

Influence of the Board of Management Involvement of the Community on Students' Academic Performance in Public Secondary Schools in Nyamira County, Kenya

Kennedy Ondara Okemwa, Marcella Momanyi and Jared Anyona Ntabo

Faculty of Education, Catholic University of Eastern Africa,
P O Box 62157 - 00200, Nairobi, Kenya
Email: kokemwa18@gmail.com

Abstract

This study investigated influence of the Board of Management (BOM) involvement of the community on students' academic performance in public secondary schools in Nyamira County, Kenya. A convergent parallel mixed-method research design was used. The study targeted students, teachers, Board of Management Members, Heads of Departments and Quality Assurance and Standards officers. Both probability and non-probability sampling procedures were used to select a sample size of 396 participants. Data was collected using questionnaires and interview guide. The instruments were validated and reliability was tested using Cronbach's Alpha. Data were analyzed using both quantitative and qualitative techniques. Descriptive and inferential statistics were used to present the analyzed data. Inferential statistics involved the use of linear regression analysis. Statistical Package for Social Sciences (SPSS) aided the quantitative analysis, while qualitative data used thematic analysis technique. Findings showed that Board of Management's community involvement was good and contributed to student's academic performance. The study concluded that community involvement was adequate. The study recommended that Board of Management should ensure continued and enhanced community involvement in school.

Keywords: School Board of Management role, school community involvement, student academic performance

1. Introduction

Quality of education in schools largely depends on leadership of Board of Management. However, in carrying out their mandate, the boards face challenges and problems which include lack of support from the local community; and interference in the running of school by the local communities (Ibrahim, 2012). Effective school-community relations raise student persistence and achievement. Student achievement is positively associated with parental involvement in school, and therefore schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement (Hornby & Lafaele, 2011).

The Board of Management has an important strategic role to play in the management of the school. This is to help the school principal and staff, to provide the best possible education for all pupils, both able and disabled students (Republic of Kenya, 2007). Members of the BOM bring

their experience, life skills to this task. The Board of Management aims to raise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community at large (Republic of Kenya, 2007). This involves setting the school's vision and aims, establishing and maintaining the school's ethos, setting the school's plans and policies, monitoring and evaluating school performance, and promoting self-evaluation to sustain the school's improvement (Kamunge, 2007). Further, the Board of Management has a role in maintaining ethos for the school that promotes the moral, spiritual, intellectual, social, and personal development of all its pupils. The school's ethos should contribute to the broader goals of the school and be clearly defined and understood by parents, pupils, staff, governors, and the local community. It should also be consistent with a commitment to promote equality, good relations, and diversity within the school and its community (Makori & Onderi, 2013).

Parents and community participation in school management enhances chances of positive interest in school development, adequate financial support, and boosts a sense of responsibility for the improvement of the school (Bagin & Donald, 2011). School management systems empower the community to support the school in achieving its goals. The systems may include planning, decision making, financial, implementation, monitoring the works done by the staffs, and finally evaluating the activities of the school (Ministry of Education Science and Technology, 2014). Therefore, the school principals cannot achieve efficient school management alone. They must work closely with other stakeholders to realize their efforts

Community involvement in schools through BOM and PTA has been broadly recognized in both developed and developing nations (Brain and Reid, 2003; Kamba, 2010a). The contribution of the members of community in form of voluntary donations and cheap labour greatly enhances school effectiveness and general academic performance of the learners. Thus members of the community who include the parents, professionals in various fields, area political leadership and the sponsor provide support to school development projects, maintenance of school physical infrastructures, and provision of the required learning materials significantly influences the academic performance of the students in the public secondary schools.

Partnership between the school management and the community empowers the school and community to share the obligation of running the schools and helping the students to accomplish the point of training without which neither the school nor the community can profit (Tondeur, 2013). The Education Act (2012) demonstrates the participation of secondary schools leading body and its practices. The selection board is established three months before the expiry of the incumbent board. The BOM includes six chosen guardians of the students in school or the neighborhood community if there should arise an occurrence of County schools, one individual assigned by the County Education Board (CEB), three agents of the sponsor, a delegate of people with extraordinary needs, and one individual to speak to particular vested parties in the community. Thus, the Boards of Management are very vital as far as the management of this vast number of secondary schools is concerned. As well, the lots of resources provided by the government to run and better the operations of the public secondary schools need competitive board members to achieve the intended goals by both the government and the school community.

