THE IMPACT OF COMMUNITY INVOLVEMENT IN PUBLIC SECONDARY SCHOOLS MANAGEMENT, A CASE OF MACHAKOS COUNTY, KENYA

BY

KONJI CAROLINE MUTHONI

REG. No. E55/CE/13595/2005

A RESEARCH PROJECT SUBMITTED TO DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, IN PARTIAL FULFILLMENT OF THE DEGREE OF MASTER OF EDUCATION IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY.

JULY, 2015
DECLARATION

I declare that this research project is my original work and has not been presented in any other university for consideration. This research project has been completed by referenced sources duly acknowledged. Where text, data (including spoken word), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations. I should state that I remain solely responsible for any typographical or interpretational errors in this research project.

Signature_________________________  Date________________________

KONJI CAROLINE MUTHONI
REG. No.E55/CE/13595/2005

This Research Project has been submitted with our approval as University Supervisors.

Signature_________________________  Date________________________

DR. G. ADINO ONYANGO
Lecturer,
Department of Educational Management, Policy and Curriculum Studies,
School of Education,
Kenyatta University.

Signature_________________________  Date________________________

DR. N. OGUM OGETA
Lecturer,
Department of Educational Management, Policy and Curriculum Studies,
School of Education,
Kenyatta University.
DEDICATION

I dedicate this work to my parents, Jeremiah and Jane Konji for their humble ambition for me to go to school and excel highly in academics. My husband, Daniel Ndonye for encouraging me to complete this degree and for his outstanding and consistent support. My children, Daniel Junior and Katanu this is for you, I hope you will surpass this mark.
ACKNOWLEDGEMENTS

I am greatly indebted to my supervisors Dr. G. Adino Onyango and Dr. Ogum Ogeta for their guidance through this research study. Without their encouragement and support and diligent supervision, this research project would not have come to fruition. If one day I become a University Don, I will work to emulate them. I am also Indebted to the support given by Dr. G. O. M. Madanji, for motivating me to read and for his professional guidance on this project. I wish to recognize the challenge by Mr. Josephat Karanga and Dr. C. Magoma posed to me and for their encouragement to put on much effort to finish this research study and graduate. I also wish to acknowledge the contribution of the research assistants; Selina Mbucu, Newton A. Mukolwe, Enock Bore and Dr. Francis Likoye. To my cousin Mary Fredrick, I would like to thank you for your continuous reminder that I have to graduate and proceed to the highest level of academics that is PhD. I also wish to acknowledge my sister Catherine for her constant prayers and my other siblings for the support they accorded me. I owe all my gratitude to the Almighty God for His guidance, sustenance and making it possible for me to come this far. In the same breadth, I should state to Him be all the glory and honour.
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<td>BOM</td>
<td>Board of Management</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>EU</td>
<td>European Union</td>
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<tr>
<td>DFID</td>
<td>Department for International Development</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>SSA</td>
<td>Sub-Saharan Africa</td>
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<td>NER</td>
<td>Net Enrolment Rate</td>
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<td>USE</td>
<td>Universal Secondary Education</td>
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<td>FSE</td>
<td>Free Secondary Education</td>
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<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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ABSTRACT

The main purpose of this study was to critically examine the community involvement and its impact on public secondary schools management in Machakos County. Community involvement in management of public secondary schools has been very elusive in many secondary schools. Lack of communication, accountability and transparency has been pressurizing issues affecting the efficiency and performance in these schools. Most of the objectives have not been met as far as proper management, performance and learning is concerned. The study objectives were to find out types and nature of community involvement in management of public secondary schools, identify community involvement opportunities, determine the impact of community involvement on the management, identify challenges faced and finally determine possible solutions. The research employed a descriptive survey study design, which is concerned with the generalized statistics that result when data is collected from respondents. The study employed the Social Systems Theory of Ludwig Von Bertallaffy (1968), which was relevant for this study because schools are social systems. A total of 34 public secondary schools were sampled for this study. The researcher used questionnaires and interview schedule to collect data. With a target population of 209,320, comprising of 335 principals, 2764 teachers, 83,108 parents, 40,000 community members, 83,108 students and 5 government officers. Stratified random sampling technique was used to select respondents in these groups namely; Principals, Teachers, Parents, Community members and Students. Government agents were purposively sampled and a total of 915 respondents were used for this research study. Data was obtained and analyzed using Statistical Package for Social Sciences (SPSS) computer package. Responses from questionnaire and interview schedules were organized according to pertinent aspects of the study. The data used descriptive statistics and the findings were presented by use of frequency tables, graphs and pie-charts. The study found out that the majority of the community members attended few meetings to which they were invited. The study further established only very few parents assisted their students with school work while only a small percentage of the community members discussed school matters with the students. The study further established that although there existed a good relationship between the schools and the community, only a minority of the community were involved in decision making process in these schools. As a result, very few of them initiated projects. The main challenges were long distances to schools, lack of finances and also lack of cooperation from teachers. The study recommended that schools should educate all the stakeholders on various ways they can be involved and help in the management of the schools. There is need to establish a proper model by the government to involve the community in affairs of the schools, in order to address the societal needs, policy formulation matters on management of secondary schools should be all inclusive.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education, the fulcrum of sustainable development, holds the key to ‘social inclusion’. It is one of the necessary conditions for advancing quality of life and freedom. In other words, universal access to quality knowledge and skills ensures that everybody has an equal opportunity to play a full part in work and society (Inonda and Riechi, 2010). It is thus essential for integrating the marginalized and vulnerable in society into the development process. Promoting equity and active citizenship through a well-developed education and training system, therefore, needs to occupy the centre-stage of the development agenda in every society. However, even when the benefits of education are obvious, it has yet to acquire the required urgency in the development agenda of several nations (Ohba, 2012). As is the case with the secondary schools in the developing countries and more so, in Machakos County in Kenya where community involvement in the schooling process is not a major concern. A major contributor to the success of children in schools as Baiz (2013) puts it confirms that family involvement is a powerful influence on children achievement in schools.

De Grauwe (2013) states that in most of the Organization for Economic Co-operation and Development (OECD) countries, legislation has been put in place to foster and enhance collaboration between teachers and parents. This relationship helps in good governance in schools and consequently enhances children’s development in learning. A study on school community relationships for the last 15 years by Ballen and Moles (2013) found out that some strategies for parent and community involvement in the
educational process substantially improved the quality of student’s educational experiences and their achievement in elementary and secondary schools. But Campbell (2012) points out that the task now confronting educational reformers and researchers is to refine the understanding of the characteristics of effective parent and community involvement and of the related conditions in educational systems and communities under which such involvement has the most beneficial impact. It is not even clear who is responsible for parent and community involvement in the management of the public secondary schools in most of the schools in developing countries.

In their observation Onsomu and Mujidi (2011) confirm that in majority of Africa countries, teachers appear not to accommodate community involvement or entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or no home visits. In support Naidoo and Anton (2013) say that in most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes. This is the case in Machakos who undergo the same challenges.

Bunwaree (2012) says that helping teachers to become open to working with parents and fostering parent involvement beyond educational borders means more than just mandating curriculum additions to include a parent involvement component at the pre-service level. In their research, Onsomu and Mujidi (2011) emphasize that East and
Central Africa still suffers from almost the same factors namely; first, the schools leadership do not attempt to establish a partnership with the parents, believing that parents were irrelevant to the schooling process, since they did not even know what is being taught.

Second, illiteracy level is very high to most parents and therefore have low educational background and negative attitudes and anything to do with school is intimidating to them. Third, the long distances between home and schools, and the cost of travelling inhibit parents from checking on their children at school. Fourthly, most parents believed teachers could do it all alone, and do not see the need to get involved. This is true of public secondary schools in Machakos County and there is an existing need to deliberately create partnerships between the schools and the community to ensure community involvement in the management of the schools.

School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Tondeur, 2013).

The Kenya Education Sector Support Programme (KESSP 2005-2010) envisages community involvement in providing support in improving and maintaining existing infrastructure. Kenya adopted Cost Sharing Policy in the education sector in 1988 following recommendations of Kamunge Report and Sessional Paper No. 6 on Education and Training for the next decade and beyond where parents were to meet the cost of tuition, textbooks and activity fund. In 2003 the National Rainbow Coalition
(NARC) Government re-introduced Free Primary Education (FPE) where the parents play the role of providing for facilities, uniforms and other individual essential needs that their children require. This relegates the parent and community to the role of provision of resources and not management of the same. A challenge encountered in Machakos County as well.

Otwoma (2011) observes that in Kenya school committees are established by Education Act Cap. 211 Section 9 (1, 2), and complemented by the Koech Report (1999) and Kamunge Report (1988). This is the only formal partnership between the school and community. Muigai (2012) agrees that there is need for the parents and community at large to be involved not only in the provision of funds but also in the control of the expenditure of the same funds they provide. Parents should be involved in decision making process in schools where their children learn. Epstein (2008) envisages 6 types of school-community partnership that is parenting, communication, volunteering, decision making, home learning and collaborating with community.

According to Chunga (2012) the government of Kenya spends 40% of its recurrent expenditure on education. International Aid agencies and other development partners have put so much effort in finding and supporting programmes such as, text book provision, ICT and infrastructure development to enhance access, retention and good management in education. Onsomu and Mujidi (2011) argue that though the government has endeavored to address challenges in the education sector, the situation is not conducive. Issues on bad management are still haunting many schools. Otwoma (2011) notes that as a trend community involvement in education has largely been in the
provision of finances and facilities in most schools. Parents are involved in Annual General Meetings (AGM) and prize giving. There is no national policy about community and school partnerships.

To a larger extent, a school’s performance in the National Examination is an indicator of achievement as well as proper school management which appreciates community involvement and good administration. In Machakos County, the mean scores (KCSE) in the last five years have been discouraging as shown in table 1.1 below:

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Mean Score</td>
<td>3.899</td>
<td>4.580</td>
<td>4.668</td>
<td>4.280</td>
<td>4.557</td>
</tr>
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</table>

Source: Ministry of Education Machakos County, 2014

Based on the figures indicated above, the lowest mean score was 3.899 in the year 2009 while the highest mean score was 4.668 in 2011. Considering the past five years the average mean score is 4.286. The maximum achievable means core is 12.00. This means that the overall performance at the national examination (KCSE) in Machakos County is still below average at 4.286 (assuming the average of 12.00 is 6.00).

Despite various reasons that have been advanced in relation to community involvement in the management of public secondary schools, most of the reasons given stem from opinions and general views of the public as well as the media. Yet the few studies done on this subject have not particularly focused on community involvement in secondary school management in Machakos County but rather this comes in as an auxillary
concern. Therefore, it is the concern of this study to focus fully on community involvement in the management of secondary schools in Machakos County and establish the solutions which will help in educational policy and planning.

1.2 Statement of the Problem

In relation to the background of the study, there is no clear policy on legal community involvement in public secondary school management. The only legal participation of parents and community in school affairs is under Parents Teachers Association (P.T.A.) and Board of Management (B.O.M). It is also not clear who is responsible for ensuring parent and community involvement in the management of public secondary schools.

The role of parents for a long time, has remained to be that of provision of finances for infrastructure developments, attending annual meetings and provision of security and healthcare to their children. In order to achieve the educational goals of the schools the community needs to be fully involved and an active participant in the implementation, monitoring and actualization of school programmes. The community ought to be treated as an integral part of the school and their roles seen more as complementary rather than supplementary. There is a need to build strong communication and successful working relations between schools and the many communities that they serve. Accounting issues, funding pressures, increasing competition and expanding expectations are just a few items in the growing list of communication pressures facing secondary schools today.

Community involvement has the potential of developing education in relation to access, retention, quality education, transparency and accountability if well established. In
Kenya this relationship is left to individual schools and administration to come up with their own initiatives and models which work by experimentation. There is no unified approach by the government even when so much has been written about its benefits. It is, therefore, not clear how such community involvement should be established. Therefore, this study examined critically the Impact of community involvement in the management of secondary schools in Machakos County.

1.2.1 Purpose of the Study

The purpose of this study was to examine the impact of community involvement in management of public secondary schools in Machakos County.

1.2.2 Objectives of the Study

The study sought to:

a) Find out types and nature of community involvement in the management of public secondary schools in Machakos County.

b) Identify community involvement opportunities in management of public secondary schools in Machakos County.

c) Determine the impact of community involvement on the management of public secondary schools in Machakos County.

d) Identify challenges faced by community involvement in management of public secondary schools in Machakos County.

e) Determine the possible solutions in enhancing the community involvement in management of public secondary schools in Machakos County.
1.2.3 Research Questions

The study was guided by the following research questions:-

a) What are the types and nature of community involvement in the management of public secondary schools in Machakos County?
b) What are the community involvement opportunities in management of public secondary schools in Machakos County?
c) How does community involvement impact on the management of public secondary schools in Machakos County?
d) What are the challenges of community involvement in management of public secondary schools in Machakos County?
e) What are the possible solutions in enhancing the community involvement in management of public secondary schools in Machakos County?

1.3 Significance of the Study:

To Community/Parents

Involvement of the parents and the community in School management and more so in budgeting and allocation of funds to meet various expenses helps them to understand how the money they contribute through fees payment and or at the school Harambees is spent. As a result, they are likely to appreciate the use of resources that they provide and they could be inspired to provide more. This would enable them to provide for infrastructure and give resources according to priorities and capability. Their participation in decision making would make them to own the decision and would therefore, support the implementation of the agreed courses of action. This is
particularly important in taking charge of discipline of their children. They would also feel obligated to guide the students in their school work.

**To Schools**

Community participation in school management strengthens school agents to formulate policies that will involve parents and community. It would actually motivate the stakeholders to provide the necessary assistance for improved performance in exams. The goal is to provide and maintain a healthy teaching – learning environment through the provision of appropriate and adequate physical infrastructure as well as ensure good mental, physical and emotional wellbeing of the students. Healthy children are generally receptive to new learning experiences which would automatically translate to improved performance in the National Examinations in addition to the harmonious coexistence between the teachers, parents and the community for the development of education in the county.

**To Education Officials and policy makers**

They have a major role to assist in monitoring and evaluation of policies. Their direct involvement in School Management would enable them to understand the unique challenges that each of the public secondary schools in the county faces which would consequently help them in formulation of intervention measures. The continuous involvement of the Education officials would also enhance improved curriculum delivery which would culminate to quality education for all as they formulate policies on partnerships with all stakeholders and other education providers.
To the Students

Involvement of the learners in school management especially in policy formulation would make its implementation easy since the learners would be more receptive. Their participation in the decision making process would enhance their co-existence with the other stakeholders as well as their mental and emotional stability which would help to counter the frequent strikes and hence an improved performance in the National Examinations.

1.4 Limitations of the Study

a) The study was limited to Machakos County due to both financial and time constraints.

b) Some of the respondents could give inaccurate information or postponements in appointments. The respondents were assured of confidentiality of all information given in addition to voluntary participation by all respondents.

1.4.1 Delimitations of the Study

a) The research study considered only the public secondary schools in Machakos County. This is because the management structure of the public secondary schools is centrally structured with guidelines from the Ministry of Education which enhances uniformity and similarity in the way the public schools are managed unlike the private secondary schools whose management structure is determined by either the proprietor or Board of Directors.

b) The research also concentrated only on Principals, Teachers, Parents, Students, Community Members and Government Officials. Being the main stakeholders
of the public secondary schools, and were more informed on the challenges encountered by the community in their involvement in public secondary school management.

1.5 Assumptions of the Study

The study was guided by the following assumptions:

a) Enhanced Community involvement in management led to success of students in national examinations and strengthened access and retention.

b) Community involvement would be essential in the development of education in secondary schools towards achieving the set goals.

c) Community involvement helped to improve all the stake holders’ interpersonal relationships by enhancing a team building spirit.

d) Community involvement would enhance transparency and accountability of fundamental issues concerning secondary schools.

1.6 Theoretical Framework

The school cannot exist in isolation but in cooperation with the community in which it finds itself. The study adopted the social system theory since the school is part of an open social system which requires interaction with its environment. Ludwig von Bertallaffy (1968) is the main architect of Social Systems Theory which is divided into two main classes: “open” systems which interact with their environment, and “closed” systems, which do not interact with their environment. Since it has some influences from contingency approach, Social Systems Theory generally deals with the so called open systems. System Theory is the trans-disciplinary study of the abstract organization
of phenomena, independent of their substance, type or spatial or temporal scale existence. A system can be said to consist of four things. The first is objects which are the parts, elements, or variables within a system. These may be physical or abstract or both, depending on the nature of the system. Second a system consists of attributes which are qualities or properties of the system and its objects. Thirdly, a system has internal relationships among its objects. Fourthly, systems exist in an environment. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts. The fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, throughout (processing), and output, which demonstrate the concept of openness or closeness. A closed system does not interact with its environment. It does not take in information and therefore is likely to vanish. An open system receives information, which it uses to interact dynamically with its environment. Openness increases its likelihood to survive and prosper.

