



**Influence of Round Table Meetings by Board of Management on
Management of Public Technical Training Institutes in Nairobi City
County**

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Influence of round table meetings by Board of Management on management of public Technical Training Institutes in Nairobi City County

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Abstract

The study objective was to determine the extent to which round table meetings by Board of Management influence management of public Technical Training. The study employed descriptive research design to determine corporate governance practices influencing management of public technical training institutes in Nairobi City County. The target population was three Technical training institutes in Nairobi City County. The study therefore targeted 54 BOMs, 3 bursars and 3 principals. The units of analysis were Board of management members, principals and bursars for the three public technical training institutes in Nairobi City County. Since the population size for principals and bursars was small, census technique was adopted to select a sample of 3 principals and 3 bursars. Simple random sampling technique was used to select a sample size of 51 Board of Management members. Primary data were collected through the use of semi structured questionnaires and interview guides. Content validity was used by the researcher to check whether the items in the interview guides answer the research objectives. The results of the study indicated that Technical Training Institutes that conducted round table meetings was characterized by good management of Technical Training Institutes Based on research finding it can be concluded that Board of Management round table meetings influence management of Technical Training Institutes. It is recommended that the management of the technical training institutes ensures that round table meetings are held regularly so as to improve management of public Technical Training

Keywords: Round table meetings, *BOM members, Management of Public Technical Training Institutes, Financial record keeping and Nairobi City County*

1.0 Introduction

1.1 Background of the study

Effective management is the co-ordination of all the resources of an organization through the process of planning, organizing, and directing to the places in order to attain organizational objectives (Akinnubi, 2010). As related to the school system, the board performs the same management functions of rational organization and efficient utilization and control of institute's resource to maximally achieve school goals at different stages and in different circumstances. Effective and efficient management of the school is indispensable (Akinnubi, Gbadeyan, Fashiku & Kayode, 2012).

At each round table committee meeting, the Board of Management is expected to meet and evaluate the overall management of the institution. The Board governs through meetings and delegation. The Kenyan Education Act (2013) stipulates that there should be a meeting after every four months. The Board conducts frequent meetings to discuss strategies of improving the management of the training institution.

A learning institution should evolve strategies regarding: financial records management in terms of cash planning, managing the cash flows, optimum cash level and investing surplus cash. Growth and development of educational sector is dependent on how well finances are managed (Saunders & Cornett, 2014). Financial management is concerned with organization's decisions on how to source for funds, how to control financial resources through financial controls, prudent allocation of financial resources and accountability measures. It is fundamental for the success of any entity (Munge, Kimani & Ngugi, 2016).

In Britain, educational reforms were initiated to promote technical training for young people. Low levels of productivity were linked to low levels of technical skill among workforce in England. Local Education Authorities (LEA) of England was mandated to expand technical and vocational training (Leney *et al.*, 2004).

Brazil runs an educational system aimed at training students both technical skills and general education curricula. The first degree education is supplemented with technical training. The country's National Service for Industrial Apprenticeship selects students for technical training (NSIA) (Akor *et al.*, 2016).

In Africa, a study on the condition of corporate governance is very important. The key Board Report and code of practice for corporate governance of 1994 in South Africa keeps on invigorating corporate governance in Africa. Nations like Zimbabwe, Ghana, Uganda and South Africa set up national institutional components to advance great corporate governance (Miringa, 2015) as cited by (Vickey, 2001). In Ghana, learning institutions are required to enhance access to education by building schools capacity through proper corporate governance in financial management (Dasmani, 2011). This ensures that schools are able to provide both affordable education and better services in their facilities.

In Kenya, the mandate of the education sector is to respond to the 2010 Constitution and Kenya Vision 2030 and in so doing to propose strategies to address wastage and inefficiency; improve financial management and accountability, and to make education in Kenya inclusive, relevant and competitive regionally and internationally (GoK, 2012). The provision of quality education and

training to all Kenyans is fundamental to the success of the government's overall development strategy (Technical and Vocational Training Education Act, 2013).