In Kenyan secondary schools, effective management at the institutional level continues to be a major concern for the Ministry of Education in Kenya (Mutinda, 2013). According to previous studies, the secondary school management system continues to face many challenges, which would compromise the quality of education provided (Nyagosia, Waweru & Njuguna, 2013). Nyamira County has been noted for its poor performance in Kenya Certificate of Secondary Education (Makori & Onderi, 2013).

While numerous studies (Ngigi, 2007; Said, 2016; Makori & Onderi 2013; Mutai, 2013) have been conducted on BOMs functions and challenges, it appears little emphasis has been accorded to the link between BOM community involvement practices and students' academic performance in public secondary schools. Therefore, it is on the basis of the growing concern in the way BOMs manage schools in the county and the existing knowledge gaps that this study intended to examine influence of the BOM's governance relationship with the community on students' academic performance.

2. Methodology

This study adopted a mixed research method approach. Specifically, a convergent parallel mixed method design was used to conduct the study.

The study used a sample size computation formula by Krejcie and Morgan (1970) to arrive at the sample of the participants that were used in the study, as follows:

$$n = \frac{X^2 * N * P (1-P)}{d^2 (N-1) + X^2 * P (1-P)}$$

Where: n= the required sample size;

X^2 = the table value of Chi-square for 1 degree of freedom at the desired confidence level (3.841);

N = the population size;

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (0.05).

Therefore, the population applicable in the formula included 1,728 BOM members, 5,909 teachers 11,780 form four students making 19,417 and,

$$\begin{aligned} n &= \frac{3.841 \times 19417 \times 0.5(1 - 0.5)}{0.05^2 \times (19417 - 1) + 3.841 \times 0.5(1 - 0.5)} = \frac{18645.17425}{49.50025} \\ &= 376.6 \\ &\approx 377 \end{aligned}$$

In this study, a sample size of 377 participants was the determined overall proportion of the target population. However, Krejcie and Morgan (1970) proposed that a high sample than the obtained is recommended but not less. These scholars recommended that a slight increase in the

sample increases the representativeness hence increasing the validity and generalization of the findings. Therefore, this study used a sample of 396 participants who included students, teachers, BOM members Heads of Department (HOD) and quality assurance and standard officers (QASO).

From a total of 192 schools in Nyamira County, 23 schools were selected. In order to determine the number of students and teachers from the selected schools, and whose sample size estimate was 377, the researcher used a population proportion that is demonstrated as follows. The students sampled were $(11,780/19,609 \times 377 = 230)$, teachers were $(5,909/19,609 \times 377 = 115)$. The sample size of the Heads of Department (HOD) and Quality Assurance and Standard Officers (QASO) was calculated using a percentage of 12% (O. Mugenda & A. Mugenda, 2012). The BOM members (12% of 192 = 23), HOD (12% of 192 = 23), and QASO (100% of 5 = 5). Thus, the study used a total sample of 396 subjects.

The study employed the both probability and non probability sampling procedures. Stratified random sampling procedure was used to arrive at the sample of schools and BOMs. Stratified proportionate sampling was used to arrive at the sample of students and teachers. On the other hand, purposive sampling procedure was used to arrive at the sample of HODs and QASOs.

Data collection instruments included questionnaires and interview guides. Questionnaires were used to collect data from the students, teachers and the board of management members. Interview guides were used to collect information from Departmental Heads and Quality Assurance and Standards Officers. Statistical Package for Social Sciences (SPSS) aided the quantitative analysis, while qualitative data used thematic analysis technique.

3. Results

3.1 Demographic information of the respondents

In terms of gender; 54.6% of the students that participated in the study were female, while the remaining 45.4% of them were male. 82.6% of the students who took part in the study came from Sub-county schools. This was followed by 13% who belonged to county schools, while the remaining percentages of 4.4% were students from national schools.