A school organization is a perfect example of an open system because it constantly interacts with its environment. In this case, the public secondary schools take input from the parents and community and through a series of activities transform or convert the significant inputs into outputs (inputs of other systems) to achieve some objectives. It takes its resources such as students, finance, material and information; transforms and converts these and return them to the environment (society or community) in the form of changed individuals. In this sense it is impossible for a school to be a closed system. The school needs clear aims and objectives which will determine the nature of inputs, the series of activities to achieve outputs and the realizations of organizational goals.
Feedback about the performance of the system and the effects of its operations on the environment are measured in terms of achieving the aims and objectives. Basic principles of organization and management apply in any series of activities in any organization. The common elements of management planning, organizing, directing, coordinating and controlling apply in all cases. These essential administrative functions must be carried out in the school as an organization as well.

While general principles and prescriptions apply to all organizations, differences in their aims and objectives influence in the input – conversions – output process and is the series of activities involved in this process. The nature of inputs, the conversion process, and the forms of outputs will emphasize characteristic features of a particular organization. This theory has perceptions which are suitable for this study because they embrace the school situation and the immediate environment which involves the community in order to achieve the set educational objectives.

1.6.1 Conceptual Framework

Community involvement in secondary schools is very fundamental for the development in education transparency and accountability to be realized. It is important that school administrators and managers should relate well with parents and other members of the school community including learners for the ultimate goals of education to be realized.

Epstein (1995,1997) seeks ways to help children succeed in school and later life, and focuses on partnerships of schools, families, and communities that attempt to: improve school programs and school climate, provide family services and support, increase parents’ skills and leadership, connect families with others in the school and in the
community, and help teachers with their work. The various types of involvement which explain how school administrators, families and communities can work productively together to create an impact on public secondary school management can be summarized as parenting, communicating, volunteering, learning at home, decision making, collaborating with the community.

It is envisaged that, qualified and receptive school managers who co-operate with parents and provide a good environment for community participation in school affairs, will bring about respect and motivation and therefore success in national examination, confident students who are enrolled and retained in schools and ultimately moulded into disciplined and competent individuals with ability to face life challenges effectively. Nevertheless, not all parental and community involvement has a positive impact on public secondary schools management. Poor management and lack of co-ordination can have negative outcomes which are no feedback, lack of harmony, inadequate resources and lack of transparency. None the less, the positives still outweigh the negative impact.

The following conceptual framework on figure 1.1 represents an inter relationship between variables of community involvement and its impact on public secondary school management.
Figure 1.1 Conceptual Framework on Impact of Community Involvement on Public Secondary School Management in Machakos County.

**Independent Variable**
- Community Involvement
  - Parenting
  - Communicating
  - Volunteering
  - Learning at home
  - Decision making
  - Collaborating with the community

**Dependent Variable**
- Impact on Public Secondary School Management

**Outcome Variable**

**Positives**
- Enhanced discipline
- Quality education
- Adequate resources
- Transparency
- Accountability
- Attainment of higher grades in K.C.S.E

**Negatives**
- No feedback
- No harmony
- Inadequate resources
- No transparency

Source: Researcher, 2014
1.7 Operational Definition of Terms

Administrator: Refers to the principal, education officials, and county government officers.

Community: Refers to parents, neighbours, caregivers, sponsors, guardians and elders.

Community Involvement: Refers to the process of engaging in dialogue and collaboration with community members.

Human resource: Refers to the teaching and non-teaching staff and teachers.

Partnership: Refers to co-operation/working together.

Performance: Refers to achievement in national examination (Kenya Certificate of Secondary Education)

National Examination: Refers to Kenya Certificate of Secondary Education.

Public schools: Refers to government sponsored schools which are under the Ministry of Education.

Secondary school management: Refers to the skills and techniques used to ensure proper planning, organization, implementation, controlling and evaluation of school resources, activities and teaching and learning experiences.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains review of literature, directly or indirectly related to the study. The literature will focus on the challenges facing school-community involvement in the secondary schools management. Literature will be reviewed under the following headings:-

(i) Types and nature of Community Involvement in Secondary Schools in Developed Countries.

(ii) Challenges facing Community Involvement in Secondary Schools in Africa.

(iii) The concept of Community involvement in Schools.

(iv) The impact of community involvement in management of public secondary schools.


(vi) Summary

2.2 Types and Nature of Community Involvement in Secondary Schools in Developed Countries.

Wright and Dolores (2009) say that in the European countries the teachers unanimously recognize the value of parent involvement for many of the same reasons that leads to student academic success, garnering parent support in matters of discipline and school attendance and in general fostering parent-school cooperation. The family- community
oriented teachers discuss parent involvement from the perspective of benefits accruing to parents, family and community, not just the students. They deal with issues of fostering parent self-esteem and getting parents involved in nonacademic activities such as sports. Barbour (2008) observed that when parents are involved, their children behave better because parent presence creates accountability at school and in the community.

In Germany Gardner (2007) points out that teachers agree that their expectations focus on specific ways that parents can support their efforts in school-reinforce academic achievement, support teachers in matters of discipline and help students understand the need and value of education. Additionally, family-community oriented teachers link their expectations of parents to the family-parent commitment to the well-being of the child by giving time to the child and in general being involved in the child's life.

In South America Clifton (2006) points out that the teachers commonly believe that parents place great responsibility and expectations on them and the school. In addition to providing a high quality of education for their children, teachers feel that other expectations included solving all the child's and the family's problems-and that includes health, drug problems, discipline and psychological problems. Grant (2009)in contrast, family-community oriented teachers understood the parents' expectations of them within the parents' cultural perspective. They talk about differences of the concept "teacher" across cultures, particularly as they differ between a North American versus a Latino perspective, and that Latino parents view the teacher with respect and deference. They further recognized that many of the parents have little formal education and use
teachers as resources for problem-solving. This is true of Machakos County where the community involvement in public secondary school management is limited and most of the responsibility left to the teachers.

Effective school-community relations raise student persistence and achievement Eccles and Harrold, (2009) contends that student achievement is positively associated with involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. Perrone (2008) argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience base that teachers bring to their classrooms. In support Fullon and Watson (2013) says that in order to understand the school-community relationship one needs to; address the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community.

Karen and Warren (2011) suggest that the extent of partnership between home and school are mostly influenced by teachers’ and parents’ practices, attitudes and beliefs. He says that the extent of family school collaboration is affected by various school and teacher practices, characteristics related to reporting practices, attitudes regarding the families of the children in the school, and both interest in and understanding of how effectively to involve parents. Although there is increasing recognition of the specific role that the parent involvement in schools plays in the achievement of students,
historical analysis indicates that parent-teacher relations are more characterized as those of dissociation (Donbusch and Glasgow, 2009). In other words, schools and homes seldom collaborate as closely as maybe expected.

Sanders (2007) argues that structural factors such as governance, curriculum, group-memberships, and ethnic-specific parenting styles have more serious implications for links between home and school than beliefs and attitudes of parents and teachers. These authors believe that parents are more likely to involve themselves in the primary grades than in the middle and high schools because middle schools teachers have neither the time nor the resources to closely monitor the performance of each student and keep parents informed of ways in which they can assist their children. This has led to limited communication between teachers and parents hence the community is not fully involved in managing of school activities beyond provision of monetary resources.

Lareau (2006) contends that the status identified is shaped by class or profession have a serious impact on links between the home and the school. She believes that working-class and lower class parents do not usually tend to be involved in their children’s schooling. According to Prew (2012) middle-class parents are much more likely to see themselves as having shared responsibility for the schooling process. Working-class and lower-class parents, however, appear to turn over responsibility for education to the school.

In his view Fitriah (2012) observes that advocates for school community relations believe that; parent involvement will mobilize and create resources that schools may not
be able to generate, parents and teachers are willing partners in home-school links, parents and families will be able to pool together those local resources that are relevant to the education of their children.

First, the assumption that parent involvement will mobilize and create resources that schools may not be able to generate implies that the community possesses a wealth of resources in the form of local traditions and customs that could be useful to students. Tondeur (2013) argues that there are vast untapped educational talents within the family and opportunities outside the traditional formal classroom structure that could be useful to schools. Families are among the greatest resources a teacher will encounter, she writes, and no matter where you teach, families are guaranteed resources of human experience. Duhou (2013) also believes that when teachers establish close working relationships with a family, little by little, we get to know the whole child. Family observations and insights about children inform our teaching and help us better understand children’s behavior.

The second assumption that parents and teachers are willing partners in home-school links implies that parents and teachers are eager to work together as partners in education. However, teachers can be resentful of parent participation (Epstein, 2008). For example Chadwick (2012) found that teachers overwhelmingly said they did not want more parent-initiated contact. Indeed teachers were often resentful of parent-initiated contact, and teachers welcomed contact when there was a problem and when they asked the parent to come in for a conference. According to Alatorre (2009), parent-teacher contacts usually operated in a context of teacher control, with parents asked to
assist the teacher. This limits involvement of parents and community members as designed by the teachers which further restricts community participation in school management.

The third assumption, that parents and families will be able to pool local resources that are relevant to the education of their children, implies that teachers and parents share equal power, and parents have the empowerment, information, and know how on how to influence important decisions. However, Fiorre (2011) argues that advocates overemphasize family-school links because they overlook the power relations that exist between home and school. Lawson (2007) believes that there cannot be real home-school partnerships because partnerships thrive on equality of power, but parents do not have a power base from which to influence important decisions. As she writes, working-class and lower-class parents perceive educators as ambassadors for dominant institutions and, in many instances, as a possible threat to their family. This looming and possible threat of educators creates a context within which family-school relations are created. In Oppenheim (2008) view, parents’ educational skills are often quite weak and therefore, parents, especially parents of working-class and lower-class children, are not always an educational resource. This further creates constraints in the school-community relationship resulting in less community involvement in the schooling process.
2.2.1 Supremacy as a Contested Factor in School-Community Relations

Supremacy and power relations have a critical effect on parent involvement in schooling (Neito, 2006) offer an understanding of how power relations created by the mechanisms of the mainstream of North America school system work to exclude minority parents from involvement in schools. McLaren (2009) terms a power relationship as hegemony. He defines hegemony as a struggle in which the powerful win the consent of those who are oppressed, with the oppressed unknowingly participating in their own oppression. Thus, involvement is restricted to just a few of the community members.

Bunwaree (2012) argues that for centuries, Eurocentric cultures have used power relations to achieve domination over minorities. He believes power relations in minority schools are in three basic forms: cultural hegemony, cultural invasion and language domination. Cultural hegemony, according to Cranston (2013), refers to the idea of assimilating minority students into Eurocentric cultures. Cultural invasion is where the dominant group uses social practices, social forms and social structures produced in schools and churches to generate, process, and assimilate knowledge and information to students and parents’ in order to socialize them into Eurocentric ways of life. According to Arnott and Raab (2013) cultural invasion is a way of maintaining continuous economic, political, social and cultural power over minority groups. Finally, language domination is where schools downplay the cultures and languages of minority students and further, explain minority students’ failures in terms of inadequacies created by these cultures and languages.
Lipton (2008) also attempt to locate race and socio-economic orientations within the contexts of school-community relations, contending that ugly racial histories in communities make some parents of colour reticent to be a visible presence at school. They also believe that because low-income parents’ do not have ready access to information about schools, these parents lack the confidence that would enable them to involve themselves in schools. Community representatives, Sharma (2013) suggests that can inform discussions around curricular and extracurricular issues and the process develop more democratic relationships with the professional staff.

2.3 Challenges Facing Community Involvement in Secondary Schools in Africa

Guillaume (2011) in Africa teachers appears not to accommodate and entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or none home visits. In most cases the family-community are not given chance in doing the business of schooling, create site-based decision making that involves parents and recreate a school structure that is less bureaucratic, less impersonal and less budget-driven and in general overcoming barriers to parent involvement in the broad context of needed systemic changes (Desforges and Abouchaar, 2010). In this case, the role of parents and community members seem already cut out for them and restricted to provision of resources.

In their study Skidmore, Kisten and Lownsbrough (2012) indicates that teachers tend to view students, parents and community, through their own cultural prism and may not be ready to understand or address the learning needs and issues of the students and families
of the communities in which they teach. Such experiences cannot allow pre-servicing teachers the opportunity and challenge of examining their own cultural views and beliefs and developing openness to new ways of understanding and thinking.

According to Davies (2009) says that helping teachers to become open to working with parents and fostering parent involvement beyond educentric borders means more than just mandating curriculum additions to include a parent involvement component at the pre-service level. Weaving university course work and classroom/community experience together seems most promising for bringing about a visceral understanding of the value of the school-parent-community relationship.

Berger (2007) believes that building and maintaining a genuine partnership with parents is a process of continually seeking to understand assumptions and to share meanings and expectations. Partnerships can only grow when they are based on mutual trust and respect for the other's values, perspectives and experiences. It is not uncommon, however, for minority parents and families to feel alienated from the school. But Comer (2009) points out that minority parents may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income, education or ethnicity compared to school personnel. This difference may result in the perception that the school is indifferent or even cold. In turn, the school then judges parents as uninterested in school involvement. Additionally, the psychological distance between minority group parents and teachers is compounded when school personnel do not see themselves or the school as a part of the surrounding community and the families (Gwendolyn, 2014). This kind of assumption further alienates parents and community members who feel
less endowed. In such situations, parents and community members are not given an opportunity to participate in school management because of the assumption they will not add much value in decision making.

In his research Epstein (2012) shows that a correlation of increased levels of parent involvement is an increase in student achievement as well as improved student attendance and reduced dropout rates these are desirable outcomes from an "educentric" perspective, however they fall short of fully addressing the National Educational Goal to increase parental involvement and participation in promoting the social, emotional, and academic growth of children. Clearly, schools should not be expected to single-handedly undertake this task. Educators and parents together must promote the well-being of students within family and community contexts Iqbal and Hamdan (2012).

Gaitan (2007) agrees that school collaboration with other institutions and agencies provides rich and varied possibilities and realities. Additionally, collaborating with parents and communities, while capitalizing on their resources and strengths, promotes social and emotional growth for children. This simultaneously promotes parent, family and community empowerment and well-being. This is supported by (Sharma, 2013) who argues that successful parent-school collaborations must include opportunities for parents to recognize and value their skills and knowledge, utilize those strengths and resources present among the parents and the community and create multiple opportunities for parents to expand their abilities. This is particularly true for low income parents whose only access to education may be through their children's school. Collaboratively promoting the well-being of the student and the family develops human
and social capital that strengthens families and communities. However, this good will is lacking in schools in Machakos County because such would be argued as time consuming and putting unnecessary demand on the school.

In his view Tondeur (2013) says a new definition of parent involvement is that one not limited to traditional parent activities in the school building where families are viewed not as deficient, but as sources of strength. The guiding principles help parents; value their own knowledge, share their knowledge with others, learn new skills and talents to benefit themselves and their families and become involved on their own terms in the life of the school. According to USAID (2012) in developed countries parents are encouraged to self-assess their strengths, talents, and set the collaborative school-parent agenda by voicing their needs and wants to guide and shape the nature of their involvement in the school.

2.3.1 School-Community Relations in Uganda

In the early years of educational development in Uganda, schools were characterized by limited formalized contacts with parents except in the event of being invited for speech days, sport day and so on. The parent had no say in what was taught or how the schools were run. According to (Lasibille, 2007) cites a number of factors were responsible for this situation:

Firstly, the schools leadership did not attempt to establish a partnership with the parents, believing that parents were irrelevant to the schooling process, since they did not even know what was being taught. Secondly, since a number of parents
were illiterate or had low educational background at that time, anything to do with school was intimidating to them. Thirdly, the long distances between home and school, and the cost of travelling inhibited parents from checking on their children at school. Fourthly, parents believed teachers could do it all alone, and did not see the need to get involved.

The relationship between parents and teachers however changed for the better from the 1980’s to date. The cause of changed attitude and circumstances was the reduction of government funding in schools, which consequently created financial crisis in the schools. The government right from the time it took interest in education in 1925 had been heavily funding education in the country. However, due to the wars, civil strife, dwindling exports, and increased number of schools, government funding in schools shrunk considerably, in the 1980’s to date (Lewin, 2006).

Schools found themselves unable to run effectively anymore, with shortages of scholastic materials, and basic infrastructure in some cases. Teachers, who are poorly remunerated, resorted to teaching in two or more schools to make odd ends meet. Some teachers left the country to seek for greener pastures, while others who remained, resorted to coaching as a means of earning extra income. It is against this background therefore that parents became key players in the management of schools since the 80’s. The financial contribution (support) of parents are faced with such financial crisis and shortages as described above, the school managers decided to apply for financial assistance from Parents.

