking an interest in different school exercises, for example, homeroom development and

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usage of beneficial and night classes, and bought and acquired course readings and learning materials. Both UWEZO and the School for All Project endeavor to improve the short course of responsibility for nature of instruction. The School for All Project puts more accentuation on the capacity of school the board than the open development for social change proposed by UWEZO (Nishiruma, 2017). All things considered, they have shared objectives, to improve the nature of training by guaranteeing data sharing among school and network, to conquer the doubt and separation among them, and by advancing the investment of network individuals to cooperatively oversee neighborhood schools. They likewise share possibilities to improve responsibility by connecting the administration, educators, guardians, network, and understudies to share data, to bring issues to light, to discourse, and to act together. Such base up activities to guarantee responsibility appear to be critical to growing instructive chances and improving the nature of training, particularly in delicate states with frail managerial frameworks (Demas, and Arcia, 2015).

2.4 Influence of community participation on quality of education

Research shows that academic performance among children from different backgrounds varies (Griffin & Steen, 2010). Children whose parents get involved in their learning generally receive better academic results than other students. This variation is argued to be partially caused by the disconnection between teachers, parents and community (Griffin & Steen, 2010). Some communities may be very

individualistic and this may cause the isolation within the community where children live, and not inspire collective action for supporting children. The participation of parents and communities in education is argued to bring substantial benefits for improving education (Griffin & Steen, 2010; Bryan & Henry, 2012). These studies contend that the involvement of families and communities with schools, especially when they work together, increases the academic success of children.

Community can play the substitute, reciprocal, and basic jobs in school the executives. The substitute job is to substitute the taxpayer driven organization's because of the absence of government support. James (as refered to in Nishiruma, 2017) clarified the wonder of high private consumption on training in creating nations by the overabundance request model (James, 1995). This model depicts the job of the private division in fulfilling abundance request and filling in the hole, in respect to the size of the age companion, made by lacking limit of the open area. Non-public schools driven by overabundance request frequently offer ease and moderate training, while some experience the ill effects of low quality instruction when there is no challenge with other open or tuition based schools (Nishiruma, 2017).

The complementary role for community is to provide alternative education to the existing education system. Contrary to the excess-demand model, the

differentiated-demand model hypothesizes that the public education system is unable to meet the diverse demands of parents, especially for cognitive, religious, and linguistic education (James, 1995). When the quality of public education is attractive enough to keep pupils from different socio-economic backgrounds, there may not be the high demand for private schooling (Nishiruma, 2017). In other words, the quality of public education determines the demand for high-quality education in private schools. There are also cases whereby cultural communities take initiative to operate non-formal schools for children and adults.

Community organizations and non-governmental organizations (NGOs) offer adult literacy programs to target those who missed the opportunity of schooling due to poverty, war, conflicts, child labor, early marriage, and so on. In such cases, community organizations take alternative pedagogical approaches to the public schools. For instance, Action Aid's REFLECT and ACCESS programs use participatory learning methods and suggest a new role of teachers as facilitators in promoting students' learning in school (Archer & Cottingham, 2011). The program emphasizes the linkage between education and action, whereby the educational goal is not just to master systematic knowledge and skills offered in school, but also to empower learners to solve the problems in daily life.

The community's critical role is to be a friend of the school system and to address the issues and problems of school management from the side of the community

(Nishiruma, 2017). Let us look at educational evaluation as an example. The school-based learning assessments do not include the data on learning performance of those students who tend to be frequently absent from school or on unenrolled school-age children, thus providing a partial overview of learning output in school. Such assessments are often collected and compiled at the central level after administering the assessment in schools without school-based analysis or feedback to draw some practical implications for further pedagogical and managerial strategies at the school level.

Educational evaluation tends to be regarded as a professional and policy matter, managed by central government officials and professionals such as university professors and senior teachers, leaving out other stakeholders including parents, community members, and students as sole beneficiaries (Nishiruma, 2017). However, since the mid-2000s, civil society organizations have emerged that challenge the closed form of educational evaluation and decision-making process on quality of education. The Annual Status of Education Report (ASER) in India was the pioneer in this regard and conducted the learning assessment for 700,000 children in 5,000 villages in all parts of India in 2005. Such household-based learning assessment did not aim only to assess learning achievement of school-age children but also to promote discussion on quality of education with a wide range of people at the community level for social change. Such movement was rapidly expanded to Pakistan, Kenya, Uganda, Tanzania, Senegal, and Mali.

2.5 Influence of community participation on realizing democracy

Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole (Nishiruma, 2017). It is a strategy to create an environment in which parents feel comfortable participating in schools. Reimers (2013) considers the case of Faith and Joy, a non-governmental organization which provides formal and nonformal education at different levels in 12 countries in Latin America, as a good illustration of this approach. The schools attempt to achieve the curriculum that recognizes and builds on the community where the students live. The schools also aim to use teacher training to promote appreciation of the diversity of student backgrounds and students' use of non-standard forms of language in school (Reimers, 2013). This innovation attempts to place the schools where they belong in the community, and promote mechanisms for community involvement in running the school. Reimers argues, "this is very important for the support of democracy as it promotes local participation to solve local problems-education (p.41)."

Moreover, community participation in education is seen as a right, or as an outright democratic value in some countries. According to OECD study (2014), "in Denmark, England, and Wales, parents have a right to be represented on the governing bodies of schools; in France, they have a right to representation on a whole range of policy-making bodies; the Parent's Charter gives English and

Welsh parents a number of rights, including the right to certain information from the school; in Spain, the Constitution recognizes the right of teachers, parents and students to participate in defining the scope and nature of the education service; and forthcoming legislation in Ireland will place parents at the center of the education process, and give them a wide range of statutory rights in relation to education (p.26)."

2.6 Influence of community participation on maximizing limited resources

Most governments all over the world have been committed to delivering education for their children. Particularly after the World Conference on Education for All, assembled in Jomiten, Thailand in 1990, an increasing number of countries have attempted to reach the goal of providing education for all. However, governments have found themselves incompetent to do so because of lack of resources and capacities. Learning materials as well as human resources are limited everywhere, particularly in developing countries (Taniguchi, & Hirakawa, 2016). The focus has shifted to finding efficient and effective ways to utilize existing limited resources.

Although some communities have historically been involved in their children's education, it hasn't been fully recognized that communities themselves have resources to contribute to education, and they can be resources by providing local knowledge for their children (Taniguchi, & Hirakawa, 2016).

Involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrollment and attendance, and poor academic performance in their schools. Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms (Yamada, 2012). Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery. In countries, where Government investments at the primary level have been extremely low, parents and communities contribute money, labor and materials (World Bank, 2014). The absence of government support leaves the school infrastructure, equipment, and pupil supplies to the parents and the community. As a result, community and parents are in the center in keeping the schools going.

2.7 Summary of reviewed literature

Community participation in education is a means of making schools more accountable to the society which funds them (OECD, 2014). According to Rugh and Bossert (2012), teachers and other school staff feel they should be accountable to community clients only when the community holds some power

over them. The participation of parents and communities in education is argued to bring substantial benefits for improving education (Griffin & Steen, 2010; Bryan & Henry, 2012). Involving communities in schools is a way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole (Nishiruma, 2017). Community participation can also help in the maximization of limited resources.

2.8 Theoretical framework

The study was anchored on school-based management (SBM) theory which implies the importance of community participation for the efficient and effective delivery of educational services (Bruns, Filmer, & Patrinos, 2011). The underlying belief is that the closer the decision-making power is to local communities, the more relevant and efficient the consequent resolutions will be.

The theory of SBM emphasizes increasing poor people's opportunity to choose schools and participate, giving citizens a stronger voice, making information about a school's performance widely available, and strengthening the rewards and penalty to schools based on their performance for improving learning outcome (Barrera-Osorio, Fasih, Patrinos, & Santibáñez, 2009). In more concrete terms, there are three essential components of school management in the theory of SBM, namely, autonomy, assessment, and accountability for improving the learning outcome (Barrera-Osorio et al., 2009; Demas & Arcia, 2015). School

management under autonomy often gives an important role to the school management committee and its school policy formation (Yuki, Igei, & Demas, 2016).

2.9 Conceptual framework

Conceptual framework shows the relationship between the independent and dependent variables of the study. The indicators of independent variables are accountability, quality education, and realization of democracy and maximization of limited resources.

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┌─────────────────────────────────────┐
│          Accountability             │
│  •  Responsible school governors    │
│  •  Proper financial management     │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│          Quality education          │
│  •  Improved academic performance   │
│  •  Enough qualified teachers       │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│       Realization of democracy      │
│  •  Representation of parents on     │
│     school governing bodies          │
│  •  Democratic administration        │
└─────────────────────────────────────┘

┌─────────────────────────────────────┐
│  Maximization of limited resources  │
│  •  Efficient and effective utilization │
│     of resources                     │
│  •  Improvement in education         │
│     delivery                         │
└─────────────────────────────────────┘
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Participation → Good governance in public secondary schools

Figure 1 shows the relationship between community participation and accountability,

quality education, realization of democracy and maximization of limited resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology used in carrying out this study. It was organized along the following sections: research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis procedures.

3.2 Research Design

Sapsford (2006) defines research design as a framework of planning and conducting research. The study adopted ex-post facto study design. Ex post facto research design involves comparing groups in order to explain the existing differences between the variables of interest. Kothari (2003) argues that the main characteristics of the ex-post facto design is that the researcher has no control over the variables but can only report what has happened or what is happening. The study established the influence of community participation in school governance in public secondary schools in Rachuonyo South Sub County, Kenya

3.3 Target Population

Target population is the totality of person, events, organizations, units or other sampling units which concern the research problem (Mohlokane, 2004). The target population for this research was public secondary schools in Rachuonyo

South Sub-County, 34 principals, 34 B.O.M and P.T.A chairpersons and 296 teachers from the selected schools.

3.4 Sample size and sampling procedures

A sample size of 30 percent would effectively represent the entire population even if the findings are generalized provided that the sample is evenly distributed and homologous in nature (Mugenda, 2008). The Simple random sampling method was used to select 10 principals, 89 teachers. Purposive sampling was used to select 10 B.O.M and 10 P.T.A members. Purposive sampling involves deliberate selection of particular units of the universe for constituting a sample which represents the universe (Kothari, 2004).

3.5 Research Instruments

The study used questionnaires and interview schedule. Questionnaires were used because they generate quantifiable data ready for statistical analysis (Mugenda, 2008). Questionnaires also allow each one of the respondents to read and answer identical questions, thereby ensuring consistency of the demands. (Saunders, Lewis, & Thornhill, 2007). The researcher also used interview schedule to collect data from BOM and PTA chairspersons. Interview schedule is preferred because according to Gupta (2009) it offers a chance to the researcher to obtain data required to meet the study sub theme.

3.6 Instrument Validity

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study (Mugenda, 2008). Content validity refers to the extent to which different items in the assessment measure the trait or phenomenon they were meant to. High level of content validity indicates that test items accurately reflect the trait being measured. The instruments used for the study were subjected to scrutiny by experts in the areas of corporate governance. Their corrections on ambiguities, length, structure and wording of the questionnaires and FGD were used to modify and restructure the instruments.

3.7 Instrument Reliability

Reliability is the measure of the degree to which research instrument yield consistent results or data after repeated trials Mugenda (2008). An instrument cannot be valid if it is not reliable, that is, if it does not measure what it purports to measure consistently. A test-retest was carried out to test reliability of the study instruments at two separate times for each subject. The two sets of questionnaires were compared to see consistency in answering the questions. Scores were correlated using the Pearson Product Moment formula as shown below:

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:-

X   =   the sum of scores in x distribution

Y   =   the sum of scores in y distribution

$\qquad$ = symbol of summation

X^2 = the sum of squared scores in x distribution

Y^2 = the sum of squared scores in y distribution

XY = the sum of products of paired x and y scores

N = the total number of subjects.

A correlation coefficient of between 0.7 – 1 is considered reliable according to (Mugenda & Mugenda, 2003).

3.8 Data Collection Procedure

A permit for data collection was obtained from National Commission for Science, Technology and Innovation (NACOSTI). Thereafter the Rachuonyo sub county education officer was contacted to give an introductory letter to school principals and the people involved. The principals of the schools participating in the study was contacted to inform them of the study and make prior arrangements to see their teachers.

3.9 Data Analysis Techniques

Data was coded to enable a thorough and systematic search for information. Analysis was conducted to provide structure to the gathered data and was allowed for triangulation between the various research instruments used. The data was entered into Statistical Package for Social Sciences (SPSS) programme version 20.0 after arranging and coding. Frequency distribution and percentages was

calculated for all items. Descriptive statistics to be used included the frequencies and percentages.