67.3% of the teachers that took part in the study were male, while the remaining 32.7% of them were female. Teachers whose age was between 20-30 years accounted for 40.6%, another 25.0% of them were between 31-40 years, while 28.1% of them were between 41-50 years. Only 6.3% of the teachers were above 50 years.

In terms of academic qualification, 81.6% of the teachers had an undergraduate University Degree while 8.2% of them had a Diploma Certificate. The remaining 10.2% of the teachers had a Postgraduate academic qualification, which could be either a Postgraduate Diploma or a Master's Degree or a Doctorate Degree.

The BoM members on the same academic qualification issue, indicated their academic qualifications as follows, 66.7% of them stated that they had an Undergraduate education qualification as the highest academic qualification while 33.3% of them indicated that they had a Postgraduate academic qualification.

3.2 Students Response on Board of Management Involvement of Community in School Management

The students that took part in the study were asked to indicate the extent to which they did agree that Boards of Management carry out the BOM's governance relationship with the community effectively as shown in Table 1.

Table 1

Students' Views on Community involvement in the Development of Schools

Statement	SA		A		UD		D		SD	
	F	(%)	F	%	F	%	F	(%)	F	%
The school BOM have involved the community in school management;	84	41.0	74	36.1	10	4.9	15	7.3	22	10.7
Parental involvement in school management promotes the effective running of the school;	65	30.8	60	28.4	14	6.6	35	16.6	37	17.5
School management encourages the community to support the school;	75	36.1	75	36.1	5	2.4	21	10.1	32	15.4
The community take part in school development through financial support and ownership of the school;	73	35.8	74	36.3	15	7.4	15	7.4	27	13.2
The school workers come from the local community;	101	50.0	37	18.3	7	3.5	40	19.8	17	8.4
The school BoM involve the community in the decision-making process in our school;	73	32.8	74	39.3	15	7.4	15	9.4	27	11.2
The teachers are in good relationship with parents;	89	41.0	16	7.3	7	3.5	64	29.8	40	18.4
The surrounding community support our school with the locally available resources wherever required;	58	26.8	98	45.3	15	7.4	18	8.4	30	14.2

Key: SA: Strongly Agree; A: Agree; UD: Undecided; D: Disagree; SD Strongly Disagree; n=216

Note: Constructed by author (2020) using field data

When asked if schools BOM have involved the community in school management; 41% of the Student respondents strongly agreed with the statement. Only 10 % of the respondents disagreed with the statement.

As to whether school management encouraged the community to support the school; slightly more than a third (36.1%) of the respondents agreed. A further 36.1% also strongly agreed with the statement.

When asked whether school workers come from the community, half (50%) of the respondents strongly agreed. Only 19% of the respondents indicated that school workers were not from the local community.

Concerning community involvement in the decision-making process in school, slightly more than a third (39.3%) of the students agreed with the statement. Another 32.8% of the students strongly agreed that the community was involved in the decision-making process in the school.

3.3 Teachers' and BOM's views on community involvement in the school

The study sought to establish the opinions of teachers and BOM members concerning the Board of Management involvement of the community in the public secondary schools in Nyamira County. Table 2 shows the distribution of the responses of the teachers and BoM members that took part in the study.

