EFFECTIVENESS OF SCHOOL COMMUNITY PARTNERSHIP IN EDUCATIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN KENYENYA DISTRICT, KENYA.

BY

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A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

OCTOBER, 2011
DECLARATION

This is my original work and has not been presented for any of the study programme in any other university.

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This work is dedicated to my late father and mother, who have contributed a great deal into what I have accomplished this far and to my wife Irene and our children Diana, Dolphin, Derrick and Dan for their encouragement and support which motivated me during the entire period of the study.
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Thanks to the District commissioner Kenyenya District, D.E.O. Kenyenya District and to all principals’, BOG/PTA Executive members, teachers and parents whose cooperation made this research possible.

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<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Board</td>
</tr>
<tr>
<td>DEB</td>
<td>District Education Board</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Educations Sector Support Programme</td>
</tr>
<tr>
<td>LATF</td>
<td>Local Authority Transfer Fund</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry Of Education Science and Technology</td>
</tr>
<tr>
<td>MPET</td>
<td>Master Plan in Education and Training</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teacher Association</td>
</tr>
<tr>
<td>SPPS</td>
<td>Statistical Packages for Social Sciences</td>
</tr>
<tr>
<td>SWAP</td>
<td>Sector Wide Approach to Programme</td>
</tr>
<tr>
<td>TIQUET</td>
<td>Totally Integrated Quality Education and Training</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package of Social Science</td>
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</table>
ABSTRACT

A school is not an island, but part of the community in which it exists. Learners are members of the community. The community also supplies the school with teachers, finances and other physical facilities and it expects the school to transform its learners into able, skilled and knowledgeable people who can serve the nation. Schools activities should therefore reflect; as far as possible, the nature and aspirations of community. There should be an active partnership between the school and the parents and other stakeholders. The purpose of the study was to investigate the effectiveness of school community partnership in educational development in secondary schools of Kenyenya District. The objective was to investigate, the extent of school community partnership in financial management, curriculum and instruction and decision making. The literature reviewed showed that school community partnership is of utmost importance in helping schools educational development. It also, revealed that where the school does not partner with the community educational development is either slow or hindered hence the need to create a very strong school-community partnership. The study adopted a descriptive study design to collect information summarise, interpret and draw conclusions based on the research findings. Stratified random sampling techniques was used with questions on the questionnaires being structured and unstructured styles, which were considered suitable in explaining why it was important for schools to partner with the community to realize educational development. Since Kenyenya District has total of only 28 schools, this necessitated for sampling, only 10 schools were involved. Three sets of questionnaire were prepared and administered to ten head teachers (10), forty B.O.G/P.T.A executive (40), fifty teachers (50) and one interview for ten parents (10) who were selected randomly. The collected data was coded and analyzed using SPSS and descriptive data presented in frequencies, charts, graphs and tables. The findings were useful to parents and other community members to realize the importance of good partnership in school affairs. Besides, the findings were found useful to policy makers, head teachers and teachers in school community partnerships issues. Finally, the information gathered established that the school and community partnered in financial management, curriculum and instruction, and decision making. The findings indicated that there was a positive relationship between the school and community participation in student performance in K.C.S.E. The finding further established that there existed problems between the school and the community which needs to be sorted out since it was likely going to affect the good partnership revealed by this study.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Problem

The rights and responsibilities of parents as partners to their children’s socialization and education have been recognized in every major educational reform Evans, Mallick and Stein (as cited in Louis, Denis and Rachael (1998:17). Henderson (1987:1), has summarized a review of forty-nine research studies of the relationship between parent involvement and student achievement by concluding “The evidence is now beyond dispute; parent involvement improved student achievement when parents are involved, children do better in school and they go to better school.” He further argues that the task ahead now concerns itself with 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.

According to Kochhar (1978), the result of several studies have shown that progress of a child in the school is more closely co-related with factors in the home environment than with his intelligence. Parents are first companions and teachers of the child. Thus, for the achievement of the goals of education, the head teacher and staff need to get co-operation of parents by keeping them informed regarding the aims of the school, the curriculum, and methods of disciplines, quality of teaching, administrative devices and above all the needs of school, improvement and development. It is through this that the parents will take positive steps to learn about the school and what it is trying to do for the children.
Alfred (1992) notes that, recent research literature about the impacts of parent and community involvement is still a relatively neglected area of research. One general finding of research on parent involvement is that various forms of parent involvement tend to be supportive like spokes in a wheel. Gordon, 1978 and Henderson, 1987 study (as cited in Alfred, 1992). They further indicate that research work have found that combinations of good home school communications, home-based parental support for student learning and parent involvement in decision making produce the largest gains in student performance.