Parent
Teacher Association (PTA) were thus born, with the aim of building a partnership between parents and teachers, for the purpose of improving the quality of education in schools. One way of improving quality was to provide the funds the schools badly needed in order to run effectively (Laboke, 2007). Within a short space of time from their formation, the PTA’s had become the major financiers of school expenditure and this is true even today. Currently, government contribution to any one school can be as low as 15 percent or even less of the total income of the school, while the rest is contributed by parents. Therefore, the parent’s contributions is utilized to meet various school expenditures, some of which are described here:

- a) Purchase of scholastic materials, games and music facilities, foods, and medicine.
- b) Purchase of machinery like lawn mowers, generators, computers and others.
- c) Purchase of vehicles such as buses, lorries and others.
- d) Construction of buildings such as classrooms, laboratories, libraries, teachers houses and many others.
- e) Payment of salaries of non-teachers such as cooks, watchmen, laboratory attendants, typists, library assistants, and salary of teachers who have not yet accessed the government payroll.
- f) Payment of a top-up allowance to all teachers, to supplement the low salaries received from the government.
g) Teachers’ lunches, teas, house rent, transport fares, loans, medical facilities and many others.

Onsomu and Mujidi (2011) notes that although there has been positive advance in establishing parent-teacher partnerships in Uganda, there are still problems that defer further growth such that; Some parents still think that they are irrelevant to the schooling process, and it should all be left to the teachers who are the specialists. Parents have been on the periphery of the schooling system for too long, that it will take time to change their attitude as most of them are contented with this peripheral position. Others fail to play their partnership role because of such deterrents as lack of time due to a busy schedule, expense of travel, having children in several schools and cultural differences such as language. Because PTAs executive committees participate in decisions concerning fees charges, parents when invited for meetings, are suspicious that the meetings are for the purpose of increasing school fees and this stops many from attending. Those who turn up get surprised when there is no mention of Budget or extra payments. Other parents are just irresponsible and do not want to be bothered with extra parenting.

2.3.2 School-Community Relations in Nigeria

According to (Mariam, 2008) the steering committee in developing the Commonwealth Education Fund (CEF) strategy in Nigeria identified the National Parents Teachers Association of Nigeria (NAPTAN) as one of its strategic partners in the effort to ensuring that civil society supports government to ensure that all Nigerian Children
have access to good quality education by 2015. This is based on the realization that in the delivery of education there are four principal actors; the state as the duty bearer, the child as the right holder, the parent as the first educator and the teacher as the professional instructor. It is common knowledge that for rights to be enforced there is need for advocacy or demand for the implantation of such rights. The Parents Teachers Association has been known to be one of the earliest civil associations advocating for the rights of children, especially within the school environment. However, the community involvement role in secondary school management beyond provision of resources and finance has not been defined and the role of parents and community members remain as such.

According to the United States’ National Parents Teachers Associations mission and purpose statement, the PTA seeks to promote the welfare of the child and youth at home, in the school, and in the community (Prew, 2012). The PTA has also sought to raise standard of life at home, secure laws that protect children and youth, bridge the gap between home and school, and to build and develop efforts connecting educators with the public in securing the highest standards in mental and physical, social and spiritual education. The Common Wealth Education Fund therefore organized a round table with Parents Teachers Association in Nigeria to determine the role of PTA in Education for All planning Process. The meeting ensured the responsibility of education delivery was that the government and the PTA’s role to be supportive, specifically one ensuring the welfare of the child within school environment and the home (Fiore, 2011). In carrying out the role the PTA will need to develop its capacity in the area of policy and advocacy, it will need to increase its understanding of the Education for All
frameworks and other education standards to be able to partner with the government. To support this the Economic Organization of the West African States (ECOWAS) as part of the activities marking the 2004 *Global Week of Action* requested the Secretary General to use his good office and request presidents and heads of states within West-African Sub-region to:-

a) Expedite action in developing National EFA Plans and commit them to its implementation.

b) Ensure that all hidden costs of education (user fees, PTAs Subscriptions, development levies and others) are removed and education is free in the real sense.

c) Ensure a clear and improved national budgetary allocation to education that reflects commitment to achievement the education for all (Naidoo and Anton, 2013).

### 2.4 The Concept of School-Community Partnerships

Lonsdole (2012) rightfully observe that several educationists have tried to explain the meaning of school – community relations. The underlying consensus is that it refers to sharing of responsibilities, cooperation, working together for the promotion of educational progress. There is need for a two way communication in school community. Information gained through school-community contact will help the teacher to co-ordinate school activities with those of other agencies thus avoiding conflict as well as endorse appropriate supervision to ensure a smooth liaison of the two. De Grauwe (2013) says that where parents have become involved in their own children learning, the
children’s school performance has invariably improved quite significantly. The community is the source of learners that is the catchment area, there is every need for teachers and education officials to understand the children’s background, environment and cultures for them to appreciate the learners in order to improve other process of teaching and learning. Lonsdale (2012) says children who do not have access to adequate housing, health care and nutrition do not learn well.

According to Krishna and Bajpai (2013) points out that teachers who lack an understanding of their students culture or meaningful relationships with their families, do not teach well. This is supported by Pogorin (2007) who argued that the inevitable contact and influence between schools and the community should be consciously planned so that maximum benefit can be delivered. McLaren (2009) in its presentation of the CIES conference in USA identified the following as avenue for partnership. The community can participate:

(a) Taking care of buildings and maintaining school plant.

(b) Planning school policies.

(c) Employment of staff

(d) Monitoring performance

(e) Safeguarding school finances

(f) Discipline of students.

It can be pointed out that school–community partnership enhances education achievement and others improve education standards to the benefit of the community. Schools cannot isolate communities and it is this knowledge and conviction that has
created interest in the researcher to find out what exactly is the partnership situation in Machakos County, and how it can be improved.

Duhou (2013) in his report he cited neighborhood conditions and strategies employed by the administrators as some of the factors influencing school–community partnership in most African countries. It states that neighborhood function as the social and culture webs linking families and children to a set of norms, routines and traditions. What the child knows, experiences in the neighborhood, will have an impact on his/her behaviour and learning in school. This means community involvement plays an integral part in the schooling process of a child and thus cannot afford to be omitted as part of school management for the benefit of both the school and the community.

Ballen and Moles (2013) confirms that schools cannot afford to ignore the child’s immediate environment. School administrators need to understand the child’s upbringing, values he/she has when being enrolled in school. The kinds of families, economic status, single parents and divorce cases all influence behavior. Chunga (2012) concurs by saying that educational success even in schools serving poor and working class families’ rests on the ability of school administrators and others to activate personal, family and community resources. Strategies of partnerships, employed by school administrators are also a factor that enhances or inhibits successful partnership. By moving closer to the people and interacting with them fruitfully, institutions will be making themselves better understood by the communities (Kinyanjui, 2009). School administrators should provide avenues that encourage parental involvement. They should see the community and partners in education. Otieno
(2006) notes that most school heads in Kenya involve the community in fund raising activities only. The community is not involved in spending even the funds they have helped to raise.

Kegan (2007) also found that community low level of formal education as another factor that influences co-operation. According to him, most teachers feel that community members would not be able to assist as required because they lack knowledge. The community members themselves also have resigned to the thought that they are not able to provide assistance. What he doesn’t clarify however is the kind of assistance. Do parents need to have gone to school for them to be able to supervise cleaning of schools? Cook for the students during national examinations and strategies for the security of the school property. But Kinyanjui (2009) agrees that it is wrongly assumed that the community support should be only academic like giving lectures on topics given. There are varied avenues for partnerships where every member of the community has something to offer as assistance, if provided the opportunity.

There is a lack of a model of deliberately involving the community in affairs of the school which this research seeks to find out and recommend possible solutions. In his research Chunga (2012) points out that the fact that co-operation between schools and communities need to be consciously established. It is not a relationship of chance but each group is supposed to understand its role and an enabling environment provided. The partnership is not a one off thing, but rather a cultivated effort that should be reviewed and improved continuously. The Michigan Department of Education (Alatorre, 2009) in a research found out that, where there is parental involvement, there
is higher grades and graduation rates for students, better school attendance and discipline, increased motivation for staff and community. Fiore (2011) agrees that the home of the child serves as the child’s induction phase to the school. Mutual understanding and partnership between school and community would help teachers, parents and other community members to identify areas in which they can work together for the benefit of the child.

2.5 The Impact of Community Involvement in Management of Public Secondary Schools.

As pointed out previously the relationship between community and school is very fundamental. This is because the ultimate aim is to make sure that the intended objectives of any school points ultimately to the child success and successful performance. Mahoney and Read (2008) emphasizes that the child is a member of a biological family and a home is the first contact before he comes to school. When children go to school they also combine with the home and therefore these two institutions should be complementary.

Bell (2006) says that through the years the many factors that contribute to excellence in learning have proved that no school can fully compensate for failure at home. The home context of the child is one of the important factors that determine his/her achievement in school. Bowlby (2006) presented a considerable amount of evidence that illustrated the negative effects of early experience. He showed that, children brought up in institutions that are not given the opportunity to develop stable emotional bonds failed to thrive and develop in the same way as children brought up in a family home and good school.
relations. Here it should be noted that achievement is not only in passing examinations but rather achievement in becoming fully developed, emotionally, socially, academically. The world is not in short of people who have achieved highly in school but are also not socially misfits.

The Michigan Department of Education (Alatorre, 2009) in a research found out that, where there is community involvement, there is:-

(a) **Higher grades and graduation rates**

Students are not usually left to teachers alone but their parents and relatives in the community most often help them with remedial work and make sure that assignment is done. This kind of activity boosts the students to work hard at home and school environments.

(b) **Better school attendance**

School attendance is one of the fundamental prerequisites of better learning for any student. When the community becomes watchful over their students it becomes difficult for the student to miss schooling thus reducing truancy.

(c) **Increased motivation**

Community increases motivation of the learners because being close to them in school and at home shows that they care for them and they feel appreciated in their quest for education.

(d) **Fencer instances of violent behaviour.**

Community helps to prevent bad behavior like truancy, drug taking and any other delinquencies that might harm the learning of the students in school.
Fiore (2011) agrees that the home of the child serves as the child’s induction phase to the school. Mutual understanding and partnership between school and community would help teachers, parents and other community members to identify areas in which they can work together for the benefit of the child.

2.6 Community Involvement in Secondary Schools in Kenya

According to (Otwoma, 2011) the PTA started in USA with the kindergarten developments which were engineered by the Mothers meetings in Chicago in 1855, taking off effectively in 1894 through the Mothers’ Congregations. In the USA the PTA is a national organization enshrined in the constitution with each PTA serving a located state. In Kenya it started featuring in 1978 when the then President of Kenya, Daniel T. Arap Moi issued a directive that each school should have a Parents Association for secondary schools. However, the PTA concepts within Kenya had started in 1960 when State House Girls School formed their own. Though the PTA is recognized by government, it has never been given a legal mandate like the BOMs in school management (KIPPRA, 2007). Therefore, the involvement of parents and community members is still pushed to the periphery and most often only happens by chance and not by design.

Besides the Session Paper No. 6 of 1988 on Education and Manpower Training for the next decade and beyond, no other concrete significant move has been made towards this end legalizing PTA. This implies that PTA was established through administrative rules and has no legal status up to now except for those registered under the Societies Act. According to(Kiarie, 2007) the then Director of Education J. M. Kamunge asked schools
not to register their PTAs with the Societies Act as PTA was to be included in the Education Act.

2.6.1 Functions of PTA

According to Onsomu and Mujidi (2013) the functions of PTA are as follows:-

i) Integrating the schools activities into those of the community within which the school is located.

ii) Providing the necessary financial support to the school by organizing Harambee for school development projects. This was supported by the former President Moi when he stopped the collection of school building and development funds.

iii) Providing for the necessary equipment and other teaching/learning resources. In line with this they build staff houses. This was supported by the then Education Minister, S. Kalonzo Musyoka as reported in the (Kenya Times of Saturday, February 13th 1999) when he called on BOG and PTA to plan for improved facilities in their respective schools. By so doing they supplement government efforts to provide facilities, hence cost sharing in schools.

iv) Ensuring maintenance of discipline amongst students. The former President Moi while addressing teacher-students at Kisii Teachers’ College directed that all educational institutions in the country should have parents’ days to enable the parents to visit the schools and know the problems facing the students and teachers in instilling discipline. This was supported by KNUT,
who indicated that BOG and PTA members should be involved besides teachers.

v) Maintaining a conducive teaching/learning environment to raise academic standards in the schools. They have a duty to make sure that their schools are equipped with computers and other information technology facilities to enable students catch up with the rest of the world. In this case they’re supposed to propel the schools to greater heights of academic excellence. This can be achieved through co-operation with concerned parties.

vi) Participates in management of the school through their representatives in BOM. Under this they participate in pre-planning and budgeting for the institution.

2.6.2 A Critique of the PTA

Otieno (2006) points out that there are continued conflicts between the BOM and PTA in financial management.

1. PTA feels that they are contributing but cannot be fully involved in the process of expenditure. They view BOG as a clique of people selected to “eat where they have not sown”. This is more so when the membership of BOM has been interpreted to imply a form of employment or possible source of material gain.
2. PTA is an illegal entity as such it has no legal basis for existence except once registered under the Societies Act and in that case still their roles in school management are quite limited.

3. The PTA itself does not also include the views of the largest consumer (students) in their leadership (Sagini Report, 1991). The parents and teachers act as though they are representing the learners’ interests e.g. a case whereby PTA decides that a school should not pay more than Kshs. 4,500.00 for a whole years’ fees. This could be convenient to the parent but detrimental to the learner in the long run.

4. Because of non-existence of concrete structures and guidelines e.g. academic qualifications or any other specific criteria, for the appointment to be a PTA official, it is open to manipulation by Principals during selection. By and large such PTAs will operate at the wishes of the head teacher.

5. There is also a strong perception that the agenda in most cases is controlled by a few for specific purposes.

6. PTA members are not normally as serviced or trained to carry out their duties and responsibilities hence bringing about incompetence and discretionary decisions in the management process. It depends mostly on whose opinion overrides the others.

7. In some cases the PTA has over-stepped its role by actively interfering with the running of schools e.g. on headship choices.
8. The PTA is currently the main financier of school programs through fees and donations. They also sponsor school education days. Some have invested positively to supplement the regular school income e.g. staff houses.

2.7 Summary
The building of a realistic expectation of what the schools can do in a community represents one of the major tasks of any school administrator. Only with such understanding can school procedures make sense to citizens and lead to significant advances in school performances, transparency and accountability. From the literature review, it is evident the school administrators restricts the involvement of parents and community members to a specific role of provision of resources. There is a pressing need to create partnership between the school and the community.

It is generally said that a school is not an island, but a partnership of the community in which it is located. As evident in the literature review, members of the community are presently only partially involved in the school affairs. Community relationship requires particular attention because of the provision of funds, facilities and supplies through self-help efforts as part of management. As such the principals have to be accountable to the community. Therefore, it is very important to know how many schools adhere strictly to the school community relations in order to succeed in their educational objectives. Hence the concern of the current study is to examine community involvement and its impact on public secondary schools management in Machakos County.
3.1 Introduction

This section dealt with Research Design, Study Locale, Target Population, Sampling Procedures and Sample Size, Data Collection Instruments, Pilot Data Collection and Data Analysis Techniques, Logistical and Ethical Considerations.

3.2 Research Design and Variables

The study employed a descriptive survey research. Kombo and Tromp (2006) observe that descriptive research attempts to describe what is in the social system such as a school. This research design was appropriate for this research study because it deals with matters concerning education which is a social science. In this case schools and communities are social systems.

A descriptive survey research design involve acquiring information about one or more groups of people about their opinions, characteristics, attitudes or even habits. This information is collected by interviewing or administering a questionnaire to a sample of individuals. In this study, both questionnaires and interview schedules were used.

3.2.1 Variables

Public secondary school management is dependent on various factors. The extent to which teachers, principals, parents, students, Ministry of Education officers and other community members are involved in school processes, impact on the public secondary school management.
The study sought to explain the characteristics of various members in terms of parenting, communicating, volunteering, learning at home, participation in decision making and collaborating with the community and compare how their involvement impacted on public secondary school management. The results on comparisons, frequencies and level of involvement were summarized and represented in statistical methods like graphs, tables and pie charts. This helped to show the relationship between the independent and dependent variables.

3.3 Location of the Study

The study was conducted in Machakos County, Kenya. It is about 90 kilometers north of Nairobi. It consists of eight Sub-Counties. Economically the County is known for sand harvesting and cement processing and unexploited large deposits of coal.

Lovel & Lawson (1970) observe that the ideal settings for any study are one that is directly related to the researcher’s interest. The researcher was not only interested in Machakos County because of its location which is within proximity from Nairobi making it easily accessible for the researcher, but also because the researcher had worked in the county earlier and had experienced a unique challenge in community involvement in public school management to improve the quality of education. There were also strained relationships in community, school relations and slow development in most schools. The findings were expected to contribute in helping to improve the situation.
3.4 Target Population

3.4.1 Schools

Machakos County has a total of about 335 public secondary schools.

