

Effectiveness of School Management Boards as Predicted by Promotion of Quality Education in Public Primary Schools in Nandi South Sub-county, Kenya

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Abstract

The study sought to find out whether promotion of quality education by BoMs influences their overall effectiveness in management of public primary schools in Nandi South Sub- County, Kenya. The study adopted the descriptive survey research design. The target population for the study was 145 BoM teacher representatives. The sample size for the study was 108 respondents selected through simple random sampling. Data were collected using a questionnaire. The validity and reliability of the instruments were assessed by using data from a pilot study. Reliability was based on the internal consistency technique where, a Cronbach alpha coefficient of .717 was obtained. Collected data were analyzed using both descriptive and inferential statistics. Analyzed data were presented in form of tables. The study findings showed a positive and significant influence of promotion of quality education by BoMs on overall effectiveness in management of public primary schools. The study concluded that promotion of quality education by BoMs influence their overall effectiveness in management of public primary schools positively. The study recommends that BoMs to focus more in facilitating schools to provide quality education which will in turn improve on their effectiveness in schools' management.

Key words: Board of Management; Effectiveness; Management; Quality education; Public primary school

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I. Introduction

The importance of knowledge and learning among humans has been recognized since the beginning of time (World Bank, 2014). Education has been regarded as the most significant determinant for economic development and social progression in any society. It is critical in economic development since it sets the foundation for sustained economic growth in any nation. As stated by Wosyanju (2009), education is the process through which skills and knowledge are conveyed with the purpose of integrating an individual into society and in the process changing the values and norms of the society. It is useful as a tool of empowering individuals to achieve their full potential in life. Thus, education is critical for social and moral development both at individual and societal level.

According to Ojiambo (2009), education is regarded as the vehicle that defines and guides the cultural, economic and political dynamics as well as the generational development of societies. It is seen as the best means of combating unemployment and the foundation for social equality and equal wealth distribution. In many societies education has been the enabler that spearheads political socialization and cultural diversity. According to the Kenya's Ministry of Education, Science and Technology (MoEST, 2008) the value attached to education is reflected in the attention it receives from the government, parents and the public in general. It is for this reason that the Kenya government has heavily invested in education in an effort to realize the Sustainable Development Goals (SDGS) and Education for All (EFA) objectives as a means for eradicating poverty.

Going by the aforementioned significance of education in the society, it is imperative that it is properly handled and managed. The global trend in the management of education in schools is systematic decentralization of authority and responsibility to the school level where local communities through their representatives in School Boards and Committees are mandated to manage the schools on behalf of the authority. Use of Boards of Management (BoMs) in school management is a common phenomenon across the globe. According to Tshiuza, Xin and Gracia, (2017)., School Boards as a school-based management strategy are the result of contemporary school decentralization movement where the devolution of power in educational management is intended to ensure efficiency, transparency, accountability and ownership in the provision of education. In the many educational systems where the school is administered following democratic tenets, the School Management Board is an important governance system of the school (Tshiuza et al., 2017). Therefore,

school-based management can be viewed conceptually as a formal alteration of governance structures or a decentralization that identifies the school as the primary unit of operation and relies on the re-distribution of decision-making authority as the primary means through which improvement in performance can be stimulated and sustained.

In Kenya, the government and the public have a common interest in the management of public primary schools. The Education Act of 1998, Cap 211 Laws of Kenya, Section 10 gave rise to the establishment of Boards of Management (BoMs) for secondary schools and School Management Committee (SMCs) for primary schools (Mkongo et al, 2013). This has since been enhanced since the enactment of the Basic Education Act of 2013 which took effect in January 2013. According to the Basic Education Act, there shall be a Board of Management for every public; pre-primary institution, primary school, secondary school, adult and continuing education centre, multipurpose development training institute and middle level institutions of basic education. In addition, the Basic Education Act strengthened the Parents Association (PA) in basic education institutions.

As outlined in the Kenyan Basic Education Act (2013), the primary school Board of Management should consist of County Education Board: six persons elected to represent parents of the pupils in the school or local community; one person nominated by the County Education Board; one representative of the teaching staff in the school elected by the teachers; three representatives of the sponsors of the school; one person to represent special interest groups in the community; one person to represent persons with special needs and a representative of the students' council who shall be an ex officio member. In addition, the BoM is required to co-opt three representatives of parents from the eight members of the PA elected to represent each of the classes from standard one to standard eight (Government of the Republic of Kenya, 2013).