Table 2

Teachers' and BOM's views on community involvement in the school

Statement	Category	SA		A		UD		D		SD	
		F	%	F	%	F	%	F	%	F	%
The school BOM have involved the community in school management;	Teachers	19	22.4	37	42.9	7	8.2	14	16.3	9	10.0
	BoM	5	25.0	14	70.0	1	4.8	1	4.8	-	-
Parental involvement in school management promotes the effective running of the school;	Teachers	28	32.0	40	46.0	12	14.0	5	5.9	2	2.0
	BoM	7	35.0	12	60.0	-	-	2	9.6	-	-
School management encourages the community to support the school;	Teachers	28	32.0	40	46.0	9	10.0	10	12.0	-	-
	BoM	11	55.0	8	40.0	1	4.8	1	4.8	-	-
The community take part in school development through financial support and ownership of the school;	Teachers	14	16.3	12	14.3	5	6.1	19	22.4	35	40.8
	BoM	3	14.3	11	52.4	3	14.3	2	9.6	2	9.6
The school workers come from the local community;	Teachers	30	34.7	40	46.9	7	8.2	7	8.2	2	2.0
	BoM	9	42.9	8	38.1	2	9.5	2	9.5	-	-
The school BoM involve the community in the decision-making process in our school;	Teachers	17	20.0	29	34.0	19	22.0	9	10.0	12	14.0
	BoM	1	4.8	13	61.9	2	9.6	3	14.3	2	9.6
The teachers are in good relationship with parents;	Teachers	29	34.0	41	48.0	7	8.0	9	10.0	-	-
	BoM	5	23.8	14	66.7	1	4.8	1	4.8	-	-
The surrounding community support our school with the locally available resources wherever required;	Teachers	13	14.6	4	4.2	5	5.9	27	31.3	38	43.8
	BoM	8	38.1	12	57.1	-	-	1	4.8	-	-

Key: SA - Strongly Agree; A - Agree; UD - Undecided; D - Disagree; SD - Strongly Disagree; n (Teachers)=87; n(BoMs)=21

Note: Constructed by author (2020) using field data

A majority (70%) of the BOM members agreed that the BOM has involved the community in running of the school. A further 25% of BOM members strongly agreed. This statement was also supported by 42.9% of teachers who agreed. This information was collaborated by one of the HODs who noted that:

There is no way a school can post good academic performance without the involvement of the local community to support the community's hidden potential that contributes so much to how the present schools would perform, for instance, you can find grown-ups that is., older men and women selling drugs to students for financial gain, as well some parents force their children to remain at home to help them raise family income (Ssch3 HOD, May 16, 2019).

With regard to whether parental involvement in school management promotes the effective running of the school; nearly half (46%) of teachers agreed. Also 60% of BOM members agreed with the statement.

Concerning community involvement in school development through financial support and ownership of the school; 40% of teachers strongly disagreed with the statement. In contrast, slightly more than half (52.4%) of BOM members were in agreement with the statement. This implies that the community plays a key role in school development through financial support and ownership of the schools' management encouraged the community to support the school. From the interview, Ssch14 HOD observed the following:

...the school management only remembers of the community when they are sending students home for school fees, how I wish that the management could discover how effective the community can help to improve the various weak points of a school, for example, parents can help to buy revision materials for the students of which the schools are not able to purchase. Further, the security of school resources can only be safe when the local communities are involved by school management... (Ssch14 HOD, May 16, 2019).

When asked if the surrounding communities supported schools with the locally available resources wherever required; 43% of teachers strongly disagreed. Conversely, slightly more than half (57.1%) of BOM members agreed with the statement. A QASO had this to say:

The local community enhances the government's policy implementation process through their different types of supports...schools surrounded by communities that are economically well off have better infrastructures that promote education activities as reflected by good academic performance among the students, as well children that come from families with educated people happen to perform better than the rest

because they are motivated to learn. This promotes students' academic performance (personal communication, May 17, 2019).

3.4 Regression Analysis

A linear regression analysis was performed so as to determine how well BOM's involvement of community in school predicted students' academic performance in public secondary schools in Nyamira County. Table 3 shows the linear regression analysis output.

Table 3

Summary of Linear Regression Model Coefficients for Community Relationship practice

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	2.726	.217			12.540	.000
Community Relationship practice;	.086	.034	.188		2.559	.011

a. Dependent Variable: Students' academic performance

Model Summary

<i>R</i>	=0.267
<i>R-Squared</i>	=0.071
<i>Adjusted R-Squared</i>	=0.011
<i>Std Error of Estimate</i>	=0.5299
<i>F-Statistic</i>	=16.246
<i>P (F-Statistic)</i>	=0.020

Note: Adapted from SPSS regression output

The regression equation was stated as $Y = \beta_0 + \beta_4 X_4 + \varepsilon_i$ resulting in the output equation $Y = 2.726 + .086X_4$

From the output, Beta had a value of .086 with a p-value of .011 implying the coefficient was significantly different from zero and thus the null hypothesis of no significant relationship between BOM's community relationship practice was rejected at 5% significance level in favour of the alternate. Additionally, the model shows that a unit change in community relationship practice resulted in .086 unit change in students' academic performance.