3.4.2 Respondents

i) Principals

They were key to the study since they are the Chief Executive Officers of the schools. They are the primary decision makers, accounting officers, secretary to the Board of Governors and the School managers. In their docket they possess four critical resources: power, knowledge and skills, training, information and rewards to the students, teachers and community members. They therefore provided information on management issues. The target population for the principals was 335.

ii) Teachers

They execute tasks within the teaching and learning environment at the school level. They provided information pertaining to the management of the teaching and learning processes within the school and at the community level. The target population of teachers was 2,764 of which the male teachers were 1505 and the female were 1259.

iii) Parents and Community Members

They facilitate in the day to day running of the public secondary schools by sponsoring students to these schools as well as contributing towards various projects undertaken by these schools. That is they provide the
necessary resources required to sustain the schools. They provided information regarding the school’s effort to address the issues of school – community relationships. The target population in this case was:

Parents 83,108

Community Members 40,000.

iv) Students

They are the main consumers of most of the processes within the school and its environs. They would therefore provide information on the activities within the school and nature of relationship between the parents and their respective schools. The target population was 83,108. Of this population, the boys were 40,041 and the girls were 42,191.

v) Government Agents

They assist in monitoring and evaluation of government policies in schools. They provided information concerning the government efforts to address the issue of public secondary school – community partnerships. The target population was 5.

3.5 Sampling Procedures and Sample Size

3.5.1 Sampling of Schools

Stratified random sampling technique was used to sample the number of secondary schools. The goal of stratified sampling is to achieve desired representation from various sub groups from the population (Mugenda and Mugenda 2003). Therefore the population is divided into homogenous subgroups of population from boys only
schools, girls only schools and mixed schools and then a simple random sample is taken from each subgroup (Kombo and Tromp 2014).

Out of the 335 Public secondary schools, 34 were sampled for this study because for descriptive studies, 10% of the accessible population is enough (Mugenda and Mugenda 2003) of which 11 were from Boys only schools, 11 from Girls only and 11 from Mixed schools.

3.5.2 Sampling of Respondents

Respondents were sampled from the sample of schools of 34.

i) Principals

Stratified random sampling was used. The Principals were subdivided into male and female. From a target population of 335, 34 were sampled 17 of whom were male and 17 female.

ii) Teachers

To ensure a fair representation of both male and female teachers, stratified random sampling was used. From a target population of 2,764 a 10% sample was selected to make a sample size of 276 respondents. Whereby, the male were 138 and the female 138.

iii) Parents

Stratified random sampling was used. The sample is selected in such a way that you are assured certain sub groups in the population will be represented in the sample in proportion to the population itself (Orodho 2009). The target population of the parents was quite large above 10,000. Sudman (1976) suggests
that a minimum of 100 elements is needed for each major group or subgroup in the sample. Similarly, Kish (1965) says that 30 to 200 elements are sufficient. Therefore a sample size of 100 male parents and 100 female parents was used to make a total sample size of 200 parents.

iv) Community Members

Stratified random sampling technique was used. Since the population was quite large, that is more than 10,000 a sample size of 200 was used comprising of 100 male and 100 female community members.

v) Students

Stratified random sampling also applied in this case. The target population was more than 10,000 and resources and time were a major constraint. Therefore, a sample size of 200 students was used. This comprised of 100 boys and 100 girls.

vi) Government Agents

Purposive sampling technique was used to sample 5 government officials. This is because those selected had the needed information for the study purpose.
3.5.3 Sample Size

The sample size is summarized in table 3.1 below.

Table 3.1 Summary of Sampled Respondents from Target Population

<table>
<thead>
<tr>
<th>No.</th>
<th>target population (n)</th>
<th>number sampled (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principals 335</td>
<td>34</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers 2764</td>
<td>276</td>
</tr>
<tr>
<td>3.</td>
<td>Parents 83,108</td>
<td>200</td>
</tr>
<tr>
<td>4.</td>
<td>Community Members 40,000</td>
<td>200</td>
</tr>
<tr>
<td>5.</td>
<td>Students 83,108</td>
<td>200</td>
</tr>
<tr>
<td>6.</td>
<td>Government Agents 5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>TOTAL 209,320</td>
<td>915</td>
</tr>
</tbody>
</table>

3.6 Research Instruments

The research employed the following two types of research instruments:-

1) Questionnaires

According to Kombo and Tromp (2006) questionnaires measures likelihood of straight, even and blunt answers. This was superior to an interview because social communion operates strongly in a face of situation that may prevent the person from expressing what he feels to be socially or professionally unacceptable views. The questionnaires contained unstructured open-ended and structured close-ended questions. The following
were the types of questionnaires that were used to collect data from the respondents in this study:-

**a) Questionnaires for Principals**

This instrument was structured to seek information on the challenges and problems facing relationships between the community and secondary schools in Machakos County. Principals and their deputies are in-charge of the daily administration and management of education institutions and therefore provided information on management issues. This is shown in Appendix A.

**b) Questionnaire for Teachers**

This instrument was structured to seek information on the development of relationships between school and the community. Teachers execute tasks within teaching and learning environment at school level. They therefore provided data on issues pertaining to management of teaching and learning within the community environment. This is shown in Appendix B.

**c) Questionnaires for Students**

This instrument was structured to get information from the students on the activities between the parents and their respective schools. This is shown in Appendix C.

**d) Questionnaires for Parents and Community Members**

This instrument was structured to get information concerning the various ways parents and community members are involved in the schools’ management. This is shown in Appendix D.
2) Interview Schedule for Government Agents

According to (Orodho, 2009), an interview is an oral administration of getting responses. In this study, the interview schedule was used to get information from the Government agents concerning the government efforts to address the issues of secondary school-community partnerships. This is shown in Appendix E.

3.7 Validity and Reliability of Research Instruments

The research instruments were tested for their validity and reliability so that the information obtained through the use of the instrument could serve its purpose in drawing the correct conclusions through the data obtained.

3.7.1 Instrument Validity

Validity is the degree to which test measures what is supposed to measure (Kombo, and Tromp, 2006). Validity of the content of the study was sought out. The research instruments were appropriate and were measuring what they were supposed to measure. Therefore, for this study, the supervisors’ opinion and experts was sought, to determine the relevance of the content used in the questionnaires and interview schedule. They each examined the questionnaires, the interview schedules and provided a feedback to the researcher. Essentially validity of the content was concerned with establishing whether the questionnaire and interview schedule measured what they were supposed to measure.
3.7.2 Instrument Reliability

The essence of reliability of the instruments was to address consistency of results through repeated trials. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda 2003). The Test –retest technique was used in which ten (10) identified respondents were supplied with the questionnaires and scored manually by the researcher for the consistency of results. The responses were analyzed after which one week period was allowed to pass before the same treatment was applied to the same respondents and analysis done. The results were recorded accordingly. The Pearson Product-Moment Correlation Coefficient formula given below was used to calculate the correlation coefficient in which: the (x) values were the data points that was number of respondents of corresponding questions for the first trial and the (y) values were data points obtained in the second trial. A correlation coefficient of +0.68 was obtained for the first trial and +0.72 for the second trial which indicated a perfect relationship between the first and second results. From these results, the instruments were reliable because they were within the acceptable range of between +1 and -1 (Shiundu, 2004).
\[ \frac{\sum XY - (\sum X)(\sum Y)}{n} \]

\[ R = \sqrt{\prod (X^2 - \frac{(\sum X)^2}{n}) (\sum Y^2 - \frac{(\sum Y)^2}{n})} \]

Where: \( \sum XY \) = Sum of the gross products of the values of variables X and Y
\( (\sum X)(\sum Y) \) = Product of the sum of X and the sum of Y
\( \sum \) = Sigma (meaning sum of) sum of the values obtained in piloting
\( \sum X^2 \) = Sum of squared values of X
\( \sum Y^2 \) = Sum of squared values of Y, (Shiundu, 2004).

### 3.7.3 Pilot Study

Questionnaires, interview schedules were piloted in at least two selected schools out of 34 for the study. The piloting was to ensure clarity and suitability of the language used. The purpose of this pre-testing was to assist in finding out any weakness that might be contained in the instruments. The piloting was also used to determine whether the instruments were reliable and valid, thus checking whether the items had covered enough range of data required, to test whether there were any identifiable ambiguity in the structure of the questions in order to make improvement and reveal flaws in the questions and inadequacies in coding systems.
3.8 Data Collection Procedure.

The researcher designed a schedule representing actual dates and time framework of each activity and event in this research study. The researcher sought permission from the Department of Educational Management, Policy and Curriculum Studies in Kenyatta University and the Ministry of Education, prior to arrangements with selected schools. Distribution of the research instruments was made by the researcher in advance through making appointments with the Principals, Teachers, Students, Parents, Community Members and Government agents for distribution of research instruments.

3.9 Data Analysis

According to Orodho (2009) data analysis refers to examining what has been collected in survey or experiment and making decisions. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Orodho, 2009). The data analyzed was gathered directly from the respondents through questionnaires and interviews. Therefore, all the data in this study was primary data. The study used both qualitative and quantitative data analysis methods. These were used in this research study as explained below.

i) **Objective One:** To find out types and nature of community involvement in the management of public secondary schools in Machakos County.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective one these were some of the issues on which data was collected and analyzed; (i) Types and nature of existing community involvement (ii) Number of times of community involvement in secondary schools (iii) Areas in which community
members cooperate with the school administration. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information was in pie-charts, frequency tables and graphs. This was quantitative and in describing issues of the outcome the research also used qualitative method. The responses were collected and analyzed from questionnaires which had been distributed to principals, teachers and community members.

**ii) Objective Two:** To identify community involvement opportunities in management of public secondary schools in Machakos County.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective two these were some of the issues on which data was collected and analyzed; for example (i) types of project that community is involved in schools (ii) kinds of meetings (iii) purpose of visits in schools.

Data was collected and analyzed through calculation of percentages of which statistical presentation of the information acquired was presented in pie-charts, frequency tables and graphs. This was chiefly quantitative and in describing issues of the outcome of the research, qualitative method was also used. The responses were collected and analyzed from questionnaires which had been distributed to the principals, teachers, parents and community members as well as from the interview schedule administered to the government officers.

**iii) Objective Three:** To determine the impact of community involvement on the management of public secondary schools in Machakos County. This was analyzed using both qualitative and quantitative analysis methods. In relation to objective three these
were some of the issues on which data was collected and analyzed; (i) the impact of community involvement on management of public secondary schools (ii) influence of community involvement on school – community relations (iii) frequency at which the community initiates projects in schools.

Data was collected and analyzed through calculation of percentages of which statistical presentation of the information was presented in pie-charts, frequency tables and graphs. This was quantitative and in describing issues of the outcome the research also used qualitative method. The responses were collected and analyzed from questionnaires and interview schedules from the sampled population.

iii) Objective Four: To identify problems and challenges faced by community involvement in management of public secondary schools in Machakos County.

This was analyzed using both qualitative and quantitative analysis methods. In relation to objective four, these are some of the issues on which data will was collected and analyzed; for example (i) challenges faced by communities in school involvement (ii) hindrances to parents’ participation in their children’s school management (iii) challenges faced by school administrators and government officials in community involvement in schools.

The results were presented in comparative graphs, frequency tables, normal graphs and pie-charts. The method of data analysis used here was quantitative and to a lesser extent qualitative. The responses were collected and analyzed from research instruments administered to respondents.
iv) **Objective Five**: To determine the possible solutions in enhancing the community involvement in management of public secondary schools in Machakos County.

This objective was used to give various views on possible solutions in enhancing community involvement in management of public secondary schools. The data was collected, compiled and critically discussed using themes in a reported form. The items in this objective were open-ended. Interview schedules for government agents also used the same method which is qualitative analysis.

**3.10 Logistical and Ethical Considerations**

**3.10.1 Logistical Considerations**

The research involved a lot of funds in terms of making trips to the selected schools in Machakos County and also in terms of printing, typing binding, consultation, photocopying. The researcher used cost-saving measures to be precise. The factor of time was also very crucial since the distances between the selected schools was great which consumed a lot of time to cover the whole County. The researcher made prior arrangements for faster and efficient means of accessing the areas especially on the selected schools only. Because of massive population stratified random sampling was widely used by the researcher to collect data for inferential purposes.
3.10.2 Ethical Considerations

The researcher did not subject the respondents to situations harmful or uncomfortable to participants. The participation in research was voluntary and people had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. By seeking the consent of the participants, this helped in the explanation how the purpose and nature of research benefited the participants.

The researcher sought permission to conduct the research from the Ministry of Higher Education Science and Technology through the Permanent Secretary. In Kenyatta University the following were consulted; the Department of Educational Management, Policy and Curriculum Studies, Graduate School, Bureau of Research Directorate and the County Director of Education Machakos County consent. The researcher avoided deception in case of limited finance or volatile situations which may have led to inadequate collection of data. The researcher at all costs guarded this research in relation to upholding integrity.
CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussion of the study according to the objectives and research questions. The chapter is organized into two main sections. The first section provides the demographic information of the respondents while section two gives the analysis for each of the following five study objectives.

i. To find out types and nature of community involvement in the management of public secondary schools in Machakos County.

ii. To identify community involvement opportunities in the management of public secondary schools in Machakos County.

iii. To determine the impact of community involvement on the management of public secondary schools in Machakos County.

iv. To identify challenges faced by the community in their involvement in the management of public secondary schools in Machakos County.

v. To identify possible solutions in enhancing the community involvement in public secondary schools in Machakos County.

This study collected both quantitative as well as qualitative data. The quantitative data was collected using the questionnaires administered to the principals, teachers, students, parents and community members while the qualitative data was collected using the interview schedule administered to the government officials.
4.2 General and Demographic Information

Respondents’ demographic data was presented in the following figures.

Table 4.1 Type of School

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Principals (n=34)</th>
<th></th>
<th>Teachers (n=276)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Girls only</td>
<td>12</td>
<td>35.3</td>
<td>113</td>
<td>40.94</td>
</tr>
<tr>
<td>Boys only</td>
<td>12</td>
<td>35.3</td>
<td>113</td>
<td>40.94</td>
</tr>
<tr>
<td>Mixed Schools</td>
<td>10</td>
<td>29.4</td>
<td>50</td>
<td>18.12</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100</td>
<td>276</td>
<td>100</td>
</tr>
</tbody>
</table>

From the principals and teachers respondents, majority 24 (70.6 percent) of the principals were from single gender (boys/girls) schools. As for the teachers, majority 226 (81.88 percent) were from single gender (boys/girls) schools. To achieve desired representation from various sub groups from the population, stratified random sampling technique was used. The population was divided into homogenous sub groups and then by simple random, a sample was taken from each sub group (Kombo & Tromp 2014). Schools were divided into girls only 12 (35.3%), boys only 12 (35.3%) and mixed schools 10 (29.4%). There were more single gender (boys/girls) schools as opposed to the mixed schools. Therefore, more single gender schools were picked as respondents.
Table 4.2 Respondents Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Parent (n=200)</th>
<th>Community (n=200)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Less than 30 yrs</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>31 – 40 yrs</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>41 – 50 yrs</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>51 and above</td>
<td>32</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority 120 (60 percent) of the parent respondents were between 41 – 50 years. Least 32 (16 percent) were parent respondents who were 51 years and above. No parents were less than 30 years of age. All respondents viewed age as an important aspect for efficiency. The main reasons are that age is generally associated with maturity which is regarded as crucial to responsibility. Age generally which is associated with experience helps one build him/herself and thus avoids trial and error approach to work. It gives confidence to pupils and staff personnel as well as the school community.

Table 4.3 Respondents Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Principals (n=34)</th>
<th>Teachers (n=276)</th>
<th>Parents (n=200)</th>
<th>Community (n=200)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
<td>50</td>
<td>138</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>50</td>
<td>138</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100</td>
<td>276</td>
<td>100</td>
</tr>
</tbody>
</table>

Among the principals, teachers, parents and community members, the respondents were 50 percent male and 50 percent female.

To ensure a representation of every gender, stratified random sampling was used. The goal of stratified sampling is to achieve a desired representation from various subgroups from the population (Mugenda & Mugenda 2003).

The experience of the principals (n=34) and teachers (n=276) is as shown on figure 4.1 below.

![Figure 4.1 Respondents Experience](image)

**Figure 4.1 Respondents Experience**

In analyzing the principals and teachers respondents, majority 12 (35.3 percent) of the principals had work experience of between 11 to 15 years whereas the majority 96 (34.8 percent) of the teachers had worked for above 15 years. Least principals and teachers 4 (11.7 percent) and 28 (10.1 percent) respectively, had worked for less than 5 years. There were more longer serving teachers as opposed to the principals.
The highest level of education of both the principals \((n=34)\) and the teachers \((n=276)\) is shown in figure 4.2 below.

![Bar chart showing highest level of education for principals and teachers](chart.png)

**Figure 4.2 Highest Level of Education**

The highest level of education is Bachelor of Education 192 (69.6 percent) for principals and 19 (55.9 percent) for teachers with a mean score of 62.75 percent. Least was diploma teachers and principals at 21 (7.7 percent) and 2 (5.9 percent) respectively.

Teachers and principals have joined in the quest for higher knowledge and many are pursuing further education.

The researcher also sought to find out the parents’ educational background from the students \((n=200)\). The findings are as shown in figure 4.3 below.
Majority 91 (45.5 percent) of the student respondents, indicated that most parents had an education background of secondary education, 62 (31 percent) had university education and only 38 (19 percent) had primary school education.