Technical training institutes are meant to prepare learners for careers based on manual and practical activities (Mwaniki, 2015). According to Maclean and Wilson (2009), technical training institutes are concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive empowerment and socio-economic development in knowledge and rapidly changing work environment. The presence of an effective corporate governance system, within technical training institutions, helps provide a degree of confidence that is necessary for the proper functioning and confidence among the management and stakeholders.

1.2 Statement of the problem

Technical Training Institutes prepare learners for jobs that require technical skills. There is need to transform TTIs in order to build greener societies, generate more workforce and tackle global unemployment. The Technical Training Institutes in Nairobi City County attract many youths and students completing secondary education. Nairobi City County hosts lots of technical job opportunities that require technical skills (Omwenga, 2010). However, according to a report released by African Development Fund Kenya (2015), performance of Technical Training Institutes in Kenya remains a big problem in the modern competitive business environment. The problems facing technical training education in Kenya indicate the need for reforms in the management of these institutions. Most Technical Training institutes(TTIs) suffer problems of resource embezzlement and integrity issues which result from poor management practices (Nyerere, 2009).

According to Education Sector Governance and Accountability Action Plan 2007 some of the problems faced by most of the Training Institutes in Nairobi City County include mismanagement of resources and frauds. Effective management of Technical Training institutes determines the achievement of set goals for the institution. Dasmani (2011) observed that considering the expensive nature of TTIs as a form of education, it is logical that the training system would be effective if resources are well managed. The outlined problems are a clear pointer that there exists a problem of governance in TTIs. It is for these reasons that this study aims to determine the extent to which round table meetings by Board of Management influence management of public Technical Training

1.3 Specific objective

To determine the extent to which round table meetings by Board of Management influence management of public Technical Training

1.4 Research question

To what extent does round table meetings by Board of Management influence management of public Technical Training Institutes in Nairobi City County?

2.0 Literature Review

2.1 Empirical Review: Board of Management round table meetings and management of TTIs

Day to day tasks for Board members include meeting with stakeholders and parents in discussing issues relating to the management of the institution (Ford, 2013). An effective school board view round table meetings as an event to discuss and agree on way forward to run a learning institution (Gabris, & Davis, 2006). Round table meeting for boards provides strategic direction for running Technical Training Institutions.

Maeroff (2010) conducted a study to establish main tasks for School Boards in America. The study found that board annual meetings are sole necessary engagement where the school management challenges are reported, discussed and solutions suggested. Moya and Akodo (2011) conducted a research on the influence of corporate governance in corporate performance of public tertiary institutions in Uganda. The results showed that board size, had a negative effect on corporate performance. The results also showed that Board of management was mandated in formulating policies and decision making.

2.3 Theoretical framework

This study is guided by Stakeholder Theory. Stakeholder Theory which was developed by Freeman in 1984 is embedded in the management discipline. It incorporates corporate accountability, institutional ethics and institutional management to a broad range of stakeholders. Stakeholders' theory focuses on managerial decision making, prudent financial reporting and communication to the stakeholders. Stakeholder theory expresses the idea that business organizations are dependent upon stakeholders for success, and stakeholders have some stake in the organization. Stakeholder theory is now foundational to business ethics courses in masters' programs (Carroll & Buchholtz, 2006). Since Stakeholder theory is an ethics theory, the selection panel can ensure that those persons selected to the board are transparent, competent and poses administrative skills. This will ensure that the school is managed prudently minimizing cases of fund misappropriation.

2.4 Conceptual framework

According to Robson, (2011), a conceptual framework is graphically representation of main things to be studied; key factors, concepts, or variables and the presumed relationships among them. The conceptual framework for this study is in Figure 1.