The coefficient of determination R^2 which is the proportion of variance in the dependent variable that can be explained by the independent variable was found to be 0.071 implying that 7.1% of

the variance in the students' academic performance in the public secondary schools in Nyamira County was explained by the score of BOM's relationship with community related questions. Thus, 92.9% of the variation in students' academic performance was unexplained.

4. Discussion

This study sought to establish whether Board of Management involved the community in the running of school. A majority (70%) of the BOM members agreed that the BOM has involved the community in running of the school. This statement was also supported by 65.3% of teachers (Agree and strongly agree). This shows that the school BOMs has involved the community in school management. For instance, the parents who come from the community are represented in the board of management through the PTA representative. Hence, parents are able to participate in decision making on matters affecting the school.

When asked whether community involvement in school management promotes the effective running of the school; 60% of BOM members agreed with the statement. Nearly half (46%) of the teachers also agreed. This finding is consistent with observations from Bagin and Donald (2011) who stated that parents and community, participation in school management enhances chances of positive interest in school development, adequate financial support, and boosts a sense of responsibility for the improvement of the school. Parental contribution in schools through BOM and PTA has been broadly recognized in both developed and developing nations (Brain and Reid, 2003; Kamba, 2010). This shows that a good number of participants in the study were aware of the importance of parental involvement in school management.

Further, 41% of the student respondents strongly agreed that the BOM involved community in day to day running of the school. They were supported by 36.1% of other student respondents who agreed. Only 10 % of the student respondents disagreed with the statement. This implies that the community is fully involved in the growth and development of the school by the Board of Management. Therefore, by involving the surrounding community, the BOM enhances collaboration between the school and parents that makes it easy for the school to benefit from the cordial relationship. This view is likewise held by Clase (2014) that parental contribution notwithstanding the instructive foundation or social situation of the guardians is a basic segment for effective teaching at school level. Lin (2010) fronts that parental help is a basic factor in the achievement of the school and that collaboration among educators and guardians upgrades the students' presentation. A study carried out on school community relationships by Ballen and Moles (2013) found out that some strategies for parent and community involvement in the educational process substantially improved the quality of students' educational experiences and their achievement in elementary and secondary schools.

Concerning community involvement in school development through financial support and ownership of the school; 40% of teachers strongly disagreed with the statement. In contrast, slightly more than half (52.4%) of BOM members were in agreement with the statement. This implies that the community plays a key role in school development through financial support and

ownership of the schools' management encouraged the community to support the school. These findings provide an indication that, despite that the community would be of great importance towards supporting the school developments, there are school managers in Nyamira County who have not realized the potential of the community.

Apart from financial support, there are other vital aspects of the community that promotes good academic performance. For example, the community can be on the watch out for students sneaking out of the school. Such cases can be reported to the school management by the community. Fullon and Watson (2013) state that in order to understand the school-community relationship, one need to; address the idea of the relationship that exists, how guardians and educators can cooperate for school improvement and how instructors can be coordinated into the network. Additionally, the local administration can help the BoM to maintain peace and order in the community, which creates a conducive environment for teaching and learning. Therefore, the involvement of the community in school management creates a cordial relationship between the school and the community, which a key factor that influences the performance of the students in both formative and summative assessments.

From a general perspective, the study established that all the participants including teachers, pupils, board of management members, heads of department, and Quality Assurance and Standards Officers were satisfied that the local community surrounding a school determines the level of school developments, which directly affects students' academic performance in the public secondary schools in Nyamira County. This implies that, in the public secondary schools where the community is never involved in the management and growth of a school, the general academic performance of students is poor.