3.10 Ethical considerations

Research ethics is important when relating to questions about a research topic, research design, research access, data collection and analysis (Saunders et al. 2007). The researcher observed the following ethical considerations: equitable selection of subjects, informed consent, confidentiality, coercion and deception was avoided at all costs and anonymity of respondents' right to confidentiality was respected.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of the study is to establish the influence of community participation in school governance in public secondary schools in Rachuonyo South Sub County, Kenya. This chapter brings forth the data analysis, presentation and interpretation of findings. The data was analyzed using descriptive statistics where frequencies, percentages, graph and pie–charts were used to analyze quantitative responses. Qualitative data were analyzed using content analysis where responses were grouped into themes. The chapter is presented according to the research objectives including the questionnaire return rate and demographic information.

4.2. Response rate

The response rate is the percentage of a sample that does, in fact, agree to participate in a study (Bryman, 2012). Table 1 shows the response rate for the study.

Table 1

Response rate

Targeted respondents	Total sample	Number of usable questionnaires/interview schedule	Unsuitable or uncontactable members of	Response rate Percent
Principals	10	7	2	77.8
BOM/PTA chairpersons	2	2	0	100
Teachers	89	76	10	96.2
Total	101	85	12	84.2

Table 1 show that majority of principals (77.8 percent) and teachers (96.2 percent) were contactable and returned questionnaires which were usable for the study. Majority of BOM and PTA members were also contactable and their interviews used for the study. A return rate of over 80 percent is absolutely satisfactory, while 60 – 80 percent return rate is barely acceptable (Edwards, Diquiseppi, Robert, Wentz, Pratop & Kwan, 2000). This implies that the return rate for principals, teachers, BOM and PTA is absolutely satisfactory in this study.

4.3 Demographic information

The study sought to establish the distribution of principals by age. Table 2 shows distribution of principals by age.

Table 2

Distribution of teachers by age

	Frequency (f)	Percent (%)
36 – 45 years	2	28.6
Over 45 years	5	71.4
Total	7	100

The data in Table 2 indicates that majority of principals (71.4 percent) are over 45 years in terms of age. This implies that they are experienced and have knowledge on the influence of community participation in the governance of secondary schools.

The study also sought to establish the distribution of teachers by age. Table 3 shows distribution of teachers by age.

Table 3

Distribution of teachers by age

	Frequency (f)	Percent (%)
25 – 29 years	21	27.6
30 – 34 years	25	32.9
35 – 39 years	13	17.1
40 – 44 years	9	11.8
45 – 49 years	5	6.6
50 and above	3	3.9
Total	**76**	**100**

The data in Table 3 indicates that many teachers (32.9 percent) are aged between 30 – 34 years. This implies that they are experienced and also have some knowledge on community participation in governance of secondary schools.

The study sought to establish whether there were differences in the distribution of principals by gender. The principals were asked to indicate their gender. Figure 2 shows distribution of principals by gender
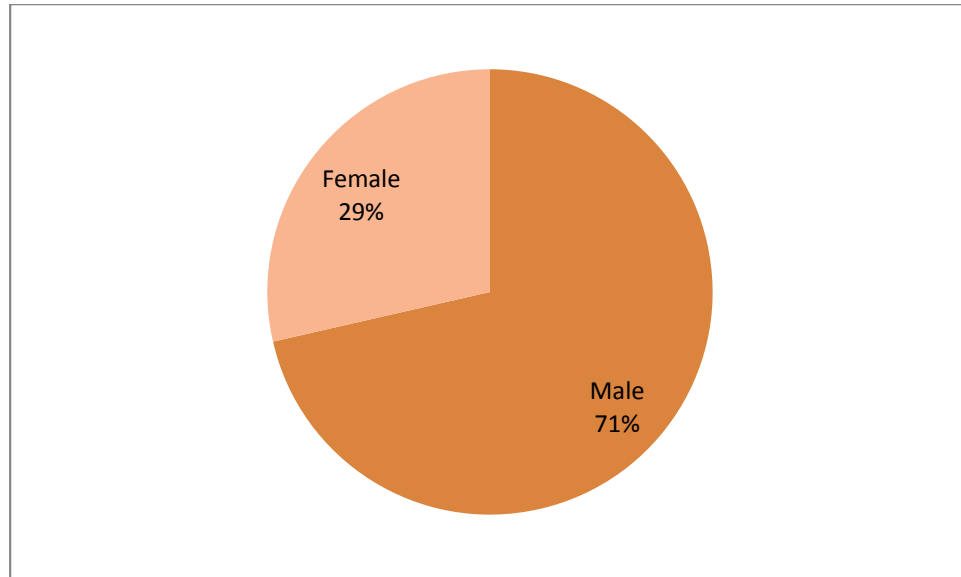
Figure 2

Distribution of principals by gender

Figure 2 show that majority of principals, 5 (71 percent) were male. This implies that there is gender disparity in the governance of schools and this might affect community participation.

Teachers were also asked to indicate their gender. Figure 3 show the distribution of teachers by gender.
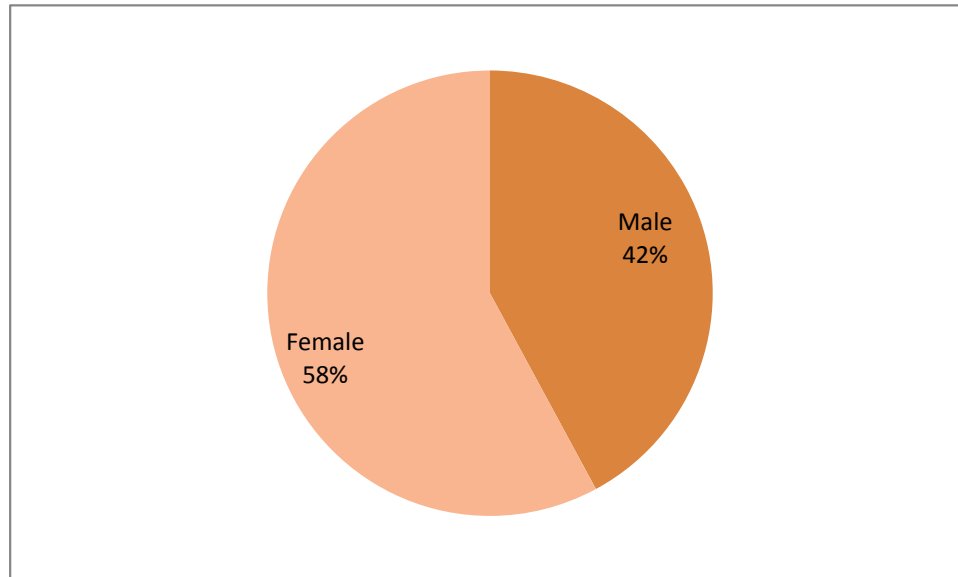
Figure 3

Distribution of teachers by gender

Figure 3 show that majority of teachers, 44 (58 percent) were female. This implies that there is also gender disparity among teachers and this might affect community participation.