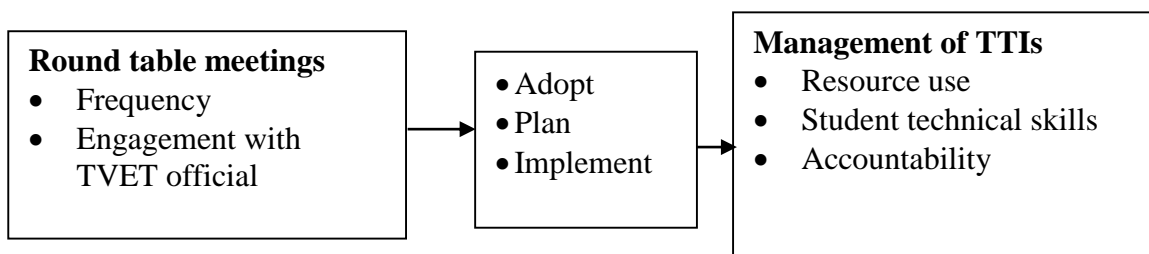


Figure 1: Round table meeting and management of TTIs

The independent variable (input) is Round table meetings. The dependent variable (output) is management of TTIs. From Figure 1, the middle box shows that corporate governance process that includes planning, organizing, adoption and implementation of the practices by the Board of

Management. The overall outcome of the model was prudent management of Technical training institutes (TTIs). Effective management of TTIs entails sufficient resource allocation, decentralized decision making authority on financial resources, accountability and transparency in the governance and management of technical training institutions.

3.0 Research Methodology

The study employed a descriptive research design to determine corporate governance practices influencing management of public technical training institutes in Nairobi City County. The study target population was Board of Management members, principals and bursars in three public technical training institutes in Nairobi City County. Each of the three technical training institutions has 18 Board of Management members, one principal in charge and a bursar. Therefore, the study targeted 54 BOMs, 3 bursars and 3 principals. Since the population size for principals and bursars is small, census technique was adopted to select a sample of 3 principals and 3 bursars. Simple random sampling technique was used to select a sample size of 51 Board of Management members. Questionnaires and interview guide were used during data collection. Both research instruments were developed by the researcher.

Validity and reliability tests for the research instruments were done. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) computer software for analysis. The statistics generated were descriptive statistics which include means and standard deviations. The chi square coefficient was used to check on the relationship between the variables. The chi square test is meant to compare the management indicators between the schools with effective corporate governance practices and those that do not have effective corporate governance practices. Data collected by use of interview guide was analyzed qualitatively through content analysis.

4.0 Data Analysis, Discussion and Interpretation

4.1 Instruments' response rate

The return rate illustrates the number of respondents who participated in the study. The respondents of the study were Board of Management members, bursars and principals. Response rate for the study is shown in Table 1.

Table 1: Response rate

Respondents category	Administered	Returned	Unreturned	Percentage returned
BOMs	54	51	3	94.4
Principals	3	3	-	100.0
Bursar	3	3	-	100.0

The response rate for BoM was 94.4 percent; the participation rate for principals was 100percent while that for bursars was also 100 percent. According to Mugenda and Mugenda (2003) and Kothari (2004) a response rate of above 50 percent is adequate for a descriptive study. Based on these assertions, a response rate of 94.4 percent for Board of Management and a participation rate of 100 percent for principals and bursars were very good for the study.

4.2 Round table meeting and management of public Technical Training Institutes

The respondents were asked to determine the extent to which round table meetings by Board of Management influence the management of public Technical Training Institutes in Nairobi City County. The ratings were given as 5= strongly agree, 4= agree, 3=neutral, 2= disagree and 1= strongly disagree).

Results in Table 2, 68.7 percent agreed that the board needs to conduct regular meetings. The results also showed that majority of the respondents 68.7 percent agreed that the board need to discuss corporate strategies that acts as guiding values for the institution. 66.7 percent agreed that round table meeting aids the activation of symmetric relationships with institutions management. The results also show that 76.5 percent of the respondents agreed that the board should hold meetings to discuss institutes' management problems. Results also showed that 68.6 percent of the respondents agreed that round table meeting for boards provide strategic direction. Finally, 60.8 percent of the respondents agreed that round table meeting act as guide to quality improvement.

