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Influence of Boards of Management's Partnership with Non-Governmental Organizations 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 partnership with non-governmental organizations 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 partnering with Non-governmental Organizations influences provision of quality education. Based on research finding was also concluded that BoM partnership with Non-governmental Organizations influences provision of quality education.

Key words: *Boards of Management, Non-Governmental Organizations, quality education*

1.0 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.

The move towards creating effective and efficient schools, raising the quality of education, and inevitably promoting learner performance, has called for a move towards decentralization of school management (Arenas, 2006). Board of Management are a source of creativity needed in schools. Boards of Management engage in initiatives indented at promoting quality education. The initiatives include partnering with non-governmental organizations and the parents.

In Africa, Non-governmental organizations are encouraging civil society in developing education. Education for All (EFA) congregation identified the important role of Non-governmental organizations in partnering with the school management team in the quest of quality education. Non-governmental organization new role as education providers and advocators of educational policy dialogues to the school stakeholders is growing. In Tanzania there is a growing demand for professional sharpening programme, as stated by Teacher Development Management Strategy Document (TDMS, 2007) that recommends in-service education for teachers (Kitta, 2004).

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 partnership with non-governmental organizations on the provision of quality education in Kajiado West Sub-County.

1.4 Research objectives

To determine how the Boards of Management's partnership with Non-Governmental Organizations influence provision of quality education in Kajiado West Sub- County.

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 Non-Governmental organization partnership with BoM and quality education

In Kenya, financing education for all levels has been based on cost-sharing mechanism started 1988, that require public sector and Non-Governmental Institutions (NGO'S) to partner in the provision of educational needs(Mutunga, 2013). Key tasks include physical infrastructure development and maintenance, tuition support and welfare activities. With the increasing expansion in the education sector, the government is overstrained in meeting all the demands (Government of Kenya, 2003), without this type of support from NGO's financially many schools would fold because the state and the local government cannot cope with the financial requirement for the school upkeep and expansion. Therefore, partnering with NGOs enables schools purchase learning resources that aid development of quality educational system.

Mutunga (2013) highlights potential benefits from collaboration of government with parents and NGO's. Mutunga argues that the relationship not only increases the resources available for education they also improve the relevance, appropriateness, and sustainability of reform and innovation. The above mentioned studies only examined the financial support of Board of Management partnership with NGO but did not highlight broadly quality of education when the relationship is strengthened hence the study seek to fill this gap.

2.4 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 partnership with educational NGOs influences provision of quality education.

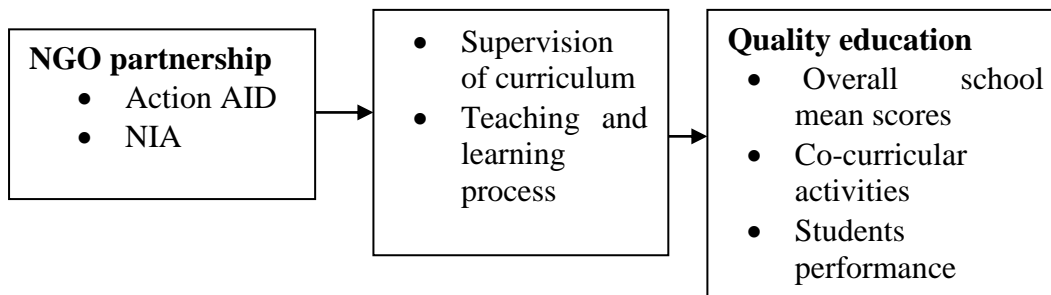


Figure 1: Relationship between NGO partnership and provision of quality education

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.

4.3 Boards of Management Partnership with Non-Governmental Organizations and Provision of Quality Education

The study sought to establish the influence of Boards of Management partnership with Non-governmental Organizations on the provision of quality education. Results of the study are presented in table 2.

Table 2: NGO/BoM Partnership for Quality Education

NGO/BoM partnership for quality Education	Yes		No	
	Frequency	%	Frequency	%
Do you have NGO partnership in your school	47	45.6	56	54.4
Does the NGO contribute to the financing of the school?	42	40.8	61	59.2

Respondents were asked to indicate whether they any partnership with NGO. Majority of the respondents 54.4 percent said they didn't have any partnership with NGO. Further, respondents were asked to indicate whether there was any NGO that helped in financing the school. Majority of the respondents 59.2 percent denied of having any NGO support from Education Partnerships Africa (EPA), The Kenya school project, Project Education, Inc (PEI), The Kenya Community Education Project, The Elewana Education Project, Kenya Works, Concern Worlwide and AMREF Ganze Girls' Education Project as main Non-Governmental Organization supporting education in Kenya through financial support and provision of learning facilities.

Further, a cross tabulation table of Boards of Management partnership with Non-governmental Organizations and quality education measured was presented. Boards of Management partnership with Non-governmental Organizations was categorized into schools with NGO support and schools without NGO support. This was tabulated against provision of quality education that was categorized into high school mean scores and low school mean scores. Table 3 shows how provision of quality education was evaluated against Boards of Management partnership with Non-governmental Organizations.

Table 3: Boards of Management Partnership with Non-Governmental Organizations and Provision of Quality Education

		Quality education		Chi-square (p value)
		Low mean scores	High mean scores	
BoM partnership with NGO	Schools without NGO support	44	3	61.23(0.000)
	Schools with NGO support	6	50	

Schools which did not have NGO support attained low mean scores than those schools that received support from NGOs. Result findings showed that school mean scores were low in schools which did not have NGO support. Further, results showed that school mean scores were high in schools which received NGO support. The study findings were statistically significant supported by a chi square of 62.23 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 Board of Management partnership with NGO and provision of quality education. These findings therefore imply that Board of Management partnership with NGO influences provision of quality education. The results agree with those of Mutunga (2013) who highlighted potential benefits from collaboration of government with parents and NGO's. Mutunga argues that the relationship not only increases the resources available for education they also improve the relevance, appropriateness, and sustainability of reform and innovation. Results in table 4 tabulates mean score results for schools that receive NGOs support and those school that do not get NGO support.

Table 4: Boards of Management partnership with Non-governmental Organizations and School Mean Scores

		Quality education	
		Mean scores	Chi-square (p value)
BoM partnership with NGO	Schools without NGO support	5.173	79.571(0.000)
	Schools with NGO support	6.748	

Results in table 4 shows that that the mean scores for schools that received NGOs support was 6.148 while those schools that did not have NGO support was 5.173. This implies that schools that receive NGO support perform better than those that do not.

5.0 Conclusions and Recommendations

5.1 Conclusions

Based on research finding it is concluded that Boards of Management partnership with Non-governmental Organizations influences provision of quality education in Kajiado West Sub-County. Partnering with Educational NGOs like Education Partnerships Africa (EPA), the Kenya school project, Project Education, Inc (PEI), The Kenya Community Education Project, The Elewana Education Project, Kenya Works, Concern Worldwide and AMREF Ganze Girls' Education Project as main Non-Governmental Organization supporting education in Kenya through financial support and provision of learning facilities enables schools acquire teaching and learning resources that aid provision of quality education.

5.2 Recommendations

The Board of Management should ensure that it seeks donor support from educational related NGOs to help sustain school needs. These NGOs can grant financial help in the construction of more classes, students' dormitories, purchase of stationaries and financing students from poor backgrounds. They can therefore seek financial support from NGOs like Education Partnerships Africa (EPA), The Kenya school project, Project Education, Inc (PEI), The Kenya Community Education Project that supports in building laboratories and dormitories.

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