The study sought to find the highest level of education among principals. Figure 4 show the distribution of principals by level of education.
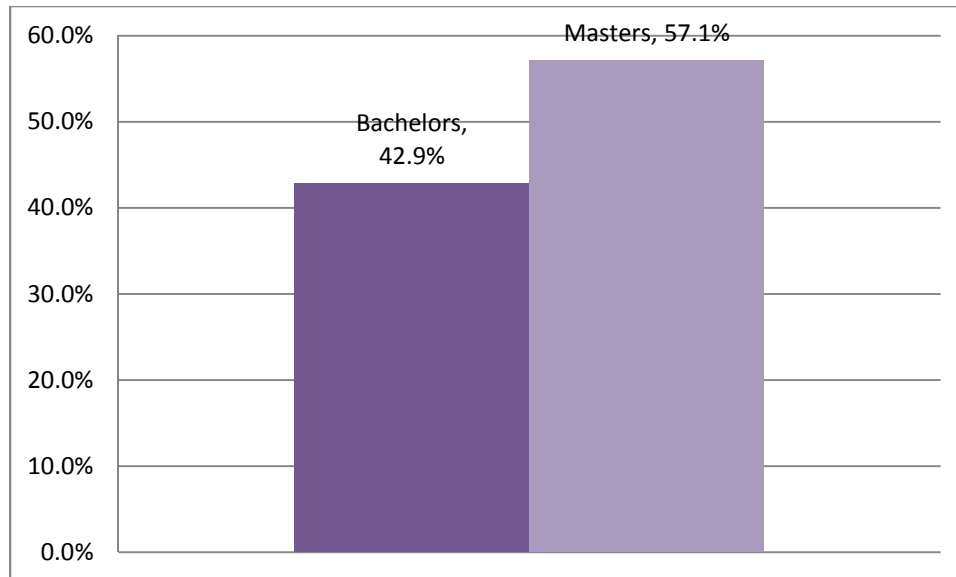
Figure 4

Distribution of principals by level of education

Figure 4 shows that majority of principals, 4 (57.1 percent) have masters degrees. This implies that they are highly qualified and are able to identify how community participation influences school governance.

Teachers were also asked to indicate their level of education. Figure 5 show the distribution of teachers by level of education.
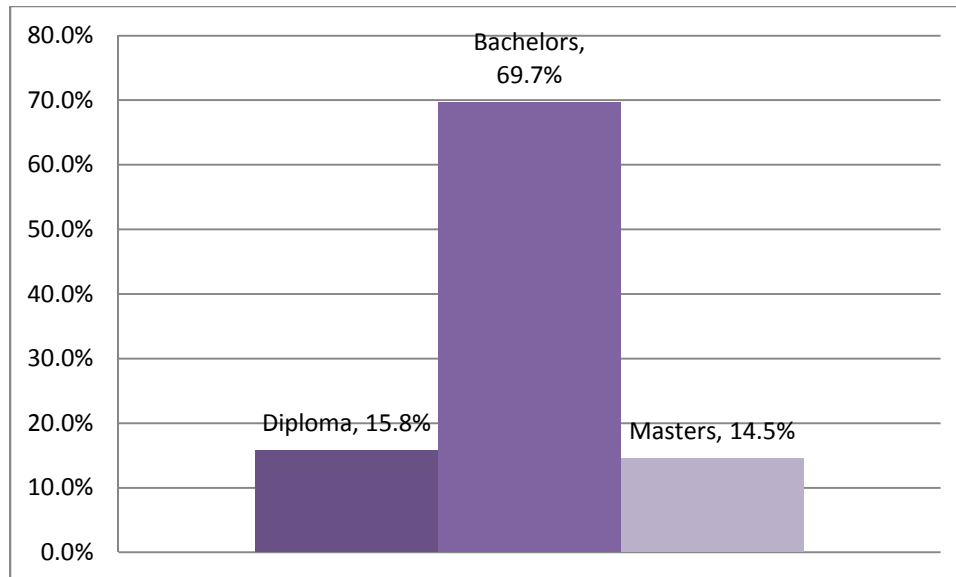
Figure 5

Distribution of teachers by level of education

Figure 5 shows that majority of teachers, 53 (69.7 percent) have bachelors degrees. This implies that teachers are qualified and are able to identify how community participation influences school governance.\

The study sought to establish from teachers and principals their teaching experience in the professional. The results are shown in Table 4

Table

Distribution of respondents by teaching experience

	Principals		Teachers	
Years				
	f	%	f	%
1 – 5 years	1	14.3	24	31.6
6 –10 years	3	42.9	29	38.2
11 – 15 years	2	28.6	13	17.1
16 – 20 years	1	14.3	6	7.9
Over 20 years	0	0	4	5.3
Total	7	100	76	100

The data on Table 6 indicate that many principals (42.9 percent) and teachers (38.2 percent) have a teaching experience of between 6 – 10 years. This implies that they have experience and knowledge on how community participation influences governance of secondary schools.

4.4 Influence of community participation on accountability

The study sought to establish the influence of community participation on accountability. The respondents were asked to indicate whether schools were accountable in the management of resources. The results are shown in Table 5

Table 5

Responses on schools accountability in the management of resources

	Principals		Teachers	
	f	%	f	%
Yes	7	100	37	48.7
No	0	0	39	51.3
Total	7	100	76	100

Table 5 indicate that majority of principals (100 percent) agreed that schools were accountable in the management of resources. This implies that there was accountability in the management of resources in all schools. On the contrary, majority of teachers (51.3 percent) indicated that there was no accountability in the management of school resources.

The study sought to find from the respondents whether community was involved in the governance of the schools. The responses are shown in Table 6

Table 6

Responses on community involvement in school governance

	Principals		Teachers	
	f	%	f	%
Yes	7	100	61	80.3
No	0	0	15	19.7
Total	7	100	76	100

Table 6 indicates that majority of principals (100 percent) and teachers (80.3 percent) agreed that the community was involved in the governance of schools. Community is involved through the BOM and PTA members who are from the society around. This means that community has some influence in the governance of secondary schools in Rachuonyo South Sub County.