This implied that parents are skilled and they can be resourceful and useful in school management activities. However, they can only offer their knowledge and skill if appointed to a particular committee. This is confirmed by Perrone (2008) that although every community has persons with experience who could enrich life in schools, many schools do not utilize community resources to their full advantage.
4.3 Findings for objective one: Types and nature of community involvement in the management of public secondary schools.

This objective sought to find out the extent to which the community is involved in the management of public secondary schools in Machakos County. The respondents were asked to indicate the means of communication used to reach the parents. The findings are as shown in table 4.4 below.

Table 4.4 Means of Communication used to reach Parents

<table>
<thead>
<tr>
<th>Means of Communication</th>
<th>Principal (n=34)</th>
<th>Teachers (n=276)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Circulds</td>
<td>14</td>
<td>41.2</td>
</tr>
<tr>
<td>Phones</td>
<td>8</td>
<td>23.5</td>
</tr>
<tr>
<td>Verbally through students</td>
<td>12</td>
<td>35.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Means of Communication mainly used to reach parents by the school teachers and principals were circulars as indicated by the 158(57.2 percent) and 14(41.2 percent) respectively. Phones were used in least occasions.

The circulars were more popular given to the fact that the student is usually sent with the written document in form of either newsletters, report forms or official letters to the parent. And since a copy of reference is usually filed at school, it is often viewed as more reliable. Phone calls are least used as they are mainly reserved for urgent and emergency communication only.
The researcher further sought to find out how frequently the teachers \((n=276)\) met with the parents and other community members. The findings are as represented in figure 4.4 below.

**Figure 4.4 Frequency of Meeting with Parents and other Community Members**

The frequency of meeting with parents and other community members according to teachers was occasionally 128 (46.4 percent). Another 111 (40.2 percent) said the meetings were often convened.

This is in line with Gardner (2007) views that points out that teachers agree that their expectations focus on specific ways that parents/community members can support their efforts in school to reinforce academic achievement, support teachers in matters of discipline and help students understand the need and value of education. Alatorre (2009) adds that parent-teacher contacts usually operated in a context of teacher control, with parents asked to assist the teacher. Hence the frequency of meeting with parents
and other community members was mainly often or occasionally because in most cases it is dependent on the teacher’s invitation. Donbusch and Glasgow (2009) affirms that in their own view by stating that, although there is increasing recognition of the specific role that the parent involvement in school plays in the achievement of students, historical analysis indicates that parent-teacher relations are more characterized as those of dissociation where schools and homes seldom collaborate as closely as maybe expected.

The responses regarding the number of times principals met with the parents are as shown in figure 4.5 below.

![Pie chart showing the number of times principals met with parents: 65% termly, 35% annually.]

**Figure 4.5 Number of Times Principals meet with Parents**

On the number of times principals meet with parents, majority 22 (65 percent) of the respondents indicated that they did it termly while 12 (35 percent) talked of annual meetings.
This is an indication of bureaucracy in decision making. Once a term meeting with parents or even once a year from the findings of this research study, indicates that the Principal solely makes a lot of decisions which affect the learner, parent or the community. It further indicates lack of partnership with the parents and the community in the school management. This was basically argued that too much involvement of parents and the community slows down the process of decision making.

Table 4.5 below represents the responses on the rating of parents’ response to invitations to meetings at school by the teachers \( (n=276) \).

**Table 4.5 Rating Parents’ Response to Invitations**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency( (f) )</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>68</td>
<td>24.7</td>
</tr>
<tr>
<td>Good</td>
<td>132</td>
<td>47.8</td>
</tr>
<tr>
<td>Fair</td>
<td>45</td>
<td>16.3</td>
</tr>
<tr>
<td>Poor</td>
<td>31</td>
<td>11.2</td>
</tr>
<tr>
<td>Total</td>
<td>276</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers rated the parents’ response to invitations and from the responses majority 132 (47.8 percent) indicated that the response was good while 68 (24.7 percent) said it was very good. Only 31 (11.2 percent) rated the response as poor.
From the findings of this study, majority of the parents responded to the invitations to school. This is an indication parents are eager and willing to be involved in the school activities.

The rating of parents attendance to meetings by the principals \((n=34)\) was sought by the researcher and the findings are as shown in figure 4.6 below.

![Figure 4.6 Rating Parents Attendance to Meetings](image)

**Figure 4.6 Rating Parents Attendance to Meetings**

Rating parents’ attendance to meetings, majority 22 (64.7 percent) of the respondents indicated that the attendance was high while 4 (11.8 percent) each indicated that it was moderate and also low. The acknowledgement by principals that more than 50 percent of the parents attended meetings at school is a confirmation that parents are willing to be involved in the learning and schooling process of the students.
However, most of these visits were dependent on teacher and school administration invitation. This agreed with the second assumption that parents and teachers are eager to work together as partners in education but, as Chadwick (2012) observed, teachers were more resentful of parent-initiated contact, and teachers welcomed contact when there was a problem and when they asked the parent to come in for a conference.

The frequency of parents and community visit to the school per year was sought and the findings summarized in the table below.

**Table 4.6 Frequency of Parents and Community Visit to School per Year**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Parents (n=200)</th>
<th>Community (n=200)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>3 times and more</td>
<td>176</td>
<td>88</td>
</tr>
<tr>
<td>Twice</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Once</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Out of a sample of 200 parents and 200 community members, 176(88 percent) and 103(51.5 percent) indicated that they visited the school 3 times and more per years and once per year respectively. No parent indicated to have never visited the school in a year.

This was an indication that parents and community members were interested in the general wellbeing of the schools but the visits did not translate to involvement.
The researcher also found out that these visits to the schools were initiated by different stakeholders, for different reasons. The school administration sent invitation to annual general meetings, prize giving days, fund raising and in case the student had been sent home for disciplinary reasons then the parent accompanied the student for a meeting with the disciplinary committee. Also, on few occasions, students initiated their parents’ visit to the schools. The reasons for taking an initiative was either the student was making a special performance on a certain day or at a particular function, and also in cases of illnesses, students requested the school administration to contact their parents so as to be taken for further treatment.

Invitation by teachers was quite common. Teachers made appeals to parents to attend academic clinic day, or in other instances if a student had suddenly began to deteriorate in their academic achievement. Also when they needed support from parents on discipline and counseling matters. On the other hand, a few of the parents also initiated the visit. The main reason for this initiative was either to pay school fees balance or to make a follow up on a certain student either concerning their academics or general health. The county government officials also initiated visits to schools either for random checks on implementation of government policy, supervision of government initiated projects as well as for audit exercise especially regarding the funds given directly from the Ministry of Education. The aim as explained is to ensure schools are observing the laid down procedure on expenditures meant for school development goals.

The researcher also found out that parents visited schools or classes during the various occasions as provided for by the schools. On visiting days as set out by individual
schools for a social visit with their children, for the schools’ Annual General Meeting (AGM) which all the school principals indicated they expected every parent to attend. The other occasions were academic clinics which are usually organized as per class/form basis and on prize giving days.

Students ($n=200$) responded to the question on how often the teachers checked their books and the findings are as shown in figure 4.7 below.

![Figure 4.7 Frequencies of Teachers Checking Students’ Books](chart)

**Figure 4.7 Frequencies of Teachers Checking Students’ Books**

Responding to the frequency of teachers checking students’ books, majority 128 (64 percent) of the student respondents, indicated they did most of the times while 58(29 percent) said this only happened sometimes.

This implied that, majority of the teachers are committed to working with the students. This is because their efficiency and or level of achievement is measured based on the students’ performance specifically in the national examination. In any case, teaching,
assessment and supervision of the students’ performance the teacher’s core responsibility. Therefore, by checking the students’ books, the teacher is able to deduce the students’ grasp of the content.

The findings on whether parents checked the students’ \( n=200 \) books are as shown by the pie chart below.

![Figure 4.8 Parents Check Students’ Books](image)

Majority 178 (89 percent) of the student respondents indicated that parents did not check their school books while 22 (11 percent) had their parents check them.

This is in line with Onsomu & Mujidi (2011) who observes that most parents believed teachers could do it alone, and do not see the need to get involved. As from the findings, parents will seldom check the student’s books whether it is to monitor their academic progress or to check the content taught at school. 89% of the parents have not taken up
this as their responsibility. In any case majority of the parents claimed ignorance on the school syllabus so checking the books would not add any value.

Students’ (n=200) responded to whether or not parents offered them assistance in their school work while at home. The findings were as presented in figure 4.9 below.

![Figure 4.9 Parents Assistance to Student in School Work](chart.png)

On parents assisting students in school work, 171 (85.5 percent) of the student respondents said parents did not assist with only 21 (10.5 percent) indicating they did.

This is true according to Clifton (2006) who points out that the teachers commonly believe that parents place great responsibility and expectations on them and the school. This could be attributed to the fact that working class and lower class parents appear to turn over responsibility for education to the school. This is in line with Lareau (2006) who indicates that working class and lower class parents do not usually tend to be involved in the children’s schooling.
This is as per the findings in this study where majority 171 (85.5 percent) of the parents do not assist the students in their school work. The researcher sought to find out some of the activities parents could be involved in relation to their students. Checking of holiday assignment, many students attested to the fact that their parents hardly bothered to check what their holiday assignment consisted of, or even remembered to check whether they had done and completed the holiday assignment. In fact, parents hardly ever bothered to check the student’s handwriting or even helped them to improve on it. In addition, only a few parents encouraged the students to write English compositions while at home. It is only a few of them who also gave them topics on English Composition writing. Most of the other students relied on whatever the teachers gave them at school.

Although, majority of the parents made an effort to check the students’ progress report to see how they performed in class relative to the other students, very few discussed the progress report with the student. In most cases, the only reference made of examination papers was when exchanging with a student of another school/county. Majority of the parents testified to hardly ever ask to check how the student tackled questions and the likely mistakes they made in order to offer assistance. However, worth noting is that majority of parents went out of their way to source for revision materials for the students. They also confirmed that they expected the students to do revision and set aside time for study while at home.

The researcher also found out that apart from parents and teachers, students were assisted with school work by their elder brothers and sisters those of whom who had
passed through the system and were knowledgeable about the school syllabus and particularly those who had perform well in the academics. Relatives came second and in most cases were those who lived with them. At times it was pegged on the availability of time that is if time allowed. Out of their own initiative, students formed discussion groups with their friends even from other schools so long as they were in the same class/form. In a few cases, parents employed a tutor to offer tuition to their children while others paid for their children fees to attend tuition at a tuition center.

The researcher further found out that apart from teachers, students had also been taught in class by other persons. Senior students in form four class especially in case a certain subject teacher is absent and quite often when students wanted a repeat of a particular concept, they often requested a student in a senior class for assistance. The Form four leavers were also particularly useful where there was a shortage of teachers or even to relieve a teacher who needed to take leave. Often times, a well performing form four leavers were employed on temporary basis.

On extremely few occasions, in a few schools, resource persons have been invited to teach certain topics in some of the subjects. This agrees with Perrone (2006) who argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Such opportunities have not been well exploited. This implies that there are vast untapped educational talents within the family and opportunities outside the traditional formal classroom structure that could be useful to schools Tondeur (2013).
The research study further found out what students wished their parents could get more involved in, in their respective schools. They hoped their parents attended all school functions in person as most students admitted they felt very encouraged whenever their parents attended a school function and even wished their parents would attend all school functions in person not by proxy. Many more agreed they wished their parents bought for them more revision materials. Many students who were keen to perform well in their national examinations indicated they could achieve good results through thorough revision. Majority of these students wished their parents could afford them more revision materials.

Although a few students looked forward to being sent home as a break from school or to pursue other things other than education, and in fact, failed to hand in the fee slips to the bursar so that they were sent home, many students acknowledged that frequent home trips to collect unpaid fees caused them to lose a lot of teaching-learning time. This, as they put it was a hindrance to a sterling performance for many. They wished their parents were able to pay fees in time so as to remain in school for most of the term.

All students agreed they needed money. However, they all are from diverse background and while some of them had quite a substantial amount as pocket money, others had almost nothing. This made some to feel inferior to others. While this fact motivated some to put in extra effort in their school work, others looked for ways of supplementing their little pocket money by engaging in petty theft while others washed clothes or did chores for their colleagues at a fee. This was time spent doing other things not necessarily beneficial to a students’ study. For those who were keen to excel
in their academics, they longed to have a tutor over the holidays to help in either revision or extra teaching, and hoped their parents gave them humble time to read while at home without involving them too much on household chores. Unfortunately, many of these students were from a rural setting where in some instances there would be quite a lot of work to do in the farms or around the home. Some of these homes would be struggling with financial needs and at times, some students would have to do additional menial jobs in the neighborhood to supplement the family income. At the end of the day, they would be too tired to sit down and read.

The rate of frequency of discussing with student school matters differed as shown on table 4.7 below.

Table 4.7 Frequency of Discussing with Student School Matters

<table>
<thead>
<tr>
<th>Response</th>
<th>Parents(n= 200)</th>
<th>Community</th>
<th>Students(n=200)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n= 200)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Often</td>
<td>92</td>
<td>46</td>
<td>8</td>
</tr>
<tr>
<td>Sometimes</td>
<td>106</td>
<td>53</td>
<td>20</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>1</td>
<td>172</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

Majority 106 (53 percent) of the parent respondents sometimes discussed with students school matters while 2 (1 percent) never discuss at all. On the other hand, majority 172 (86 percent) of the community respondent never discussed school matters with students
while 84 percent discussed often. Student respondents had 128 (64 percent) indicating they sometimes discussed school matters with parents.

According to the findings of this study, many parents do not discuss with students school matters as often as expected. This was attributed to lack of information, empowerment and also the fact that they cannot influence any decision making. Lipton (2008) concurs with this view in that because low-income parents do not have ready access to information about schools, these parents lack the confidence that would enable them to involve themselves in schools. The same case applies to the community members. Majority of them do not know how they could get involved with the school matters and therefore such are better off left undiscussed.

The findings on whether principals (n=34) are invited to any community activity are as shown on figure 4.10.

![Figure 4.10 Invitations to any Community Activity](image)

**Figure 4.10 Invitations to any Community Activity**
26 (76.5 percent) indicated they were not invited with only 8 (23.5 percent) indicating that they were invited.

It was also indicated from the findings that the community preferred to invite the very senior Principals to community activities or principals of the more senior schools or those that performed well in the national examinations. The general view was that they are more likely to influence decisions.

The respondents identified some of the discussion forums to which principals were likely to be invited as to chiefs Barazas to discuss matters affecting them within the locality. Most often because the Principals did not necessarily come from the locality, they were never invited to chiefs’ baraza. Only a few chiefs recognized the school and school administrator as part of the community and extended an invitation. For Deputy County Commissioners meeting this in most cases would be addressing security of the area. In most cases, only principals from the “big schools” were invited. Administrative touring area of jurisdiction in the Sub-County, in most cases, only principals from the “big schools” and well performing schools were invited.

According to Tondeur, (2013) school-community partnership enables the school and the community to share the responsibility of running schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit.

Therefore, apart from the parents the principals work with other community members, the administrators who are government representatives at the county level. They
include; Deputy County Commissioner, County Commissioner, the area chief, ward representative. Whom the schools work with as they help the principals to address security matters within and in the immediate environment surrounding the school.

Most of the schools are affiliated to a certain church or religion. They therefore have a stake in how the school is managed. The schools therefore work closely with the religious leaders affiliated to the school, as well as suppliers of items and commodities to the school who in most cases are from the surrounding community. This helps to maintain cohesion between the school and the community.

From the findings, in most cases, schools need to create and maintain a good relationship with the nearest hospital or health center. This makes it convenient for the schools to access good health care for both students and staff. In fact, most health facilities extended a credit facility to the schools.

Further the researcher found out that other community members (non-parents) are invited to school during various occasions. At the annual general meeting and prize-giving days which happens only once a year in all the schools. Some of the community members are invited as guest speakers or simply to attend. To fund raising activities to provide financial support for improving, expanding and maintaining the existing infrastructure.

Other occasions included Sunday services where religious leaders they are often invited to the schools to offer spiritual nourishment to the school community. Religious leaders and other professionals were also invited as motivational speakers to give talks to
students which could be inform of counseling or career choices especially for the form 4 students. Also, successful people whether living within the locality or elsewhere are often appointed to serve in the school boards. On several occasions, they are also invited to the schools to attend various board meetings, disciplinary sessions whether regarding a student or member of the staff as well as to interview staff both teaching and non-teaching before they are considered for employment.

On parents (n= 200) and community (n= 200) involvement in school activities, the researcher illustrated the findings from the respondents in figure 4.11 below.

![Figure 4.11 Parents and Community Involvement in School Activities.](image)

176 (88 percent) community members were not involved while 174 (87 percent) parents were involved.
This concurs with Kegan (2007) that the community members themselves have also resigned to the thought that they are not able to provide assistance.

This is evident in the findings of this research whereby the community involvement in school activities is minimal.

The researcher also sought to find out the number of teachers who have knowledge of the students’ background. This is illustrated in table 4.8 below.

