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# Influence of Boards of Engagement with Parents on the Provision of Quality Education in Kajiado West Sub-County

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## Abstract

The purpose of the study was to establish the influence of Boards of Management's engagement with parents on the provision of quality education in Kajiado West Sub-County. The study employed a descriptive survey design since the data to be collected required a quantitative and qualitative approach. The study targeted 42 public secondary schools in Kajiado County. Sixteen schools (16) were randomly selected from a pool of 42 schools in Kajiado County. Census technique was used to select 16 principals from selected schools. Further, simple random sampling technique was used to select a sample of 108 BoM from a total of 272 Board of Management members. Result findings showed that engaging parents in the management of school resources influences provision of quality education. Based on research finding was also concluded that BoM engagement with parents in school management influences provision of quality education. It is also recommended that parents are involved when allocating school resources.

**Key words:** *Boards of Engagement, Parents, Quality Education, Kajiado West Sub-County*

### 1.1 Introduction

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

Several past studies which have attempted to investigate the relationship between Board of Management initiatives and provision of quality education (Orodho, 2014; United Nations, 2013). Educational provision in post-primary schools depends mostly on the Board of

Management strategies laid (Okumbe, 2001). The educational standard according to UNESCO (2006) is gauged by the extent to which schools attain the societal goals by providing quality educational output. UNESCO (2004) affirms that the rising emphasis on the need of quality education needs to be addressed by those in charge including Board of Management and Ministry of Education.

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

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

## **1.2 Statement of the Problem**

Kenyan government through the Ministry of Education has initiated different educational policies tailored to boost standard of education rendered to students. In public secondary schools, most of these roles are left to the Board of Management to ensure that these policies and guidance laid down to schools are implemented effectively. The educational standard according to UNESCO (2006) is gauged by the extent to which schools attain the societal goals by providing quality educational output.

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

## **1.3 Research Objectives**

To examine the effect of Boards of Management's engagement with parents on the provision of quality education in Kajiado West Sub-County

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## **2.0 Literature Review**

### **2.1 Concept of Quality Education**

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

### **2.2 Board of Management Partnership with Parents and Quality Education**

Board of Management and partnership with parents is an important aspect of school management (OECD, 2001). It is argued that school managements must relate well with parents in order to realize the achievements of set goals. OECD (2007) emphasizes joint decision-making between teachers, Board of Management and parents. The connection between the school and parents is vital to the development of education. The school as a social organization goes about as an instrument of society for educating and learning of understudies. A Transparency International report (2011) accumulated from 8,500 instructors and guardians in Ghana, Madagascar, Morocco, Niger, Senegal, Sierra Leone and Uganda, found that absence of guardians, association, particularly as an administrator of government exercises, prompts huge misappropriation of school reserves. Mismanagement of school funds means that the school cannot acquire teaching and learning materials which are needed to deliver quality educational output. This is frequently observed to be the situation since parents feel just as they do not have any sort of rights with respect to educational of their children.

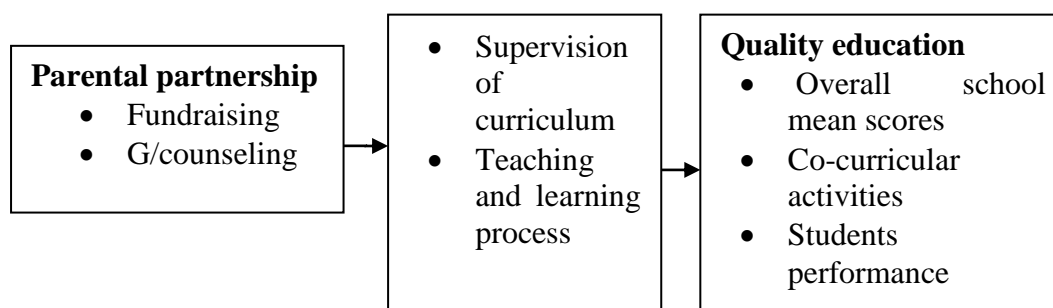
Likewise, it is not just participation and learning that parents bring; it additionally promotes excel of students. Asuga (2002) in his investigation cited by Narasimhan (2001) found that children whose parents paid normal visits to check their school progress performed better than those whose parents did not monitor students' progress. Sheldon (2003) says that involvement of parents in school facilitates success of the school. The trust which the school bestows on parents is important in the realization of school goals. It is therefore clear that joint partnership between parents and Board of management is an important recipe in the provision of quality education.

### **2.3 Theoretical background**

The study is anchored under Systems Theory proposed by Biologist Ludwing Von Bertalanffy in 1956 and adapted for educational institutions by Koontz and Weihrich (1988). The theory asserts that any well-structured institution has surrounding in which it is set and functioned. Koontz and Weihrich argue that educational institutions are increasingly described as absorbers and processors. The environment serves as a generator which creates inputs. These inputs from the environment are absorbed by the school which then works as a processor to transform the inputs into outputs which then come out of the system back to the outside.