The respondents were asked to indicate by community participation how accountability is developed. The results are shown in Table 7

Table 7

Responses on development of accountability

	Principals		Teachers	
	f	%	f	%
Through meeting with the community member	4	57.1	49	64.5
Through reporting learners' progress	2	28.6	18	23.7
Other ways	1	14.3	9	11.8
Total	7	100	76	100

Table 7 indicates that majority of principals (57.1 percent) and teachers (64.5 percent) developed community participation through meeting with the community member. The meetings discussed school governance, accountability among other things. BOM and PTA members indicated the existence of such meeting which they supported because it helped in smooth running of schools. This implies that accountability is developed in schools through meeting members of the community.

The study sought to establish the influence of community participation on accountability. The respondents were asked whether community participation

influenced accountability in governance of secondary schools. The results are shown in Table 8.

Table 8

Influence of community participation on accountability

	Principals		Teachers	
	f	%	f	%
Yes	7	100	69	90.8
No	0	0	7	9.2
Total	7	100	76	100

Table 8 indicates that majority of principals (100 percent) and teachers (90.8 percent) agreed that the community participation influences accountability in schools which in turn positively influences governance of secondary schools. BOM and PTA members agreed with the sentiments on the influence of community participation on accountability and governance of secondary schools.

4.5 Influence of community participation on quality of education

The study sought to establish the influence of community participation on quality of education. The respondents were asked to indicate the quality of education in their schools. The results are shown in Table 9

Table 9

Responses on quality of education

	Principals		Teachers	
	f	%	f	%
Very good	2	28.6	18	23.7
Good	3	42.8	27	35.5
Average	2	28.6	21	27.6
Poor	0	0	10	13.2
Total	7	100	76	100

The data on Table 9 show that many principals (42.8 percent) and teachers (35.5 percent) indicated that the quality of education in their school was good. This implies that many schools have quality education which is brought by community participation.

4.5.1 Factors influencing quality of education

The respondents were asked to list factors influencing quality of education in their schools. The factors included availability of teaching and learning resources, physical resources, qualified teaching staff, parental involvement in the academics of their children and good salary for teachers. BOM teachers' salary is paid by the community. Teacher salary is one of the factors that affect the performance of teachers and teacher's performance directly related to the quality of the education. Community participation was seen through parental involvement in academics

and payment of salaries to BOM teachers. This implies that community participation in school governance influences quality of education.

The respondents were asked to indicate whether there were provisions in place to support community participation on the quality of education. Their responses are shown in Table 10.

Table 10

Responses on availability of provisions to support community participation on quality of education

	Principals		Teachers	
	f	%	f	%
Yes	6	85.7	65	85.5
No	1	14.3	11	14.5
Total	7	100	76	100

The results on Table 10 show that majority of principals (85.7 percent) and teachers (85.5 percent) said that there were provisions to support community participation on quality of education.

The respondents were asked to indicate whether community participation in governance of secondary schools influence quality of education. The responses are shown in Figure 6.
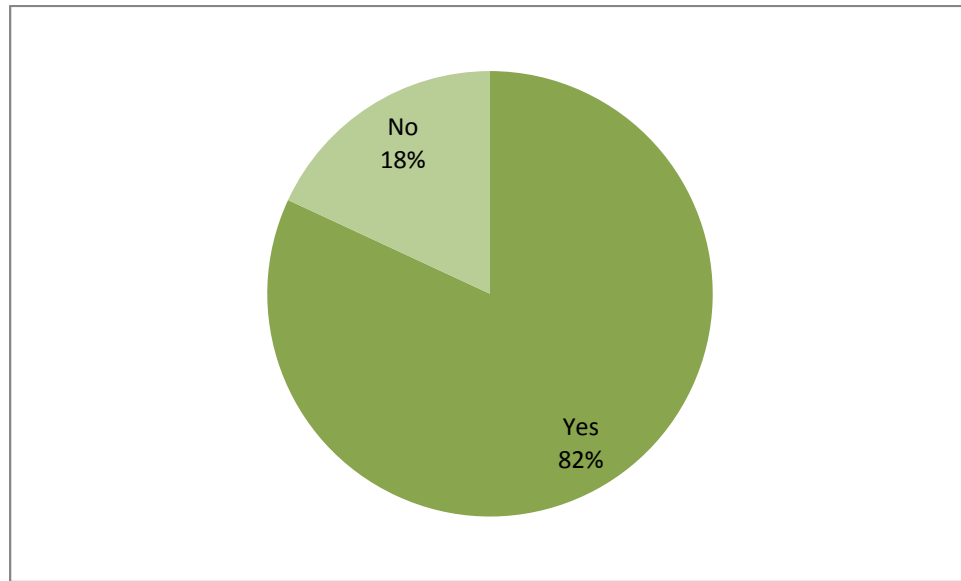
Figure 6

Influence of community participation on quality of education

Figure 6 shows that majority of respondents 68, (82 percent) believe that community participation in education has an influence on the quality of education in secondary schools. This is because community participation leads to good governance of schools which leads to improvement in education quality offered. Community (BOM) participation in the recruitment of teacher plays a very important role in the selection of excellent teacher as per their need. The teacher recruited by the BOM shows the responsibility towards the children of the community.

4.6 Influence of community participation on realizing democracy

The study sought to establish the influence of community participation on realizing democracy. Respondents were asked to indicate the leadership styles used in the governance of schools. The results are shown in Table 11.

Table 11

Leadership styles used in governance of schools

	Principals		Teachers	
	f	%	f	%
Autocratic	1	14.3	18	23.7
Democratic	5	71.4	42	55.3
Laisser-faire	1	14.3	10	13.2
Transformational	0	0	6	7.8
Total	7	100	76	100

The data on Table 11 show that majority of principals (71.4 percent) and teachers (55.3 percent) indicated that the leadership styles used in governance of schools was democratic. This implies that democracy was practiced in governance of majority of schools. Reimers (2007) found that where schools are perceived as democratic institutions, members of the community and parents feel welcomed to participate in their children's education. Involving communities in schools is a

way of reaching democracy through identifying and addressing inequities embedded in institutions and society as a whole (Organization for Economic Co-operation and Development, 2014).