**Table 4.8 Awareness of students’ background**

<table>
<thead>
<tr>
<th>Response</th>
<th>Teachers (n=276)</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>199</td>
<td>72.1</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>46</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>Few</td>
<td>31</td>
<td>11.2</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>276</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Majority 199 (72.1 percent) of the teacher respondents indicated that they were aware of students’ background while 46 (16.7 percent) were not. Another 31 (11.2 percent) were only aware of background of few students.

From the findings of this study, majority of the teachers made an effort to learn about the students’ background. This is as confirmed by Ballen and Moles (2013) that schools
cannot afford to ignore the child’s immediate environment. School administrators need to understand the child’s upbringing, values he/she has when being enrolled in school. This is because the kind of families, economic status, single parents and divorce cases all influence behavior.

Regarding the frequency of Education Officials visit to schools, the findings were recorded and presented in table 4.9 below.

**Table 4.9 Frequency of Education Officials Visits**

<table>
<thead>
<tr>
<th>Response</th>
<th>Teachers ($n=276$)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f$</td>
<td>$%$</td>
</tr>
<tr>
<td>Very frequent</td>
<td>24</td>
<td>8.7</td>
</tr>
<tr>
<td>Frequent</td>
<td>252</td>
<td>91.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>276</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Majority 252(91.3 percent) of the teacher respondent indicated that education officials visited the school frequently while 24(8.7 percent) were of the opinion that they visited very frequently. This was attributed to the fact that the education officials are members or representatives at some of the school committees such as the Board of Management, tendering, finance, disciplinary in each of the schools within their area of jurisdiction.
The education officials also supervise implementation of government policy in schools. They therefore play a supervisory role.

The researcher found out that the officials visited schools for various purposes. The County Director of Education visited the schools to assess various projects as well as level implementation of government policy in schools. On the other hand, the County Quality Assurance Officer visited to audit spending of school finances especially monies given direct from the ministry of education as well as assess standard of implementation of various government policies in schools. The Sub-County Director of Education sits at the School Board as a representative to the County Director of Education therefore. He also supervises the progress of various projects in schools. There are also the examination officers who co-ordinate exams at the sub county level, DQASO (Deputy Quality Assurance Officer) who do the assessment and standards of Infrastructural implementation.

The researcher also found out from other stakeholders the purpose of the government officials’ visit to schools was to attend different activities at schools which were always useful and necessary. They held meetings with Principals to discuss school projects and matters that might be affecting the school so as to find a solution and sometimes help in restructuring in order to curb a possible students’ unrest. They organized meetings with teachers to ensure teachers adhere to their code of conduct and also play an advisory role. They were also obligated to attend Annual General Meetings (AGM) and PTA meetings to ensure the meeting proceedings are as per the directive from the ministry of education as well as ensure the school administrators do not insist on charging
additional school levies to finance certain projects without the approval from the County Director’s office or the ministry.

On invitation by the principal, they attended prize giving days as guests and sometimes, they were invited as Chief guests. Whenever schools held extra-curricular activities competitions, the government officials attended to assess the level and quality of projects and performances during competitions as well as ensure there is orderliness among the Coordinators and students. On regular basis, they visit the schools for audit purposes to assess how the school finances have been spent and also assess all school infrastructure to ensure the standards are as per the government requirement and regulations. Other times, it was in case of school unrest. The aim in such instances would be to restore calm in the school, find out causes of unrest, assess extent of damage caused and help to identify the agitators as well as participate in the disciplinary of both students and members of staff. In addition, there is always a representative from the county education office in the schools’ Boards since they act as government representatives to schools.
The forums to which parents are invited to participate in at schools as established from the research are as represented in table 4.10 below.

**Table 4.10 Forums for Inviting Parents**

<table>
<thead>
<tr>
<th>S/n</th>
<th>Category</th>
<th>Principals ($n=34$)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disciplinary</td>
<td>4</td>
<td>11.8</td>
</tr>
<tr>
<td>2</td>
<td>Academic follow-up</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>School budget day</td>
<td>22</td>
<td>64.7</td>
</tr>
<tr>
<td>4</td>
<td>Tendering Committee</td>
<td>14</td>
<td>41.2</td>
</tr>
<tr>
<td>5</td>
<td>PTA meetings</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Prize giving day</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Harambee meetings</td>
<td>34</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Development Committee</td>
<td>12</td>
<td>35.3</td>
</tr>
<tr>
<td>9</td>
<td>School AGM</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

Forums for inviting parents ranged from academic follow-up, PTA meetings, prize giving day, harambee meetings and school Annual General Meeting according to all principal respondents. Only 14 (41.2 percent) were invited for tendering meeting.

This is in line with Otieno (2006) observation that most school heads in Kenya involve the community in fund raising activities. The community is not involved in spending even the funds they helped raise.
The researcher established the areas parents mostly cooperated with school administration were mainly on funding of a school project where by the parent contributes towards various school projects and expenditures since schools require these infrastructure in order to grow and function effectively. Parents also supplemented government tuition subsidy since parents are the main financiers of school programs through fees and levies. It was also established that parents were involved in motivation of teachers and students in order to maintain good examination performance in schools they therefore contributed into the staff motivation kitty as well as funded the school trips.

All parents were required to attend academic clinics for their respective children whenever they were called asked to, otherwise the student would be sent home. Parents are therefore under obligation to make an academic follow up of their children on specific academic clinic day. Many parents also cooperated in reporting cases of truancy of students. This was influenced by the fact that they could turn out to be social misfits who could pose a threat to the wellbeing of the society hence the urge and willingness to report such cases to school authority. In addition, parents have a responsibility to support teachers in matters of discipline. Hence, whenever a student had a discipline case, the parent was required to attend the session otherwise the student would be expelled from the school.
4.4 Findings for Research Objective two: The community involvement opportunities in management of public secondary schools.

This objective sought to establish the various opportunities of involving the community in management of public secondary schools. The respondents were asked to indicate their membership to any of the school committees, specific areas which gave them opportunities to be involved in school management and how they rated their relationship with the other stakeholders.

The researcher sought to find out whether the parents \((n = 200)\) and community members \((n= 200)\) were involved in any of the schools’ committees and the findings were as shown in figure 4.12 below.

![Figure 4.12 Memberships to any School Committee](image)

On the membership to any school committee members, 164(82 percent) of the parents were members while 36(18 percent) were not. As for the community members, 194(97
percent) were not while only 6(3percent) were members to the school committees. This was attributed to the fact that almost every parent was a member of the parents association with an exception of a few who had not yet found it necessary to register as members.

This is in line with the observation by Onsomu and Mujidi (2011) that some parents still think that they are irrelevant to the schooling process, and it should be left to the teachers who are the specialists. As a result, many of them did not volunteer or make an effort to be involved with any of the school committee.

However, the respondents cited a few areas which gave them or would give them opportunities to be involved in school management. For instance, serving as a member of the school Board of Management (BOM). Since BOM members were always appointed from the community although not necessarily living within the community. This has always given the community members a direct opportunity of being involved in school management. From the findings, in almost all schools, the supplier of various foodstuffs, stationaries, and other items were mainly from the community or a parent at the school. This is employed as a way of involving the community in the running of the school. It also helped to create and maintain cohesiveness between the school and the community. As for the parent, it helps them to offset the school fees.

All parents had opportunities of being members of the Parents Teachers Association (PTA) and one could be in the executive committee by being elected as a class representative depending on the class their child is in. In addition, every parent by virtue
of having a child in a certain school qualified them to be members of Parents Association in the school their child is at.

The researcher also found out there are various projects which have been undertaken by parents in the school for the last five years in their effort of being involved in the management of schools. As a result of increase in the numbers form 1 in take, as more students graduate from standard 8, there has been an increasing demand for form 1 places and subsequently demand for more dormitories and classrooms. Parents have contributed funds in building an additional dormitory in a few schools and especially the girls’ schools as well as putting up new classrooms to accommodate the growing numbers. Other times, putting up new buildings has not been necessary but, even then, they have contributed funds for renovation of buildings and purchase of vehicles in most cases a school bus. In fact, for most schools, having a school bus has become almost a basic requirement. In the long run, as school principals explained, it is cheaper to own a bus than hire one since they can also hire it out and generate some income. It also comes with a lot of convenience in transporting students to and from various activities.

Non-parents have also undertaken a few projects in the last five years as was established by the researcher. These projects were maintenance of the road leading to the schools this was mainly to ensure the school is accessible especially during the rainy weather. A few community members had also been invited as guests at the school Harambee, for the purpose of raising funds. Others had gone a step further and sponsored needy students at various schools. The government on the other hand, had initiated a few
projects in the schools in addition to sponsorship of some needy students through the CDF kitty included provision of laboratory equipment, building of classrooms, computer projects as well as setting up of centers of excellence and status upgrading of some schools.

Despite these initiatives, most of the government officials agree that the financial implications are very crucial in terms of availability. This means that there are acute inequalities in terms of distribution of funds for these projects. From the findings of this study, non-parents have still undertaken very few projects in the last five years in various schools. This is an indication the community is not fully engaged in school matters. This concurs with Chunga (2012) that co-operation between schools and communities need to be consciously established.
As for the channels available for communication by the parents and other community members with the school, the data collected was analysed and presented in the table 4.11 below.

**Table 4.11 Channels Available for Communication with the School**

<table>
<thead>
<tr>
<th>Response</th>
<th>Parents (n= 200)</th>
<th></th>
<th>Community (n= 200)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Phone</td>
<td>183</td>
<td>91.5</td>
<td>124</td>
<td>62</td>
</tr>
<tr>
<td>Suggestion box</td>
<td>102</td>
<td>51</td>
<td>52</td>
<td>26</td>
</tr>
<tr>
<td>Open door policy</td>
<td>200</td>
<td>100</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>Formal meetings</td>
<td>192</td>
<td>96</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

Among the channels available for communication with the school, the most common at 200 (100 percent) was the open door policy as all the parents’ respondents attested. Formal meetings 192 (96 percent) were mainly attended by parents. The parents and the community also used the phone as indicated in these percentages, 183 (91.5 percent) and 124 (62 percent) respectively.

This indicated there is effective communication mechanisms which the school and parents and community members readily make use of them. Therefore, there is constant flow of information to the school from parents and community members and vice versa. This is a clear indication the community is willing to be involved with the school. So long as there is a means of communication, there is an opportunity to engage and involve every stakeholder in the school management process. This concurs with
Kinyanjui (2009) that by moving closer to the people and interacting with them fruitfully, institutions will be making themselves better understood by the communities.

Principals also indicated the frequency of parents visit to the school and the findings were as presented in figure 4.13 below.

![Figure 4.13 Frequency of Parents Visit to the School](image)

**Figure 4.13 Frequency of Parents Visit to the School**

The frequency of parents visit to the school according to principals’ showed that majority 20 (58.8 percent) of the respondents said such visits were frequent while 12 (35.3 percent) said the visits were occasional. There is no parent who had not visited the school. This is an indication of parent involvement in school process.

This is supported by Wright and Dolores (2009) who observe that teachers unanimously recognize the value of parent involvement for many of the same reasons that leads to student academic success, garnering parent support in matters of discipline and school attendance and in general fostering parent-school cooperation. Fiorre (2011) also attests
to this by agreeing that the home of the child serves as the child’s induction phase to the school. Mutual understanding and partnership between school and community would help teachers, parents and other community members to identify areas in which they can work together for the benefit of the child.

The purpose of the parents visit were established, they were mainly to pay school fees for their children. Although parents can deposit fees to the schools’ account, majority still brought the paying in slip to school physically to ensure the money was receipted so that their child was not sent home for fees. To attend meetings such as Annual General Meetings (AGM) and Parents Teachers Association (PTA) meetings, in most schools, attendance to these meetings is almost compulsory and parents are obligated to attend.

Depending on the class the student is at. Teachers organize for clinics per class with more emphasis being on form 3 and 4 as a way of encouraging the student to perform well in their exams and general behavior. All parents are expected to attend their children’s academic clinic day. The teachers view it as a necessary means to involve the parents in their children’s learning. Parents also took initiative on checking on students’ academic progress. This is usually initiated by the parent him/herself for those who are keen to keep up to date on their children’s performance and want to be totally involved in their school progress. In other instances, parents visited the school because they were expected to accompany the student to school in case of a disciplinary issue, as the teachers and the principal deliberate on the case and decide on appropriate disciplinary action.
As the Michigan Department of Education (Alatorre, 2009) found out that, where there is parental involvement, there is higher grades and graduation rates of students, better school attendance and discipline, increased motivation for staff and community.

There were other areas in which parents and the community members offered assistance to the school as the researcher found out these were as presented in table 4.12.

**Table 4.12 Areas of School Administration that Parents and Non-Parents Assist**

<table>
<thead>
<tr>
<th>Parents</th>
<th>Non-parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paying school fee</td>
<td>Avoid engaging students in any form of labor for pay</td>
</tr>
<tr>
<td>Supporting students materially and emotionally</td>
<td>Enhancing security outside the school</td>
</tr>
<tr>
<td>Raising funds for a school project</td>
<td>Provide employees to work in schools</td>
</tr>
<tr>
<td></td>
<td>Fund raising</td>
</tr>
</tbody>
</table>

These are still quite limiting roles which are more skewed towards provision of funds and manpower as opposed to being involved in school management. In line with this, Muigai (2012) agrees that there is need for the parents and community at large to be involved not only in the provision of funds but also in the control of expenditure of the same funds they provide.

In this study, the researcher sought to establish how often both the principals \( n=34 \) and teachers \( n=276 \) visited the students homes and the findings were as presented in figure 4.14.
Figure 4.14 How often Principals and Teachers Visit Students' Homes

On how often Principals visit students’ homes, majority 264 (95.6 percent) and 17 (50 percent) respectively of the teacher and principal respondents indicated that they never visited their homes while none indicated they visited them very often.

This is in agreement with Onsomu and Mujidi (2011) who observes that in majority of Africa countries teachers appear not to accommodate and entice parents to become more involved. Some of these provide fewer instructions for parents, vary meeting times for parents, find less effective communication mechanisms and do less or none home visits.

The main reason indicated for such a scenario is that some of the schools have such a high population which makes it practically impossible to visit students’ homes.
When asked to rate the support by education officials in the management of the school, the principals (n=34) indicated their ratings as presented in figure 4.15 below.

![Bar chart showing the ratings of education officials support in the management of the school.]

**Figure 4.15 Rating Education Officials Support in the Management of the School**

On rating Education Officials Support in the management of the School, majority 16(47.1 percent) of the respondents indicated that the support was adequate while 15(44.1 percent) said the support was very adequate. Education officials are mainly implementers of government policies and the nature of their job demands they visit the schools for assessment on the implementation of the government policy as well as for audit purposes.

Given an opportunity to rate their view of their relationship with the teachers, parents and community members expressed varying views and the findings are as were captured in the table 4.13.
Table 4.13 How Parents’ and Community View their Relationship with Teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Parents ($n=200$)</th>
<th>Community ($n=200$)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$f$</td>
<td>$%$</td>
</tr>
<tr>
<td>Very good</td>
<td>53</td>
<td>26.5</td>
</tr>
<tr>
<td>Good</td>
<td>114</td>
<td>57</td>
</tr>
<tr>
<td>Fair</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Parents and community gave their views on their relationship with teachers. Mainly, 159(79.5 percent) community and 114(57 percent) parent respondents said it was good. Only a few parents 3(1.5 percent) said the relationship was poor.

This is a clear indication all is not lost. A good social relationship exists between the community, parents and teachers. This is an indication the groups can work together. However, Berger (2007) believes that building and maintaining a genuine partnership with parents is a process of continually seeking to understand assumptions and to share meanings and expectations. Partnerships can only grow when they are based on mutual trust and respect for the other’s values, perspectives and experiences. Therefore, a good relationship does not necessarily translate to partnership. Schools still have a task to reach out to the community and parents and make them partners in school management.
The research also revealed there are various opportunities of involving the community and especially County Government Education Officers in the management of secondary schools in Machakos County. Those cited are supervision of government projects sponsored from the central division within their areas of jurisdiction in order to ensure proper standards as well as accountability. This would also help to speed up completion of these projects. In addition to involvement in the status upgrading of schools since they are more knowledgeable about the physical facilities available in the schools, performance in the examinations as well as the staffing capacities and needs in these schools so as to ensure maintenance of proper and high quality standards of education since there are some sub county (district) schools which are better off than the county (provincial) schools.

The county Education officers could also be more involved in ensuring the appointment of competent subject panels in schools, ensuring there is proper coverage of the syllabus in the schools through assessment and supervision. They could also be more proactive in ensuring the BOM are doing the work they are mandated to and also ensure the students participate in the co-curricular activities in addition to their academics.

4.5 Findings of Research objective Three: Determining the impact of community involvement on the management of public secondary schools

The main task of this objective was to find out how community involvement in school management affects decision making, the extent to which the community supports the school projects and how involvement in school management enhances total development of other stakeholders.
The researcher undertook to find out from the principals \((n=34)\) how community involvement affects decision making and the findings were as presented in the pie chart below.