5. Conclusion

The study concluded that the BoM's involvement of the community around the school influenced student academic performance. There is need therefore for the schools' Board of Management to ensure that they involve the community in key school developmental areas. This is because the study showed that the surrounding community plays a pivotal role towards enhancing students' academic performance. The Board of Management should come up with strategies and structures that would facilitate community and County government's partnership in the development of school infrastructure. This can be done through involving the community and the area leadership in the provision of infrastructural facilities like connectivity to reliable water source, electricity and other CDF project that are meant to improve school infrastructure. This initiative requires good collaboration between the school board of management members, the parents and community interest groups who may include the area Member of Parliament, the Members of County Assembly and the County Government.

References

- Bagin, D. & Donald, R. (2001). *The School and Community Relations*. London; Alyn and Bacon.
- Ballen, C., & Moles, T. (2013). *Critical Issue: Constructing School Partnerships with Families and Community groups*. New York: Delta Kappon Publishers.

- Henry, O & Andrew, M. (2013). *Challenges in achieving effective school leadership and management in Kenya: A case of the role of BOGs and PTAs in Kisii County*. *International Journal of Advanced Research in Management and Social Sciences*. ISSN: 2278-6236.
- Hornby, G. & Lafaele, R. (2011). Barriers to parental involvement in education: an explanatory model, *Educational Review*, 63:1, 37-52, DOI: 10.1080/00131911.2010.488049
- Ibrahim, A., & Orodho, A.J. (2014). Strategies applied by the Board of Management to enhance students' academic performance in National Examinations in secondary schools in Mandera County, Kenya. *Journal of Education and Practice*, 5(20), 1-20.
- Kamunge, J. M. (2007). *The task force on the review and harmonizing of the legal framework governing education, training and re-search*. Nairobi: Shrend publishers.
- Krejcie, R., & Morgan, D. (1970). *Determining sample size for study activities*. Retrieved from: <https://www.google.com/search> Determining sample size for study activities.
- Makori, A., & Onderi, H. (2013). An evaluation of secondary school principals' perception of learning resources in free secondary education era in Kenya. *African Educational Research Journal*, 1(3): 171-182.
- Ministry of Education, Science and Technology. (2014) national education sector plan .Retrieved from:https://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/kenya_nesp_vol_1.pdf
- Mutai, K. (2003). *Role of board of governance in school management in Kitui* (MEd thesis, University of Nairobi, Nairobi Kenya).
- Mugenda, O. M., & Mugenda, A. G. (2012). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mutinda, P. (2013). The role of parents' teachers association in the management of public secondary school: Gatundu North, Kenya. *International Journal of Science and Research*, 6(14):2319-7064.
- Ngigi J. (2007). *Effectiveness of board of managements in the management of public secondary schools, Kericho District*: Unpublished M.ED Project, Nairobi University.
- Nyakundi, N., Okiaga, C., Ojera, P., Nyabwanga, N. & Nyamwamu, T. (2008). *An assessment of the effect of accounting practices on the management of funds in public secondary schools: A study of Kisii Central District, Kenya*.
- Republic of Kenya (2007). *A Handbook of Financial Management Instructions for Educational Institutions*: Nairobi: Government Printer.

Nyagosia, P., Waweru, S. & Felicita, W. (2013). Factors Influencing Academic Achievement in Public Secondary Schools in Central Kenya: An Effective Schools' Perspective. *Educational Research International*, 20(13).

Said, K. (2016). *Influence of board of managements' resource management on students' academic achievement in Public secondary schools, Mombasa County, Kenya.*(Unpublished Master's thesis, University of Nairobi, Nairobi, Kenya).

The Education Act (2012) Retrieved from: <http://kenyalaw.org/kl/fileadmin/pdfdownloads/bills/2012/BasicEducationBill2012.pdf>

Tondeur, J., van Braak, J., & Ertmer, P., Ottenbreit-Leftwich, A. (2016). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: A systematic review of qualitative evidence. *Educational Technology Research and Development*. 10.1007/s11423-016-9481-2.