According to the Kenya's 2013 Basic Education Act the functions of the Boards of Management include the promotion of the best interests of the institution and ensuring its development; promotion of quality education for all pupils in accordance with the standards set under the Act or any other written law; ensuring and assuring the provision of proper and adequate physical facilities for the institution; managing the institution's affairs in accordance with the rules and regulations governing the occupational safety and health; advising the County Education Board (CEB) on the staffing needs of the institution; determining cases of pupils' and staff discipline and making reports to the CEB; preparing a comprehensive annual report on all areas of its mandate and submitting the report to the CEB and facilitating and ensuring the provision of guidance and counseling to all learners.

The school Board of Management are also mandated to provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and non-teaching staff at the institution; encourage a culture of dialogue and participatory democratic governance at the institution; promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of hate speech, and elimination of tribalism at the institution; motivate the learners, teachers and non-teaching staff, parents and the community and other stakeholders to render voluntary services to the institution. BoM are also directed to allow reasonable use of the facilities of the institution for community, social and other lawful purposes, subject to such reasonable and equitable conditions as it may determine including the charging of a fee; administer and manage the resources of the institution by receiving, collecting and accounting for any funds accruing to the institution. The BoM are also required to recruit, employ and remunerate such number of non-teaching staff as may be required by the institution in accordance with the Act; and perform any other function to facilitate the implementation of its functions under the Act or any other written law (GoK, 2013). This means that BoMs at the primary school level have been empowered to provide direction in the achievement of all spheres of the schools' aspirations.

The Basic Education Act No. 14 of 2013 extended the powers of the BoMs to include management of the school plant, school finances, provision of learning and teaching materials, supervision of school staff, initiation of school projects and making policies for the school (Kenya Law Reports, 2014). All these roles are anchored on the goal of enhancing access to quality education for all children in Kenya. This study, therefore, examined the role of primary school BoMs in facilitating provision of quality education in Nandi South Sub-county, Kenya.

Before enactment of the BEA in 2013, the Parents Teachers Association (PTA) informally over-sighted the school management in the performance of their roles in the school setting. After the enactment of the BEA, this role was delegated to the school teachers' representative who was allowed to sit in the BoM. For this reason, the teacher representatives were deemed best suited to provide feedback on the performance of BoMs in their role expectations as well as their overall effectiveness in school management. Therefore, this study sought to investigate the extent to which the overall effectiveness of BoMs in management of schools in Nandi South Sub-County could be predicted by their performance in facilitating provision of quality education as perceived by the BoM teacher representatives.

Statement of the Problem

Boards of Management in public primary schools have been given immense power in their roles under the 2013 Basic Education Act. In particular, the BoMs are expected to oversee the overall development of their schools. They are therefore expected to give equal attention to all aspects of their roles as provided for in the Act. However, there are concerns that BoMs in public primary schools in Nandi South Sub- County have not been giving adequate attention to all their role expectations. According to Nandi County ministry of education report (2021), there is no study in Nandi South Sub- County that has addressed the relative effectiveness of BoMs as predicted by their performance of critical roles in public primary schools in Nandi South Sub- County, Nandi County, Kenya. This is the knowledge gap that the study sought to fill with a view to providing insight on ways of enhancing the effectiveness of BoMs in schools in Kenya.

Research Question and Hypothesis

In order to address the declared purpose, the study formulated the following research question and the corresponding hypothesis. The hypothesis was tested at an alpha level of .05:

RQ₁: To what extent does the overall effectiveness in school management by BoMs be predicted by their performance in facilitating provision of quality education in public primary schools in Nandi South Sub-County, Kenya?

H₀₁: BoM performance in facilitating provision of quality education has no significant influence on their overall effectiveness in management of public primary schools in Nandi South Sub- County, Kenya.

Theoretical Framework

The study was guided by Administrative Theory by Henri Fayol

Henri Fayol Administrative Theory

Fayol (1916) advocated for aspects of management namely: co-ordinate referring to the unification to ensure all members are pursuing the same goals, control, organization and command. For the primary school BoM to perform their role expectations effectively in schools, it is imperative for the school management to consider the aspects of management advocated by Fayol. Fayol also identified qualities that managers should possess if they were to apply his general principles of management successfully. These qualities include physical and mental capabilities, moral standards and educational background (Ngugi & Waweru, 2002). The managerial activities are done through proper planning. Planning means purposeful preparation on what needs to be done in future, organizing which means, mobilizing the materials and resources, commanding meaning, giving directions so as to achieve goals, controlling meaning and evaluating activities to assess achievement.