Henry (1954), from the United States defines school community relations as the sharing of responsibilities between teachers and parents for the promotion of educational progress. He emphasizes, “co-operation,” to “mean” working together for a common purpose as the main concept of the relationship. Back here in our African set up, there were early systems of traditional and formal education. Nyerere (1967) observed that a child’s education comprised of the study of parents, skilled members of the community and elders and the environment. This translates to the fact that education was through the co-operation of different individuals. Presently, in some African communities, parents still do provide manual labor and financial support to the local schools.

Olembo (1985) indicated that some Kenyan communities have the responsibilities of financing schools with the government. Halkano, (2008) studied community and school based challenges contributing to students poor performance in K.C.S.E in Moyale District and found out that books were available in most homes, making the home environment conducive for studies. Kiarie (2004) studied factors that affect school community relations, a
case study of Thika secondary schools and found out that head teachers involved the community in children’s education by involving the parents in monitoring the Child’s academic progress. Njambi (1985), conducted a study from an administrative point of view, and pointed out the inseparable nature of the relationship between schools and the communities they serve. It also pointed out that it is unrealistic to attempt to divorce school from the people they serve.

Orodho (2008), quoting the government of Kenya indicated that a historical analysis in Kenya revealed existence of partnership between the state, household and communities, long before the introduction of the cost sharing policy by the government of Kenya. From the corporate world (business) point of view a partnership agreement provided a framework for defining each partner obligations and settling the conflicts, disagreements and other difficulties (Kaburu, M. 2009- June 11).

By the time of independence in 1963, primary and secondary schools were almost exclusively the responsibilities of the communities and non governmental organizations (NGOs)/agencies such as local church group. Free education policy was later stressed in Sessional Paper No. 1 of 1965 on “African socialism and its application to planning in Kenya.” Onsomu, John, Dramane, James, and Jeddiah, (1987) indicates that this commitment was implemented in 1964 with the government taking over the responsibility of paying teachers and providing the instructional materials and other equipments while the local communities built new school which was taken over by the government. The government then expanded post primary education through providing funding for capital
development and maintenance of secondary, technical, teachers training colleges (TTCs) and university.

The self help or Harambee secondary schools that were put up and managed by the communities but received significant government support particularly from 1974, (Onsomu et al, 2004). Ogono (1987) in a study on “Harambee” (Self help) schools revealed that excessive power of the Boards of Governors and the absence of clearly identified roles about their involvement caused administrative and academic weakness. He also observed that there is too much involvement of community members in school affairs, which has its shortcomings. In many African rural areas, the community members may possess’ only low formal education and are limited in their knowledge of the school objectives. They thus come into conflict with the school personnel.

The government concerted effort to provide Free Primary Education and substantially subsidize post primary education, not withstanding the adverse social-economic crisis in the late 1970s, presented a major challenge to the education sector. Some of the challenges were due to; increased government responsibility, stagnant economic growth, over burdened state budgetary provisions, unpredictable and less adequate foreign exchange earnings, debt burden and restricted donor funding. This led to cost- sharing policy introduced in 1988 in the provision of social services, including education, and consistent, with Structural Adjustment Programme introduced in the 1980’s. Cost sharing policy was aimed at reducing government support to the sectors that should be self- sustaining and encouraged cost recovery. Cost sharing was supported on the basis of enhancing the participations of parents, communities, household and private entrepreneurs in financing non-wage
recruitment and development expenditures, enhancing resource mobilization, efficiency, effectiveness and accountability. Under this framework (partnership) the government provided provisional expenses including teachers salaries, supervision, planning and administration, while communities/household provided physical infrastructure besides meeting other indirect costs, (Onsomu et al, 2004). These roles are listed in Figure 1.1.