4.6.1 How democracy is practiced

The study sought to establish from respondents how democracy was practiced. The practices included involving teachers, parents and students in decision making on issues affecting them, public participation on how to utilize available funds, election of BOM and PTA members among others. Reimers (2007) argues, that community participation in school governance is very vital for the support of democracy as it promotes local participation to solve local problems. This implies that schools practiced democracy in the governance of schools.

The respondents were asked to indicate whether community was involved in the running of schools. The results are shown in Table 12

Table 12

Responses on community involvement in running of schools

	Principals		Teachers	
	f	%	f	%
Yes	7	100	73	96.1
No	0	0	3	3.9
Total	7	100	76	100

The results on Table 12 shows that majority of principals (100 percent) and teachers (96.1 percent) indicated that the community was involved in the running of schools. This implies that there is community participation in the governance of secondary schools which influences how schools are managed.

The study sought to find from respondents whether community participation influence the realization of democracy in management of public secondary schools. The results are shown in Figure 7
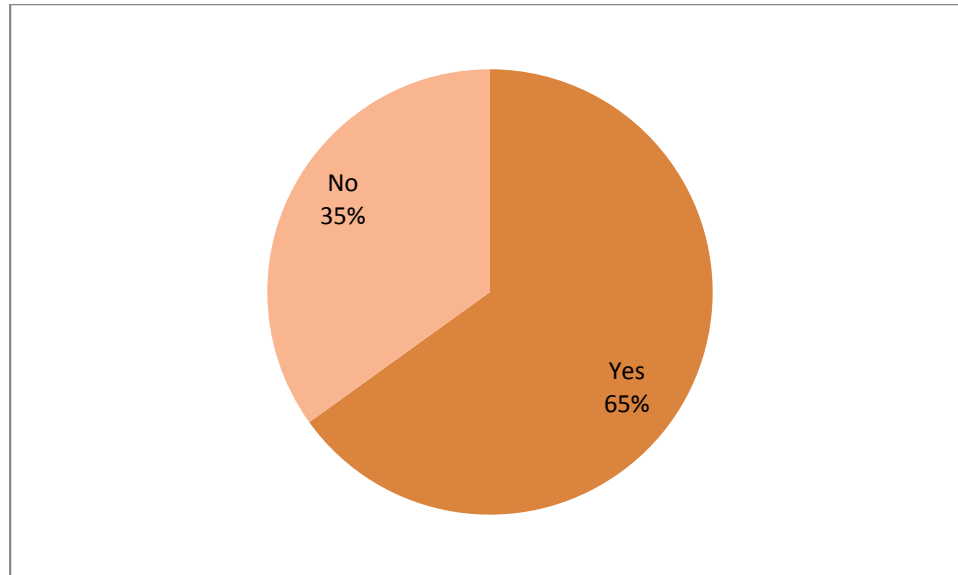
Figure 7

Influence of community participation on the realization of democracy

The data in Figure 7 shows that majority of respondents agreed that community participation influences the realization of democracy in the governance of secondary schools. This implies that the schools that have more community participation in the management, realizes democratic administration.

4.7 Influence of community participation on maximizing limited resources

Schools have limited resources if not well utilized; the goals of education won't be achieved. The study sought to establish the influence of community participation on maximizing limited resources. The respondents were asked whether the school resources were enough to enable them achieve their goals. The results are shown in Table 13

Table 13

Responses on adequacy of school resources

	Principals		Teachers	
	f	%	f	%
Yes	1	14.3	13	17.1
No	6	85.7	63	82.9
Total	7	100	76	100

The results on Table 13 shows that majority of principals (85.7 percent) and teachers (82.9 percent) indicated that the school resources were not enough. This implies that the school resources are limited and this may negatively affect the performance of the schools if not well utilized.

The respondents were further asked whether the community provided resources to the schools. The responses are shown in Table 14

Table 14

Responses on community provision of resources

	Principals		Teachers	
	f	%	f	%
Yes	5	71.4	57	75.0
No	2	28.6	15	19.7
Not sure	0	0	4	5.3
Total	7	100	76	100

Table 14 shows that majority of principals (71.4 percent) and teachers (75.0 percent) indicated that the community provided resources to the schools. This implies that even though the schools have limited resources, community around is able to provide resources to enable them achieve their goals. The resources provided by the community are put into good use.

The study sought to find from respondents whether limited resources in schools are maximized fully. The results are shown in Table 15.

Table 15

Responses on full maximization of school resources

	Principals		Teachers	
	f	%	f	%
Yes	7	100	58	76.3
No	0	0	18	23.7
Total	7	100	76	100

The data on Table 15 shows that majority of principals (100 percent) and teachers (76.3 percent) indicated that the available limited school resources are fully maximized. This implies that there is no wastage and this helps the school to minimize cost and achieve its goals.

The respondents were asked to determine whether community participation in public secondary schools governance influence maximization of limited resources. The results are shown in Figure 8
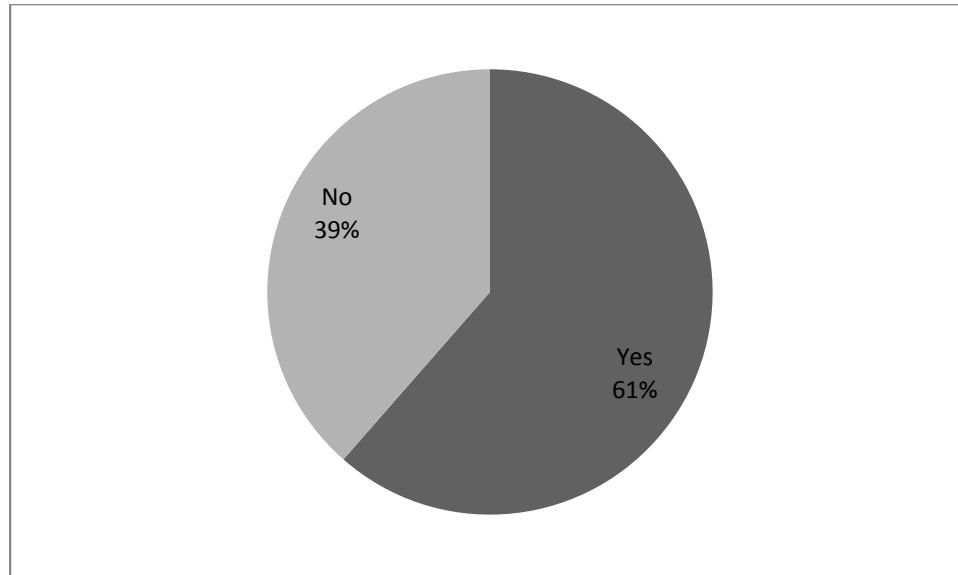
Figure 8