Ironically, the BoMs do not directly participate in the actual process of teaching and learning in a school. However, performance of their roles directly influences the school's activities, for example, financial management, and inspection of facilities among others that impact on provision of quality education in schools. This implies that BoMs have to bring together all the stakeholders of education and ensure that each stakeholder plays their roles effectively and efficiently. Therefore, the System Theory that was proposed by Ludwig Von Bertalanffy was considered in the study to fill this gap.

II. Research Methodology

The study adopted the descriptive survey research design. The design was found appropriate since it addresses already-existing situations, established practices, ongoing procedures, and emerging trends (Lovell & Lawson, 2012). Descriptive survey research approach, according to Mugenda and Mugenda (2013), is appropriate when the goal of the study is to produce a thorough description of a problem as it currently exists. In this study, the independent variable, that is, the BoMs performance in facilitating provision of quality education has already taken place and the extent to which it predicts their overall effectiveness in school management as perceived by the BoM teacher representatives was the focus of the study.

The sample for the study comprised 108 BoM teacher representatives randomly selected from each of the 145 representatives in the 145 public primary schools in Nandi South Sub-county. The sample size was determined using the Krejcie and Morgan (1970) Table of sample sizes for given populations. Balloting technique was used.

Questionnaire for the BoM teacher representatives was used to collect data. Based on a pilot study that involved 11 schools in the neighboring Nandi Central Sub-county, the reliability of the questionnaire was determined using the internal consistency method and yielded a Cronbach alpha coefficient of .717. The research instrument return rate was where 104 (96.3%) of the questionnaires distributed were returned. Out of the returned questionnaires 58% were from male while 42% were from female respondents.

Collected data were analyzed at two levels. The first analysis involved computing the mean ratings of BoMs by the teacher representatives in terms of their BoM performance of specific indicators for provision of quality education. This was related to the BoM overall effectiveness in school management as perceived by the

BoM teacher representatives. The second analysis involved carrying out regression test to determine the extent to which overall effectiveness of BoMs in management of schools could be predicted by their performance in facilitating provision of quality education as perceived by the BoM teacher representatives.

III. Results and Discussion

The first part of the study to answer theto what extent does the overall effectiveness in school management by BoMs be predicted by their performance in facilitating provision of quality education in public primary schools in Nandi South Sub- County, Kenya?descriptive statistics such as frequencies, percentages, mean and standard deviations were used to answer the research question. Inferentially, simple linear regression was used to test the hypothesis. Therresultsarepresented in Table 1.

Table 1:Performance of BoM in Promoting Quality Education in Schools

Statements	N	Mean	Std. Dev	Remark
1. BoM actively participates in procuring teaching and learning materials	104	4.22	.557	Effective
2. BoM regularly motivates good academic performance through rewarding best performing pupils and teachers	104	4.22	.521	Effective
3. BoM is aware and usually concerned about the ratio of pupils per textbook in the school	104	3.84	.625	Effective
4. BoM, ensures that the school teaching and learning materials are well maintained	104	4.05	.629	Effective
5. Through intervention of BoM, school has subscribed to internet sources and national library services for improved academics	104	4.24	.661	Effective
6. BoM is concerned about usage and storage of teaching and learning resources	104	3.54	.624	Effective
Average		4.02	0.603	Effective

The findings presented in Table 1 show thatthe mean score on BoM actively participating in procuring teaching and learning materials was 4.22. The results in Table 1 further indicate that majority of the respondents agreed that BoM regularly motivates good academic performance through rewarding best performing pupils and teachers with a mean of 4.22. The findings also reveal that majority of the respondents agreed that BoM is aware and is usually concerned about the ratio of pupils per textbook in the school with mean of 3.84. Majority of respondents agreed that BoM ensures that the school teaching and learning materials are well maintained at a mean of 4.05. The indicator with highest mean score was that through intervention of BoM, schools have subscribed to internet sources and national library services for improved academics with at 4.24. The majority of those polled agreed that BoM is concerned about how teaching and learning resources are used and stored, with a mean score of 3.54.