![Pie chart showing community involvement affects decision making](image)

**Figure 4.16 How Community Involvement Affects Decision Making**

Majority 18(53 percent) of the principal respondents indicated that the community involvement affects decision making in that it slows down the speed of decision making while 16(47 percent) said it contributed to effective decision making. Majority of the principals indicated that too much involvement with the community is costly and slows down the speed of decision making regarding school matters making the work of the principal hectic. On the other hand, this is also viewed as bureaucratic, impersonal and budget drive.

This agrees with Naidoo and Anton (2013) that in most cases the family-community are not given a chance in doing the business of schooling and hence there is a need to create site-based decision making that involves parents and recreate a school structure that is
less bureaucratic and less budget driven. This requires, overcoming barriers to parent involvement in the broad context of needed systematic changes.

Regarding supportiveness of community members to school’s projects, the data was sought from the principals \((n=34)\) analysed and the findings were as presented in figure 4.17.

![Figure 4.17 Supportiveness of Community Members to School’s Projects](image)

**Figure 4.17 Supportiveness of Community Members to School’s Projects**

On the supportiveness of community members to school’s projects, majority 25 (73.5 percent) of the respondents indicated the community was very supportive with only 5 (14.7 percent) saying the community was not supportive.

Whenever a school has a project especially building or buying of equipment, the school community readily supports the school by participating in fund raising, provision of labour or even supply of materials. This is inevitable contact as supported by Pogorin
(2007) who argued that the inevitable contact and influence between schools and community should be consciously planned so that maximum benefit can be delivered.

The researcher also found out from the Principals \( (n=34) \) the frequency at which community members initiated new projects in schools and the findings were presented in a pie chart as shown below.

![Pie chart showing community involvement in school projects](image.png)

**Figure 4.18 How often Community Members Initiate New Projects in Schools**

Responding to on how often community members initiate new projects in schools, majority 18 (53 percent) said hardly ever do they initiate school projects. A respondent of 12 (35 percent) said they sometimes initiated school projects. Only 4 (12 percent) of the total respondents said they frequently did initiate them.

These findings indicate that only a small fraction of community members are keen to initiate projects at schools. These are mainly in form of donations of monies and or equipment and sponsorship program of needy students. Majority of the community
members have never initiated a project at the schools either because they don’t imagine it is possible or lack the resources. But most importantly, there is lack of a model of deliberately involving the community in affairs of the school.

In his views, Chunga (2012) pointed out that the fact the co-operation between schools and communities need to be consciously established. It is not a relationship of chance but each group is supposed to understand its role and an enabling environment provided. The partnership is not a one off thing, but rather a cultivated effort that should be reviewed and improved continuously.

On the question of school involvement to improve total development of the community, there were varying responses from both the parents ($n=200$) and community members ($n=200$) and the findings were presented in figure 4.19.

![Figure 4.19 School Involvement to Improve Total Development](image)

**Figure 4.19 School Involvement to Improve Total Development**

185 (92.5 percent) parents indicated school involvement has helped improve total development while 185 (92.5 percent) of community members said school involvement has not helped improve total development.
For some of the low income parents, access to education may have been through the children’s school hence promoting the wellbeing of the student as well as the family through development of human and social capital. This concurs with Tondeur (2013) observation that a new definition of parent involvement is that one not limited to traditional parent activities, in school building where families were viewed not as deficient, but as sources of strength.

The findings also agree that, the guiding principles help parents value their own knowledge, share their knowledge with others, learn new skills and talents to benefit themselves and their families and become involved on their own terms in the life of the school. This is in contrast with the community members. It is an indication they have not been substantially involved in school management and as far as they are concerned, development is one way; that which benefits the school only.

The study also sought to find out from the Principal (n=34) whether there were knowledgeable members of the community on various school management issues, whether they were willing to be involved for the school progress and how the community involvement influenced the schools performance in the national exams. The findings were as presented in table 4.14.
<table>
<thead>
<tr>
<th></th>
<th>There are knowledgeable members of the community on various school management issues</th>
<th>Those with relevant knowledge are willing to be involved for the schools progress</th>
<th>Community involvement influence the schools performance in the national exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Yes</td>
<td>26</td>
<td>76.5</td>
<td>28</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>23.5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100</td>
<td>34</td>
</tr>
</tbody>
</table>

Majority 26 (76.5 percent) of the respondents, principals out 34 said that there were knowledgeable members on various school management issues. Another 28(82.4 percent) said those with relevant knowledge are willing to be involved for the school progress while 23(67.6 percent) believe that community involvement influence the schools performance in the national examinations.

This is in agreement with Epstein (2012) who indicates that a correlation of increased levels of parent involvement is an increase in student achievement as well as improved student attendance and reduced dropout rates. This concurs with the findings that community involvement influences the schools performance in national examinations.
The study also showed that the government County Education officials had a positive impact as they have authority over quality through the approval of projects, management and supervision of these projects and they also constitute the selection panel of the Board of Management. They also oversee the expenditure of finances by the schools, manage the school term by scheduling other school activities which include music, drama, science congress, sports and games competition in addition to curriculum implementation and ensuring a smooth flow of all the activities. Since the CDE is a member of or is represented in the staffing committee in the County, he/she approves the deployment of school managers through TSC and also oversee the handing over and taking over of schools.

4.6 Findings for Research objective Four: Challenges faced by community involvement in management of public secondary schools

In terms of challenges the study revealed that infrastructure is generally poor in most schools. Little effort has been put to provide good office buildings for the officers themselves and even schools. The furniture is also quite basic and lacks basic facilities such as photocopiers, adequate food and water owing to the fact that Machakos County is a semi-arid region.

The research study also noted that there is lack of internet connectivity and the facilities. This makes receiving and dissemination of information quite slow because none of the officers have tablets or laptop for easy use in the field they always have to wait until they come back to the office to compile and send reports. As a result, e-government has not taken route.
On financial matters it was noticed that there was limited funding and the funding received was quite generalized and lacks specific direction on how it should be utilized. This led to many schools outsourcing funds from other associations, bodies like the NGOs and churches.

The educational officers also face massive problems in terms of transportation which is quite strained. The nature of work requires the officers to visit the schools, there are only two government vehicles and yet in addition to the CDE there are other officers such as 8 Sub county officers, 12 CQASO, 1 CXO in addition to the expansive nature of Machakos County. This makes travelling to the schools quite difficult and expensive even for the schools if they have to sometimes pay for or even provide transport. In addition, until most recently, the road network has been poor and almost impassable especially during the wet season. Still, there are some roads to some schools within Machakos County which are in poor state of disrepair making travelling very cumbersome.

Delay in the policy flow from the HQ was also cited. There is a lot of delay in issuing of circular and correspondence which makes implementation slow and sometimes leaving inadequate and limited time to meet the required objectives. This highly compromises the quality and standards. In addition it was also noted that there is a great shortage of staff especially in the county offices and also in a few schools.

Most teachers make the assumption that community members will not be able to assist as required because they lack knowledge. As a result, most community members are not given a chance to take part in the schooling business. Sometimes as Comer (2009)
points out, a minority parents may lack knowledge about school protocol and may feel inadequate or unwelcome due to differences of income, education or ethnicity compared to school personnel. This difference may result in the perception that the school is indifferent or even cold. In turn, the school then judges parents as uninterested in school involvement. Due to a busy schedule especially the working class. They often feel constrained for time to be able to participate in school activities.

Parents sometimes have other personal challenges which affect their optimum involvement in schools. This applies mainly for the parents with more than one child in different schools and it is quite a common scenario. Quite often, the calendar of activities of various schools will coincide, the parent finds themselves in a difficult situation as the parents will either have to divide responsibilities and in case of a single family a decision is usually made at the expense of the other. Other times the parent (s) cannot afford to meet the cost of travelling to the school to attend whichever activity.

4.7 Findings of Research objective Five: Possible solutions in enhancing the community involvement in management of public secondary schools.

The data for this objective was qualitative and the findings were as discussed and summarized in various thematic areas.

4.7.1 What students wish their parents did in their school life

Bell (2006) states that through the years the many factors that contribute to excellence in learning have proved that no school can fully compensate for failure at home. The home context of the child is one of the important factors that determine his/her achievement in school.
In line with this, students wished their parents attended all school functions in person. It made them feel the parents are truly invested in their wellbeing. They also wished their parents paid their school fees in time so that they do not have to be sent home and provided with enough pocket money. They also felt if they were bought more revision materials, and someone was engaged to tutor them during the school holidays, their grades in the national examination would certainly be better. They also wished their parents gave them humble time to read while at home without involving them too much on household chores especially during their final year in form 4 so that they could focus on preparing for their exams.

4.7.2 Parents /Community members

As Ballen and Moles (2013) confirms that schools cannot afford to ignore the child’s immediate environment. School administrators need to understand the child’s upbringing, values he/she has when being enrolled in school. Chunga (2012) concurs by saying that the educational success even in schools serving poor and working class families rests on the ability of school administrators and others to activate personal, family and community resources.

Parents and community members indicated they would appreciate the needs of the school better if they were alerted in good time on the need to attend a meeting or any activity at school in good time. That is ensure proper communication and invitation well in advance to school functions to enable individuals in planning and reorganizing their schedules so that they can attend. Parents and community members also showed interest in involvement in other school activities such as sports, drama and music, tendering
process and purchasing of major school equipment. They were keen to be part of some of these committees to ensure transparency and accountability. They were also keen more teachers from the community are employed at the schools. This, as they indicated would ensure a good representation of teachers who understand the community’s cultural background so that maximum benefit can be delivered. Parents and community members also expressed a wish to be included in planning of school policies. This would help to ensure the policies are oriented to meet the needs of the community so that it is not a matter of trial and error.

4.7.3 General opinion of Education Officers

The research showed that the education officers were of the opinion that policy formulation ought to change and be more inclusive. It is important for the Ministry of Education to involve the officers at the county level since they are the ones on the ground and therefore more in touch with the needs of the learners and other stakeholders if the policies are meant to improve the standards of education.

For purposes of attaining the objectives of vision 2030 especially the social pillar, the county government offices should be adequately equipped with modern ICT equipment and infrastructure and the government should have a special fund and make a deliberate effort towards this. This would ensure formative supervision of schools through interconnectivity by providing regular, consistent updates and avoid firefighting.
Policy on the requirements and appointment of some of the officers such as the CDE should be well structured. Whenever a vacancy arises, it should be advertised and competitively filled so that it is not left to the whims of the interviewing officer.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into the following subsections namely summary of research findings, conclusions and recommendations.

5.2 Summary of the Findings

Summary of the findings is as stated below according to the objectives of the research study.

5.2.1 Types and nature of community Involvement in the management of public secondary schools in Machakos County.

In the means of communication mainly used to reach parents by the school teachers and principals, the study revealed circulars were the more preferred at 57.2 percent and 41.2 percent respectively while phones were used in least occasions. In terms of frequency of meetings with parents and other community members according to teachers was occasionally at 46.4 percent. Another 40.2 percent said the meetings were often convened. On the number of times principals met with parents, 65 percent indicated that they did it termly while 35 percent talked of annual meetings. Teachers rated the parents’ response to invitations and from the responses with a majority 47.8 percent indicating that the response was good while 24.7 percent said it was very good. Rating parents’ attendance to meetings, majority of the respondents 64.7 percent indicated that the attendance was high while 11.8 percent indicated that it was moderate to low.
Further on, out of a sample of 200 parents and 200 community members, 88 percent51.5 percent indicated to have visited the school 3 times or more per year and once per year respectively. No parent indicated to have never visited the school in a year. Responding to the frequency of teachers checking students’ books, 64 percent indicated they did most of the times while 29 percent indicated this sometimes happened. 89 percent indicated that parents did not check their school books while 11 percent had their parents check them. On parents assisting students in school work, 85.5 percent of the students’ respondents said parents did not assist with 10.5 percent indicating they did. The rate of frequency of discussing with student school matters differed. Majority of the parent respondents 53 percent sometimes discussed with students school matters while 1 percent never discussed at all. On the other hand, 86 percent of the community respondents never discussed school matters with students while 4 percent discussed often. 91.3 percent of the teacher respondents indicated that education officials visited the school frequently while only 8.7 percent indicated that they visited very frequently.

5.2.2 Community Involvement opportunities in management of public secondary schools in Machakos County

It was worth noting while 82 percent of parents were members of a school committee, 97 percent of the community members did not belong to any of the school committee. Among the channels available for communication with the school, the most commonly utilised one was the open door policy as all the parents’ respondents 100 percent attested.
The frequency of parents’ visits to the schools according to the principals’ showed that 58.8 percent were frequent while 35.3 percent were occasional. On how often Principals visited students’ homes, 95.6 percent indicated that they never visited the students’ homes. This was attributed to high population of some schools, making it practically impossible to visit student’s homes. Education Officials Support in the management of the schools, was rated at 47.1 percent indicating that the support was adequate while 44.1 percent said the support was very adequate. Parents and community gave their views on their relationship with teachers. Mainly, 79.5 percent community and 57 percent parent respondents said it was good. Only a few parents 1.5 percent said the relationship was poor.

5.2.3 Determine the impact of community Involvement on the management of public secondary schools in Machakos County.

53 percent of the principal respondents indicated that the community involvement affects decision making in that it slows down the speed of decision making while 47 percent said it contributed to effective decision making. On the supportiveness of community members to schools’ projects, 73.5 percent of the respondents indicated the community was very supportive with only 14.7 percent saying the community was not supportive. Responding to how often community members initiate new projects in schools, 53 percent said hardly ever did they initiate school projects. 35 percent indicated they sometimes initiated school projects. Only 12 percent of the total respondents said they frequently did initiate them. 76.5 percent of the respondents confirmed there were knowledgeable community members on the various school
management issues and 82.4 percent of those with the relevant knowledge were willing to be involved in the school management process. 67.6 percent respondents further confirmed community involvement influences the students’ performance in the national examinations.

5.2.4 Challenges faced by community in their Involvement in management of public secondary schools in Machakos County.

A few issues stood out with regard to the challenges the community face as they aim to be involved in the management of public secondary schools. Mainly lack of funds both at the school and government levels to initiate projects at schools in addition to the high poverty levels within the community which makes majority of the parents and community members to not want to be involved in school management. In addition to biased assumption by teachers and principals that community members lack sufficient knowledge so that they are not given a chance to be involved in the schooling process also posed a major challenge to those who felt they would make a contribution towards school management.

5.2.5 Possible solutions in enhancing the community involvement in management of public secondary schools in Machakos County.

The research study revealed some strategies for enhancing community involvement in management of public secondary schools. It was suggested policy formulation ought to be more inclusive so that the challenges at the county level are addressed so that the policies are oriented to meet the needs of the community if they are meant to improve
the quality of education. It was also cited that school administrators ought to activate personal, family and community resources for total development of both the schools as well as the community. It was further suggested more teachers from the community ought to be employed at the schools to ensure a good representation of teachers who understand the community’s cultural background so that maximum benefit can be delivered.

5.3 Conclusions

In view of the foregoing findings, the researcher made a number of conclusions which are presented in order of the objectives of study.

Concerning the first objective which sought to establish the types and nature of community involvement in the management of secondary schools in Machakos County, the researcher concluded there were various ways parents and community members involved themselves in secondary school management and majority of them restricted themselves to raising funds, reporting cases of truancy, ensuring safety and discipline of students as well as implementation and supervision of government policy on the part of education officials. The community has, however, shied away from involvement in decision making and management of resources as envisaged in these research findings.

In relation to opportunities for community involvement in management of public secondary schools, the study concludes there is an opportunity for every community member to get involved. However, the school administrators have a great task of first building and maintaining genuine partnerships with the community which can only be
achieved through sharing of ideas and expectations in order to ensure total development of both the schools, families and community.

Concerning the impact of community involvement in management of public secondary schools in Machakos County, the researcher concluded there is an interrelationship between community involvement and student achievement. The researcher also noted there lacks a model of deliberately involving the community in affairs of the schools.

Regarding the challenges faced by the community in involvement in management of public secondary schools in Machakos County, the study concluded the community members viewed lack of cooperation from teachers as the main challenge and they also focused more on their personal inadequacies such as lack of knowledge, time and financial resources.

5.4 Recommendations

This section provides recommendations in relation to the findings and conclusions from the study.

Regarding the first objective, the study recommends that there is a need to orient and educate all the stakeholders on their responsibility of participating in decision making process in schools as well as ensure transparency and accountability of the funds they help to raise. This can be addressed at chief Barazas and other public forums by the County Quality Assurance Officers and the County Director of Education who are the representatives of the Ministry of Education at the county level.
On the opportunities for community involvement in management of public secondary schools in Machakos County, this study recommends for the school administrators to take up the responsibility of creating a mutual understanding and partnership between schools and the community which would help teachers, parents and all community members to identify areas in which they can work together for the benefit of the students.

Regarding the third objective on the impact of community involvement in management of public secondary schools in Machakos County, the study recommends to the government to establish a proper model of deliberately involving the community in affairs of the school.