Influence of community participation on maximization of limited resources

Figure 8 shows that majority of respondents 51, (61 percent) support the notion that community participation in public secondary schools governance influence maximization of limited resources. This implies that when the community participates in the governance of schools, the available limited resources are maximized well.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of the study is to establish the influence of community participation in school governance in public secondary schools in Rachuonyo South Sub County, Kenya. The study sought to determine how accountability, quality education, realization of democracy and maximization of limited resources is influenced in public secondary schools through community participation. The study adopted ex-post facto study design where simple random sampling method was used to select 10 principals, 89 teachers and purposive sampling was used to select 10 B.O.M and 10 P.T.A members. The study used questionnaires and interview schedule to collect data.

The study found that majority of principals (100 percent) agreed that schools were accountable in the management of resources. On the contrary, majority of teachers (51.3 percent) indicated that there was no accountability in the management of school resources. Principals (100 percent) and teachers (80.3

percent) agreed that the community was involved in the governance of schools through the BOM and PTA members who are from the society around. majority of principals (57.1 percent) and teachers (64.5 percent) developed community participation through meeting with the community member. Majority of principals (100 percent) and teachers (90.8 percent) agreed that the community participation influences accountability in schools which in turn positively influences governance of secondary schools.

Many principals (42.8 percent) and teachers (35.5 percent) indicated that the quality of education in their school was good. The study discovered that availability of teaching and learning resources, physical resources, qualified teaching staff, parental involvement in the academics of their children and good salary for teachers were some of the factors influencing quality of education. Community participation was seen through parental involvement in academics and payment of salaries to BOM teachers. Majority of principals (85.7 percent) and teachers (85.5 percent) said that there were provisions to support community participation on quality of education. Majority of respondents (82 percent) believe that community participation in education has an influence on the quality of education in secondary schools. This is because community participation leads to good governance of schools which leads to improvement in education quality offered. Community (BOM) participation in the recruitment of teacher plays a very important role in the selection of excellent teacher as per their need. The

teacher recruited by the BOM shows the responsibility towards the children of the community.

Majority of principals (71.4 percent) and teachers (55.3 percent) indicated that the leadership styles used in governance of schools was democratic. Involving communities in schools was seen as a way of reaching democracy. democracy was practiced through involving teachers, parents and students in decision making on issues affecting them, public participation on how to utilize available funds, election of BOM and PTA members among others. Community participation in school governance was very vital for the support of democracy as it promotes local participation to solve local problems. Majority of principals (100 percent) and teachers (96.1 percent) indicated that the community was involved in the running of schools. Majority of respondents agreed that community participation influences the realization of democracy in the governance of secondary schools.

The study found that majority of principals (85.7 percent) and teachers (82.9 percent) indicated that the school resources were not enough. Majority of principals (71.4 percent) and teachers (75.0 percent) indicated that the community provided resources to the schools. The resources provided by the community were put into good use. Majority of principals (100 percent) and teachers (76.3 percent) indicated that the available limited school resources are fully maximized. Majority of respondents 51, (61 percent) support the notion that community

participation in public secondary schools governance influence maximization of limited resources.

5.3 Conclusions

Schools were accountable in the management of resources. Community was involved in the governance of schools through the BOM and PTA members who are from the society around. Community participation was developed through meeting with the community member. Community participation influences accountability in schools which in turn positively influences governance of secondary schools.

Quality of education in many schools was good. availability of teaching and learning resources, physical resources, qualified teaching staff, parental involvement in the academics of their children and good salary for teachers were some of the factors influencing quality of education. Community participation was seen through parental involvement in academics and payment of salaries to BOM teachers. Community participation in education has an influence on the quality of education in secondary schools as it leads to good governance of schools which leads to improvement in education quality offered.

Leadership style used in governance of majority of schools was democratic. Involvement of communities in schools is a way of reaching democracy.

Democracy was practiced through involving teachers, parents and students in decision making on issues affecting them, public participation on how to utilize available funds, election of BOM and PTA members among others. Community participation in school governance was very vital for the support of democracy as it promotes local participation to solve local problems. Community participation influences the realization of democracy in the governance of secondary schools.

School resources were not enough in many schools. the community provided resources to the schools which were put into good use and available limited school resources are fully maximized. Community participation in public secondary schools governance influence maximization of limited resources.

5.4. Recommendations

- Schools should ensure that there is community participation in the governance of schools to achieve accountability.
- Parents and community at large should participate in the governance of schools to ensure quality education.
- Principals should practice democracy through involving teachers, parents and students in decision making.
- Schools should try and maximize the available limited resources.

5.5. Suggestions for further study

The following are the areas that need further research;

    i.   Influence of community participation in school governance in public

            primary schools in Rachuonyo South Sub County, Kenya.

    ii.   Influence of community participation on school performance.

    iii.   levels and ways in which community participate in school management

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APPENDICES

Appendix I: Introduction Letter

University of Nairobi,

P.O BOX 30197-00100,

Nairobi.

The Principal

Dear Sir/ Madam

RE: <u>REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL</u>

I am a Masters Student at the University of Nairobi undertaking a research titled:

Influence of community participation in school governance in public secondary schools in Rachuonyo South Sub County, Kenya.

I seek your permission to conduct a research in your institution.

The information provided by the respondents will be used only for this research and their identity will be handled with confidentiality.

Thank you.

Yours faithfully,

Brenda Akinyi Ndede

Appendix II: Questionnaire for the principals

A. Background Information

1. What is your age bracket in Years?

   30 – 39 [ ]

   40 – 49 [ ]

   50 and above [ ]

2. State your gender:

   Male [ ]

   Female [ ]

3. What is your level of Education?

   Diploma [ ]

   Bachelors [ ]

   Masters [   ]

   Others   [ ]

4. What is your teaching experience:

   1 -5 years [ ]

   6 - 10years [ ]

   11-15 years [ ]

   16 – 20 years [ ]

   Over 20 years [ ]

B. Influence of community participation on accountability

5. Are schools accountable in the management of resources?

    Yes [ ]

    No   [ ]

    If yes, explain how……………………………………………………………...…

    …………………………………………………………………………………………

    …………………………………………………………………………………………

6. Do you involve the community in the governance of the school? Yes   [   ]

    No   [ ]

    If yes, how…………………………………………………………………………..