According to GoK (2013), schools' Boards of Management (BoM) have the responsibility to support high quality education for all pupils. The outcomes of this study are comparable with those of Kabiaru (2013) who found that school management committees' involvement in supporting the purchase of teaching and learning resources and in establishing interpersonal relationships between parents, teachers, pupils, and administrators had a positive impact on the implementation of inclusive education. The second level of analysis involved testing the research hypothesis using simple regression analysis at .05 level of significance. The model summary of the analysis is presented in Table 2:

Table2: Model Summary of the Linear Regression Analysis between BoMs Promotion of Quality Education and their Overall Effectiveness in School Management

R	R-Square	Adjusted R Square	Std. Error of the Estimate
.876 ^a	.767	.765	.37028

The model summary shows that the simple correlation between the variables was .876 which indicates a high degree of correlation. This means that there was a high strength of association between BoM performance of the role of promoting quality education and its overall effectiveness in the management of the primary schools. The R-square value (.767) indicates that 76.7% of the total variation in the overall effectiveness in

management by BoM in schools could be explained by its performance in promoting quality education in the schools.

The second output of the regression analysis indicates how well the regression equation fitted the data, that is, how well the independent variable (BoM performance in promoting quality education) predicted the dependent variable (BoM overall effectiveness in the management of the primary schools). The results are as displayed in Table 3:

Table 3: ANOVA between BoM Promotion of Quality Education and its Overall Effectiveness in School Management

	Sum of Squares	df	Mean Square	F	Sig.
Regression	45.989	1	45.989	335.424	.000 ^b
Residual	13.985	102	.137		
Total	59.973	103			

(b significant at alpha level of .05)

The results in Table 3 show that the statistical significance of the regression model was 0.00 which is less than .05. This indicates that the regression model significantly predicts the dependent variable (Overall effectiveness of BoM in management of primary schools).

The third output of the analysis is the summary of the coefficients that provide the information upon which the dependent variable (BoM overall effectiveness in school management) can be predicted from the independent variable (BoM performance in promotion of quality education). The output also shows whether or not the independent variable statistically significantly contributes to the regression model. The summary is as displayed in Table 4:

Table 4: Coefficients of Regression between BoM Performance in Promoting Quality Education and its Overall Effectiveness in School Management

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.678	.186		3.649	.000
Promoting Quality Education	.852	.047	.876	18.315	.000

The regression of coefficients results in Table 4 show that promotion of quality education has a positive and statistically significant influence on overall effectiveness in management of public primary schools ($\beta_1=.852$, $p=.000<0.05$).

Therefore, the coefficients generate the regression equation as expressed hereunder:

$$Y = 0.678 + 0.852X_1$$

Where;

Y represents overall effectiveness in management

X₁ represents promotion of quality education

According to the equation, it can be interpreted that as for every unit increase in promotion of quality education, there is a corresponding increase in overall effectiveness in management by (0.678 +0.852) that is 1.53.

The research hypothesis H₀₁ proposed that promotion of quality education by BoMs in schools has no significant influence on their overall effectiveness in management of public primary schools in Nandi South Sub-county, Kenya. The regression results in Table 4 indicate that there is a positive, significant influence of BoM promotion of quality education on overall effectiveness in management of public primary schools ($\beta_1=.852$, $p=.000<0.05$). The study, therefore, concluded that BoM promotion of quality education has a significant influence on their overall effectiveness in the management of public primary schools in Nandi South Sub-county, Kenya.

This has the implication that by promoting quality education it will lead to higher effectiveness in management by BoM. This can be attributed to the fact that when BoM actively participates activities that promote quality education, they end up performing key of their mandates that include ensuring that there are up to standard teaching and learning materials; regularly motivating good academic performance through rewarding best performing pupils and teachers; and managing the usage and storage of teaching and learning resources in school among other activities.

IV. Conclusions and Recommendations

The study concluded that promotion of quality education has a positive and significant influence on overall effectiveness in management of public primary schools. Through promotion of quality education there is high effectiveness in management by BoM. Based on the findings, the study recommends that BoMs in schools should identify enablers that will help them promote provision of quality education within their environment in an endeavor to improve on their overall effectiveness in school management.

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