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

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



**Figure 1 Relationship between parental partnership and provision of quality education**

### 3.0 Research Methodology

A descriptive survey design was used since the data to be collected requires a quantitative and qualitative approach. The target population for the study was 42 public secondary schools in Kajiado County. Sixteen schools (16) were randomly selected from a pool of 42 schools in Kajiado County. Census technique was used to select the 16 principals from selected schools. Further, convenient sampling technique and simple random sampling technique was used to select a sample of 108 Board of Management members. The Board of Management consists of 7 Board members in every school. Questionnaires and interview guide was used for data collection. Validity and reliability test were conducted to ensure that research instruments are adequate and reliable. The data was analyzed using Statistical Package for Social Sciences (SPSS). The researchers evaluated, analyze and interpret the data. Quantitative data collected by use of questionnaires were presented in frequency tables. Chi square was used to check on the relationship between the variables. Qualitative data collected by use of interview guide was analyzed qualitatively through content analysis and presented in prose form.

## 4.0 Data Analysis, Presentation and Interpretation

### 4.1 Instruments' Response Rate

The return rate provides a profile of participants in the study. The respondents of the study were Board of Management members and principals. Return rate for the study is shown in Table 1.

**Table 1: Response rate**

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

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

### 4.2 Boards of Management Engagement with Parents and Quality Education

The respondents were asked to respond on whether Board of Management engagement with parents influenced provision of quality education. The responses were rated on a five Likert scale and presented in table 2. Board of Management and partnership with parents is an important aspect of school management (OECD, 2001). It is argued that school managements must relate well with parents in order to realize the achievements of set goals. OECD (2007) emphasizes joint decision-making between teachers, Board of Management and parents.

**Table 4.2: Boards of Management engagement with parents and provision of quality education**

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

Results in table 2 indicated that majority of the respondents 69 percent agreed that BoM should be composed of at least one has a community member in its composition. The results also showed that majority of the respondents 80.6 percent agreed that Board of should involve the school community in school activities such as fundraising. The results also showed that majority of the respondents who were 79.6 percent of the respondents agreed that allowing members of the community guide and counsel students was important in students' psychological support and provision of quality education. The results also show that 82.6 percent of the respondents agreed that parents' views on school performance should be tabled by their representatives. Results also showed that 83.5 percent of the respondents agreed that the board should involve parents in decision making through their representatives to ensure that provision of quality education supported.

On a five point scale, the average mean of the responses was 3.9 which means that majority of the respondents were agreeing to the statements in the questionnaire. The standard

deviation was 1.1 meaning that the responses were clustered around the mean response. According to Sheldon Sheldon (2003) says that involvement of parents in school facilitates success of the school. The trust which the school bestows on parents is important in the realization of school goals. It is therefore clear that joint partnership between parents and Board of management is an important recipe in the provision of quality education.

Further, a cross tabulation table of Board of Management engagement with parents and provision of quality education was presented. BoM engagement with parents was categorized into high community participation and low community participation. This was tabulated against quality education that was categorized into high mean scores and low mean scores. Table 3 shows how provision of quality education was evaluated against Board of Management engagement with parents.

**Table 3: Cross tabulation between Quality Education and Community Participation**

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

Schools where parents' engagement with the Board was low witnessed low mean scores as compared to schools where Board of Management engagement with parents was high. Result findings showed that the schools mean scores were low when BoM engagement with parents was rated low by 59 respondents as compared to 4 who rated it high. Further, schools mean scores were high when BoM engagement with parents was rated high by 37 respondents as compared to only 3 who rated it low. The study findings were statistically significant supported by a chi square of 75.785 and a reported p value of (0.000) which was less than (0.05) level of significance.

Chi square test was meant to show whether there existed any significant association between BoM engagement with parents by Board of Management and provision of quality education. These findings therefore imply that BoM engagement with parents influences quality education. Likewise, it is not just participation and learning that parents bring; it additionally promotes excel of students. Asuga (2002) in his investigation cited by Narasimhan (2001) found that children whose parents paid normal visits to check their school progress performed better than those whose parents did not monitor students' progress. Results in table 4 tabulates mean score results for schools that community participated in the management.

**Table 4: Cross tabulation between community participation and school mean scores**

		Quality education	Chi-square (p value)
		Mean scores	
Community participation	Low	4.978	



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High

5.532

63.404(0.000)

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Results in table 4 shows that that the mean scores for schools where community participation was low was 4.978 while those schools where community participation was high had mean scores of 5.532. This implies that schools that that involve community participation in the management perform better than those that do not.

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

## 5.0 Conclusions and Recommendations

### 5.1 Conclusions

Based on research finding it is concluded that Board of Management engagement with parents influences provision of quality education in Kajiado West Sub-County. The connection between the school and parents is vital to the development of education.

### 5.2 Recommendations

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

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