    …………………………………………………………………………………………

    …………………………………………………………………………………………

7. How is accountability developed?

a) Through meeting with the community member [ ]

b) Through reporting learners' progress   [ ]

8. Does community participation influence accountability in public secondary

    schools management? Yes   [ ]   No   [ ]

If yes, how…………………………………………………………………………………..

………………………………………………………………………………………………

………………………………………………………………………………………………

C. Influence of community participation on quality of education

9. What is the quality education in your school?

   Very good [ ]

   Good [ ]

   Average [ ]

   Poor   [ ]

10. What factors influence the quality of education offered?

11. Are there provisions that are in place to support community participation on the quality of education?

    Yes [ ]

    No [ ]

12. Does community participation in governance of public secondary schools influence quality of education?

    Yes [ ]

    No   [ ]

If yes, how………………………………………………………………………………..

……………………………………………………………………………………………

……………………………………………………………………………………………

D. Influence of community participation on realizing democracy

13. What is your leadership style of managing the school?

a) Autocratic [ ]

b) Democratic [ ]

c) Leizer fair

d) Transformational

14. How is democracy practiced in your school?

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………..

15. Is the community involved in running the school?

Yes [ ]

No [ ]

16. Does community participation influence the realization of democracy in management of public secondary schools?

Yes [ ]

No [ ]

If yes, how…………………………………………………………………………..

……………………………………………………………………………………………

……………………………………………………………………………………………

E. Influence of community participation on maximizing limited resources

17. Are the school resources enough in helping achieve the goals?

Yes [ ]

No [ ]

If no, how do you satisfy the unlimited school needs with the limited resources?

……………………………………………………………………………………………

……………………………………………………………………………………………

18. Does the community provide resources to the school?

Yes [ ]

No [ ]

19. Are the limited resources in school maximized fully?

Yes [ ]

No [ ]

20. Does community participation in public secondary schools governance influence

maximization of limited resources?

Yes [ ]

No   [ ]

If yes, how…………………………………………………………………………….

……………………………………………………………………………………………

…………………………………………………………………………………………..

Appendix III: Questionnaire for teachers

A. Background Information

1. What is your age bracket in Years?

    25 – 29 [ ]

    30 – 34 [ ]

    35 – 39 [ ]

    40 – 44 [ ]

    45 – 49 [ ]

    50 and above 45 [ ]

2. State your gender:

    Male [ ]

    Female [ ]

3. What is your level of Education?

    Diploma [ ]

    Bachelors [ ]

    Masters [ ]

    PhD   [ ]

4. What is your teaching experience:

1 – 5 years [ ]

6 – 10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

Over 20 years [ ]

B. Influence of community participation on accountability

5. Are schools accountable in the management of resources?

Yes [ ]

No [ ]

If yes, explain how………………………………………………………………….

…………………………………………………………………………………………

…………………………………………………………………………………………

6. Do you involve the community in the governance of the school?

Yes [ ]   No [ ]

If yes, how…………………………………………………………………………..

…………………………………………………………………………………………

…………………………………………………………………………………………

7. How is accountability developed

a) Through meeting with the community member [ ]

b) Through reporting learners' progress [ ]

8. Does community participation influence accountability in public secondary schools management?

Yes [ ]

No [ ]

If yes, how……………………………………………………………………………..

…………………………………………………………………………………………

…………………………………………………………………………………………

C. Influence of community participation on quality of education

9. What is the quality education in your school?

Very good [ ]

Good [ ]   Average

[ ]   Poor   [ ]

10. Are there provisions that are in place to support community participation on the quality of education?

Yes [ ]

No [ ]

11. What factors influence the quality of education offered?

12. Does community participation in governance of public secondary schools influence quality of education?

Yes   [ ]

No   [ ]

If yes, how…………………………………………………………………………..

…………………………………………………………………………………………

…………………………………………………………………………………………

D. Influence of community participation on realizing democracy

13. What is the leadership style used in managing the school?

a) Autocratic[ ]

b) Democratic [ ]

c) Leizer fair

d) transformational

14. How is democracy practiced in your school?………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

15. Is the community involved in running the school?

Yes [ ]

No [ ]

16. Does community participation influence the realization of democracy in management of public secondary schools?

Yes [ ]

No [ ]

If yes, how…………………………………………………………………………..

……………………………………………………………………………………………

……………………………………………………………………………………………

E. Influence of community participation on maximizing limited resources

17. Are the school resources enough in helping achieve the goals?

Yes [ ]

No [ ]

If no, how do you satisfy the unlimited school needs with the limited resources?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

18. Does the community provide resources to the school?

Yes [ ]

No [ ]

19. Are the limited resources in school maximized fully?

Yes [ ]

No [ ]

20. How does community participation in public secondary schools governance influence maximization of limited resources?

…………………………………………………………………………………

……………………………………………………………………………….

Appendix IV: Interview schedule for BOM and PTA chairpersons

1. How does the community participate in the governance of schools?

2. Does community participation in the governance of public secondary schools influence accountability?

3. Does community participation in governance of public secondary schools influence quality of education?

4. To what extent does community participation influence the realization of democracy in management of public secondary schools?

5. How does community participation in public secondary schools governance influence maximization of limited resources?

Appendix V: Research Clearance Permit

THIS IS TO CERTIFY THAT:

MS. BRENDA AKINYI NDEDE
of UNIVERSITY OF NAIROBI, 46-40332
KOSELE,has been permitted to conduct
research in *Homabay   County*

on the topic: *THE INFLUENCE OF*
COMMUNITY PARTICIPATION IN SCHOOL
GOVERNANCE IN PUBLIC SECONDARY
SCHOOLS IN RACHUONYO SOUTH SUB
COUNTY, KENYA

for the period ending:
23rd July,2020

Permit No : NACOSTI/P/19/42736/30079
Date Of Issue : 25th July,2019
Fee Recieved :Ksh 1000

....
**Applicant's
Signature**

....
**Director General
National Commission for Science,
Technology & Innovation**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
P.O. Box 30623 – 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 26047

CONDITIONS: see back page

Appendix VI: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/42736/30079**

Date: **25th July, 2019**

Brenda Akinyi Ndede
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The influence of community participation in school governance in Public Secondary Schools in Rachuonyo South Sub County, Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **23rd July, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

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

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

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