Table 2: Round table meeting and management of public Technical Training Institutes

Practice	strongly disagree	disagree	neutral	agree	strongly agree	Mean	SD
The board needs to conduct regular meetings	5.9%	9.8%	15.7%	37.3%	31.4%	3.8	1.2
Discussion of corporate strategies	13.7%	7.8%	9.8%	41.2%	27.5%	3.6	1.3
Board meeting aids the activation of symmetric relationships with institutions management.	9.8%	19.6%	3.9%	25.5%	41.2%	3.7	1.4
The board should hold meetings to discuss institutes' management problems	11.8%	5.9%	5.9%	31.4%	45.1%	3.9	1.4
Round table meeting for boards provide strategic direction	5.9%	17.6%	7.8%	25.5%	43.1%	3.8	1.3
Round table meeting act as guide to quality improvement	11.8%	15.7%	11.8%	19.6%	41.2%	3.6	1.5
Average						3.7	1.3

On a 5 point-likert scale, the mean response was 3.7 which means that 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 Maeroff (2010) that board annual meetings are sole necessary engagement where the school management challenges are reported, discussed and solutions suggested.

A chi-square test for round table meeting and management of public Technical Training Institutes was presented. Round table meeting was categorized into low round table meeting and high round table meeting. This was tabulated against management of Technical training Institutes that was categorized into poor management of TTIs and good management of TTIs. Table 3 shows how management Technical Training institutes were evaluated against round table meeting.

Table 4.14: Chi-square test for management of TTIs and round table meetings

		Management of TTIs		Chi-square (p value)
		Poor management of TTIs	Good management of TTIs	
Round table meetings	Low round table meetings	22	4	21.359(0.000)
	High round table meetings	5	20	

Technical Training Institutes where there were low round table meetings were characterized by poor management of Technical Training Institutes as compared to those institutes that had high constructive and effective round table meetings. Result findings indicated that, the management of Training Institutes was poor when round table meeting was rated low by 22 respondents as compared to 5 who rated it high round table meetings. Further, management of Technical Training Institutes was good when round table meetings were rated high by 20 respondents as compared to only 5 who rated it low. The study findings were statistically significant (Chi square=21.359, p-value=0.000<0.05). Chi square test was meant to show whether there existed any significant association between round table meetings and management of Technical Training Institutes. These findings therefore imply that round table meetings influences management of Technical Training Institutes. The more specific tasks of Board Members relate to the day-to-day work of serving on a local government board. Day to day tasks for Board members include meeting with stakeholders and parents in discussing issues relating to the management of the institution (Ford, 2013). Round table meeting for Board Members can provide strategic direction for effective management of Technical Training Institutes.

Further, results of the interview guide in prioritizing key tasks during board meetings and majority of the principals were presented. The respondents indicated that in the meeting they discuss overall management of the institute and suggest other ways to improve. They further indicated that they held meetings less frequently. They suggested that there is need to hold more meetings to discuss management strategies. They can also discuss prudent financial management strategies to aid management of school resources. The results agree with Maeroff (2010) that board annual meetings are sole necessary engagement where the school management challenges are reported, discussed and solutions suggested. When asked to rate the overall management of the institution, they indicated a fair movement of the institution. They indicated more strategies to improve improvement overall management of the institution.

Further, school bursars were asked to show the number of times the board held meetings to discuss management of the institution. They unanimously agreed that the board did not hold meetings frequently to discuss overall management of the school. They suggested that there was need to hold meetings more frequent to discuss management strategies.

5.2 Conclusions

It is concluded that round table meetings influences management of Technical Training Institutes. At each round table committee meeting, the Board on Management is expected to meet and evaluate the overall management of the institution. The Board governs through meetings and delegation. The Kenyan Education Act (2013) stipulates that there should be a meeting after every four months. The Board conducts frequent meetings to discuss strategies of improving the management of the Technical Institution.

5.3 Recommendations for study

The following recommendations were made;

1. The management of the Technical Training Institutes selects competent and qualified Board of Management to manage schools. Effective school Boards can contribute to the success of their schools by clarifying their roles and working on them to ensure achievement of set goals.
2. It is recommended the Technical Training Institutes adopt a better financial management system. This is done by building an integrated financial management system. This will ensure that financial frauds are minimized.
3. Finally, it is recommended that the institution work hand in hand with local community for better management of the Technical Training Institutes.

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