On the challenges faced by the community in involvement in management of public secondary schools in Machakos County, the study recommends that policy formulation on matters on management of secondary schools should be all inclusive so that it can address the societal needs. Therefore, the Ministry of Education ought to formulate a structure that allows for community participation at policy formulation stage to its implementation and maintenance.
5.5 Suggestions for Further Research

The following recommendations were made for further research:

a) A similar study should be done in all the other counties to assess the impact of community involvement in public secondary schools.

b) A study of public primary schools in Machakos County to establish the impact of community involvement in public primary school education offered in Kenya.

c) A study on how Free Secondary Education will impact on community involvement in management of public secondary schools in Machakos County.

d) A study on the policies and guidelines in community involvement in management of schools.
REFERENCES


Onsomu, N.E., and Mujidi, J. (2011). *Community Schools in Kenya: Case Study on Community Participation in Funding and Managing Schools*. International Institute for Educational Planning, UNESCO.


APPENDIX A

QUESTIONNAIRE FOR PRINCIPALS

I am a post graduate student at Kenyatta University pursuing a Masters Degree in Education (Educational Administration). I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution. Please answer the questions as honestly and truthfully as possible by ticking and writing in the spaces provided.

SECTION A: General Information

1. Type of school (A) Boys only ( ) (B) Girls only ( ) (C) Mixed schools ( )
2. Gender Male ( ) Female ( )
3. Experience as a Principal
   (a) Less than 5 years ( )
   (b) 6 to 10 years ( )
   (c) 11 to 15 years ( )
   (d) Above 15 years ( )
4. Indicate the highest level of Education_____________________
   Diploma ( ) B. Ed ( ) Masters ( )

SECTION B: Types and nature of community involvement in the management of public secondary schools.

5. Which means of communication do you use to reach to parents (May tick more than one).

<table>
<thead>
<tr>
<th>Means of communication</th>
<th>Tick(✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulars</td>
<td></td>
</tr>
<tr>
<td>Phones</td>
<td></td>
</tr>
<tr>
<td>Verbally through pupils</td>
<td></td>
</tr>
</tbody>
</table>
6. How many times do you meet with the Parents?
   a) Termly ( )  b) Annually ( )

7. Generally, how would you rate parents’ attendance?
   a) Too high ( )  b) High ( )  c) Moderate ( )  d) Low ( )  e) Very Low ( )

8. a) Have you been invited to any community activity?
   a) Yes ( )  b) No ( )
   b) If yes to the above, kindly specify:

   -------------------------------------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------------------------------------
   Who are other members of the community (non-teachers) that you work with?

   -------------------------------------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------------------------------------

9. When do you usually invite other community members (non-parents) to school?

   -------------------------------------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------------------------------------

10. Which education officials visit your school?

   -------------------------------------------------------------------------------------------------------------------------------

11. For what purpose(s) do education officials visit the school?

   -------------------------------------------------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------------------------------------------------
12. To which of the following forum(s) do you invite the parents

<table>
<thead>
<tr>
<th>S/n</th>
<th>Category</th>
<th></th>
</tr>
</thead>
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<tr>
<td>1.</td>
<td>Disciplinary</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Academic follow-up</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>School budget day</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Tendering Committee</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>PTA meetings</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Prize giving day</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Harambee meetings</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Development Committee</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>School AGM</td>
<td></td>
</tr>
</tbody>
</table>

SECTION C: Identify community involvement opportunities in management of public secondary schools.

13. What projects have parents undertaken in the school in the last five years?

-------------------------------------------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------------------------------------------

14. What projects have non-parents undertaken in the last five years?

-------------------------------------------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------------------------------------------

15. How frequently do parents visit the school?
   a) Very frequently ( )  b) Frequently ( )  c) Occasionally ( )  d) Never ( )

16. Mostly, what is the purpose of their visit?

-------------------------------------------------------------------------------------------------------------------------------------
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130
17. What areas of school administration can parents and non-parents assist?

18. How often do you visit pupils’ homes?
   a) Very often ( ) b) Often ( ) c) Occasionally ( ) d) Never ( )

19. How would you rate education officials’ support in your management of the school?
   a) Very adequate ( ) b) Adequate ( ) c) Inadequate ( )

SECTION D: Determine the impact of community involvement on the management of public secondary schools.

20. How does community involvement affect decision making?
   a) Slows down speed of decision making ( )
   b) Effective decision making ( )

21. How supportive are the community members of the school’s projects?
   a) Very supportive ( ) b) Supportive ( ) c) Not supportive ( )

22. How often do the community members initiate new projects at your school?
   a) Frequently ( ) b) Sometimes ( ) c) Hardly ever ( )

23. Are there knowledgeable members of the community on various school management issues?
   a) Yes ( ) b) No ( )

24. For those with the relevant knowledge, are they willing to be involved for your school’s progress?
   a) Yes ( ) b) No ( )

25. Does community involvement influence the school’s performance in the national examinations?
   a) Yes ( ) b) No ( )
SECTION E: Challenges of faced by community involvement in management of public secondary schools.

26. In your opinion, what hinders parents’ participation in their children’s school management?

What are the greatest challenges you face in establishing partnership with parents and other members of the community?

i)____________________________________________________________________________________

ii)___________________________________________________________________________________

iii)__________________________________________________________________________________

SECTION F: To determine the possible solutions in enhancing the community involvement in management of public secondary schools.

27. Suggest solutions to enhance school-community relationships in management of public secondary schools.

i)____________________________________________________________________________________

ii)___________________________________________________________________________________
APPENDIX B

QUESTIONNAIRE FOR TEACHERS

I am a post graduate student at Kenyatta University pursuing a Masters Degree in Education (Educational Administration). I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution. Please answer the questions as honestly and truthfully as possible by ticking and writing in the spaces provided.

Section A: General Information

1. Type of school  (A) Boys only (   )   (B) Girls only (  )   (C) Mixed school (  )
2. Gender Male (  ) Female (  )
3. Teaching experience
   (e) Less than 5 years (  )
   (f) 6 to 10 years (  )
   (g) 11 to 15 years (  )
   (h) Above 15 years (  )
4. Indicate the highest level of Education_____________________
   Diploma (  ) B. Ed (  ) Masters (  )

SECTION B: Types and nature of community involvement in the management of public secondary schools

5. How do you reach out to parents when you need them? (May tick more than one).

<table>
<thead>
<tr>
<th>Means of communication</th>
<th>Tick (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulars</td>
<td></td>
</tr>
<tr>
<td>Phones</td>
<td></td>
</tr>
<tr>
<td>Verbally through students</td>
<td></td>
</tr>
</tbody>
</table>
6. When do you meet with parents and other members of the community?
   a) Very often ( )  b) Often ( )  c) Occasionally ( )  d) Never ( )

7. How would you rate parents’ response to your invitation?
   a) Very Good ( )  b) Good ( )  c) Fair ( )  d) Poor ( )

8. When do you invite other members of the community around your school?
   ─────────────────────────────────────────────────────────────────────────────────────────────────────
   ─────────────────────────────────────────────────────────────────────────────────────────────────────
   ─────────────────────────────────────────────────────────────────────────────────────────────────────

9. Are you aware of your pupil’s background?
   a) Yes ( )  b) No ( )  c) Few ( )  d) All ( )

10. How frequent do education officials visit you?
    a) Very frequently ( )  b) Frequently ( )  c) Rarely ( )  d) Never ( )

11. Mostly what is the purpose of their visit?
    ─────────────────────────────────────────────────────────────────────────────────────────────────────
    ─────────────────────────────────────────────────────────────────────────────────────────────────────
    ─────────────────────────────────────────────────────────────────────────────────────────────────────

12. In what areas do parents mostly cooperate with school administration?
    ─────────────────────────────────────────────────────────────────────────────────────────────────────
    ─────────────────────────────────────────────────────────────────────────────────────────────────────
    ─────────────────────────────────────────────────────────────────────────────────────────────────────

**SECTION C: Identify community involvement opportunities in management of public secondary schools**

13. How often do you visit your pupils in their homes?
    b) Very often ( )  b) Often ( )  c) Occasionally ( )  d) Never ( )

14. How have you been involved in community activities?
    ─────────────────────────────────────────────────────────────────────────────────────────────────────
    ─────────────────────────────────────────────────────────────────────────────────────────────────────
15. In what areas have parents and other community members been helpful?
   i)-----------------------------------------------
   ii)-----------------------------------------------

SECTION D: Impact of community involvement on management of public secondary schools.

16. How does involvement of the community influence the teaching and learning?
   i)-----------------------------------------------
   ii)-----------------------------------------------

SECTION E: Challenges faced by community involvement in management of public secondary schools.

17. In your opinion what challenges do you face in trying to involve the community in schools affairs?
   -----------------------------------------------
   -----------------------------------------------
   -----------------------------------------------
   -----------------------------------------------
SECTION F: To determine the possible solutions in enhancing the community involvement in management of public secondary schools.

18. In what ways can parents and other community members be of help to you as a teacher?
   i)------------------------------------------------------------------------------------------------------------------
   ii)------------------------------------------------------------------------------------------------------------------

19. What are your suggestions towards fostering school-community relations?
   i)------------------------------------------------------------------------------------------------------------------
   ii)------------------------------------------------------------------------------------------------------------------
   iii)------------------------------------------------------------------------------------------------------------------
APPENDIX C

QUESTIONNAIRE FOR STUDENTS

I am a post graduate student at Kenyatta University pursuing a Masters Degree in Education (Educational Administration). I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution. Please answer the questions as honestly and truthfully as possible by ticking and writing in the spaces provided.

Section A: General Information

1. What are your parents’ education backgrounds?
   a) Primary school ( ) b) Secondary school ( ) c) University ( ) d) Don’t know ( )

2. How often do your teachers check your books or school work?
   (a) Every day ( ) (b) Most times ( ) (c) Sometimes ( ) (d) Never ( )

3. At what times do your parents come to your school or class?

   -----------------------------------------------
   ____________________________________________
   ____________________________________________

4. Do your parents check your books?
   (a) Yes ( ) (b) No ( )

5. How often do you discuss with your parents on school matters?
   (a) Often ( ) (b) Sometimes ( ) (c) Never ( )

6. Do your parents assist you in school work?
   (a) Yes ( ) (b) No ( ) (c) Sometimes ( )

7. If Yes, which activities? (List them)

   -------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------
   -------------------------------------------------------------------------------------

   138
8. Apart from parents and teachers, who else assists you with school work?

9. Apart from teachers, who else has ever come to teach you in class?

10. What do you wish your parents did in your school life?
   i)
   ii)
   iii)
APPENDIX D

QUESTIONNAIRE FOR PARENTS/ COMMUNITY MEMBERS

I am a post graduate student at Kenyatta University pursuing a Masters Degree in Education (Educational Administration). I kindly request you to assist with some information by filling this questionnaire. The information you will give will be treated with utmost confidentiality and will be used for this study only. Do not write your name or the name of your institution. Please answer the questions as honestly and truthfully as possible by ticking and writing in the spaces provided.

Section A: General Information

1. Your Gender (a) Male ( ) (b) Female ( )
2. Age of the respondent
   (a) Less than 30 years ( )
   (b) 31 to 40 years ( )
   (c) 41 to 50 years ( )
   (d) 51 and above ( )

SECTION B: Types and nature of community involvement in the management of public secondary schools

3. How often do you visit the school per year?
   a) 3 times and more ( )
   b) Twice ( )
   c) Once ( )
   d) Never ( )
4. Mainly when you visit, who initiates the visit?

5. How often do you discuss with student(s) school matters?
   Often ( ) Sometimes ( ) Never ( )
6. Are you involved in any of the school’s activities?
   a) Yes (   )  b) No (   )

   If Yes, please specify.

   -----------------------------------------------------------------------------------------

7. Which projects have you undertaken at the school in the last five years?

   -----------------------------------------------------------------------------------------

   -----------------------------------------------------------------------------------------

SECTION C: Identify community involvement opportunities in management of public secondary schools

8. Are you a member of any committee at the school?
   a) Yes (   )  b) No (   )

9. If YES above, please specify.

   -----------------------------------------------------------------------------------------

   -----------------------------------------------------------------------------------------

10. In which area would you apply your knowledge and skills at the school?

    -----------------------------------------------------------------------------------------

    -----------------------------------------------------------------------------------------

11. Which channels are available for your communication with the school?

    a) Phone (   )

    b) Suggestion box (   )

    c) Open door policy (   )

    d) Formal meetings (   )

12. How do you view your relationship with the teachers?

    a) Very good ( )  b) Good ( )  c) Fair ( )  d) Poor ( )
SECTION D: Impact of community involvement on management of public secondary schools.

13. How does your involvement impact on the school’s performance in the national examinations?

14. How does your involvement influence the school – community interrelations?

15. Has your involvement helped to improve the total development of the school?
   a) Yes ( )
   b) No ( )

16. In which way has your involvement helped to develop the school?

SECTION E: Challenges faced by community involvement in management of public secondary schools.

17. What challenges have you faced in your effort to get involved in the school affairs?
   i)---------------------------------------------------------------------------------
   ii)---------------------------------------------------------------------------------
   iii)---------------------------------------------------------------------------------
SECTION F: To determine the possible solutions in enhancing the community involvement in management of public secondary schools.

18. What are your suggestions towards fostering better school – community relations?

i)---------------------------------------------------------------

ii)----------------------------------------------------------------------------------------

iii)----------------------------------------------------------------------------------------
APPENDIX E

INTERVIEW SCHEDULE FOR GOVERNMENT AGENTS

1. Your Designation____________________________

2. a) In what ways have you been involved in the management of the public secondary schools within Machakos County?
   b) What kind of projects have you initiated in the schools within the County?

3. How else in your capacity as a government agent can you be involved in the management of public secondary schools in Machakos County?

4. How does the involvement of the government agents impact on the management of public secondary schools in Machakos County?

5. In your opinion, what are the challenges and problems experienced in the involvement in public secondary schools management in Machakos County?

6. What recommendations can you make to enhance community involvement in public secondary schools management in Machakos County?
APPENDIX F

RESEARCH AUTHORIZATION FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

FROM: Dean, Graduate School
TO: Konji Caroline Muthoni
C/o Education Management, Policy and Curriculum Studies.

DATE: 15th November, 2014

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that Graduate School Board, at its meeting of 12th November 2014, approved your Research Proposal for the M.Ed. Degree Entitled, "The Impact of Community Involvement in Public Secondary Schools Management, A case of Machakos County, Kenya".

You may now proceed with data collection, subject to clearance with the Permanent Secretary, Ministry of Higher Education, Science and Technology.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The Supervision Tracking Forms are available at the University's website under Graduate School webpage downloads.

Thank you.

REUBEN MURUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Education Management, Policy and Curriculum Studies.

Supervisors:

1. Dr. G. Odino Onyango
C/o Department of Education Management, Policy and Curriculum Studies
Kenyatta University

2. Dr. N. Oguma Ogeta
C/o Department of Education management, Policy and Curriculum Studies
Kenyatta University
APPENDIX G

RESEARCH AUTHORIZATION FROM MOEST

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

OFFICE OF THE
COUNTY DIRECTOR OF
EDUCATION
P.O. BOX 2666-90100,
MACHAKOS

MKS/ED/CD/U/1/VOL.1/55
22/01/2015

Caroline Muthoni Konji
Kenyatta University
P.O Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

In reference to a letter MACOSTI/P/14/5946/4323 dated 7TH January, 2014 from the National Commission for Science, Technology and Innovation regarding the above subject, You are hereby authorized to carry out research on, "The impact of community involvement in public secondary schools management, a case of Machakos County, Kenya." within Machakos County for a period ending 16TH February, 2015.

Chacha C. Mwita
County Director of Education
APPENDIX H

Permission Letter

KENYATTA UNIVERSITY,

DEPARTMENT OF EDUCATIONAL MANAGEMENT,

POLICY AND CURRICULUM STUDIES,

P.O BOX 43844-00100 GPO,

NAIROBI.  

DATE______________________

Dear Sir/ Madam,

I am a Post-Graduate student at Kenyatta University pursuing Masters in Education degree. I am undertaking a research study in the field of Educational Administration. My research topic is: **Community involvement and its impact on public secondary schools management in Machakos County, Kenya.** You have been chosen to participate in this study.

Your co-operation in answering the questions faithfully will be appreciated. All data collected will be treated with utmost confidentiality and will be used only for the purpose of this study.

Yours faithfully,

KONJI CAROLINE MUTHONI

MED. STUDENT - RESEACHER

REG. NO. E55/CE/13595/2005
# APPENDIX I

## Budget Allocation

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<th>Item Description</th>
<th>Sub-Total</th>
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<td>Desk Research, from various libraries</td>
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<td>Discussion Guide</td>
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<td>Hiring of 3 research assistants@ 3,000</td>
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<td>Data Analysis(SPSS)</td>
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<td>Telephone</td>
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<td></td>
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</table>
APPENDIX J

RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Date: 7th January, 2015

NACOSTI/P/14/5946/4323

Caroline Mathoni Konji
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "The impact of community involvement in public secondary schools management, a case of Machakos County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 16th February, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

SAID HUSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.