**Figure 1.1: Responsibilities of Education partners**

<table>
<thead>
<tr>
<th><strong>Government responsibility</strong></th>
<th><strong>Responsibility for Government partners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Professional support curriculum developments, teacher education, inspection and public examination.</td>
<td>2. Fees for public examinations.</td>
</tr>
<tr>
<td>3. Administration and management of bursary and scholarship for needy students.</td>
<td>3. Catering and accommodation in boarding schools and post – secondary school institutions.</td>
</tr>
<tr>
<td>4. Teacher remuneration in public institutions.</td>
<td>4. School amenities’ (transport, water, energy and communicating and student personal expenses.</td>
</tr>
<tr>
<td>5. In-service training e.g. Strengthening of Mathematics and Science Subjects (SMASSES).</td>
<td>5. Remuneration of school college non teaching staff and temporary teachers.</td>
</tr>
</tbody>
</table>

*Source: MOE courtesy of KESI workshop (3rd – 16th Dec 2006)*
Totally Integrated Quality Education and Training (1999) report highlighted among the basic innovation, the expansion of access to basic education from 8 to 12 years. This was to give to every Kenyan child an opportunity to attain minimum of secondary level education. Sessional paper No.1 of 2005, on a Policy Framework, for Educational, Training and Research, the government committed itself in the long term, work towards integrating secondary education. The same paper indicated that the Ministry of Education (MOE) adopts partnership strategy of participating – collaborative strategies to address the emergency; such partnership promoted support from external sources to shore up government resources. This strategy meant that the government worked in partnership with parents, communities’ private sectors and other stakeholders in providing secondary education as part of basic education (Republic of Kenya, 2005; MOE, 2005).


Poor payment in schools by parents affects learner’s performance as schools cannot provide text books and other learning materials. Kanyadong (2007) reported that the government of Kenya appointed a task force which came up with the recommendations that secondary schools education should be made free and compulsory. “Secondary school education would
be made Free and Compulsory, if the recommendations’ of a government appointed Task Force were implemented”.

TSC (2008), reports of the Head of state verbatim speech where he indicated that secondary education was critical towards maturing of learners, “I also wish to point out that in the spirit of partnership parents will meet the cost of school uniforms and boarding expenses according to clear guidelines that will be provided by the ministry of education”. The introduction of free day secondary education (FSE) led to emerging issues in education. The government came up with the programme of partnership in financing education programme. The parents’ responsibilities were spelled out in the guidelines provided by the ministry. Under FSE households were to meet the following:

1. School uniform.
2. Boarding related costs as reflected in the boarding schools fees structure.
3. Lunch for day scholars.
4. Other projects e.g. expansion of infra-structure upon approval by the District Education Board (DEB) in consultation with the Board of Governors (BOG) and Parents Teachers Association (PTAs).

It was expected that Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF) supplemented government funding especially in putting up physical facilities in schools (MOE, 2008).

Decision making authority has increasingly shifted from school district central offices to individual schools. Parents, teachers, students and other members of the community play an important role in setting school policies and goals. The principals must pay attention to the
concerns of these groups when making administrative decisions (Alfred, 1992). This study was common to other studies that have been carried on before by other scholars including Olembo (1985), Njambi (1985), Kiarie (2004), and Halkano (2008). They investigated on school community relations in secondary school management or poor performance in the Kenya Certificate of Secondary Education (KCSE) in various districts of Kenya but none has been undertaken in Kenyenya District.

1.2 Statement of the Problem

From the background information given, it was evident that there is no perfect partnership between:

1. The Ministry of Education and other stakeholders.
2. The school and the community.

The ministry of education has been changing educational policies since independence. The cost-sharing policy for instance increased the burdens to many parents who became unable to afford paying the various implied expenses in government schools for their children (Onsomu et al, 2004; ROK, 1999). Many parents therefore withdrew their children from school, which affected partnership in educational development. MOE (2008) indicates that the latest policy in education, of Free Secondary Education raised issues especially on the interpretation of the term “Free” which was misleading and affected perfect partnership. Sometimes, the government delayed disbursement of funds to schools, thus affecting the core business of partnership accorded on free secondary education.

From literature, it is revealed that the community is silent in most school programmes though some are no longer silent partners in educational process (Neagley, 1969). Parents
lacks the necessary knowledge to enable them actively participate in school educational programme. Head teachers on their part do very little to bring the community into school programmes. In decision making parents and the community are not part of the solution in school policies but act as advisers when necessary.

The new programme policy of making education free both in primary and secondary was aimed at promoting partnerships in education. In Kenya, a good number of children are still out of school. Siringi (2009- March 10), reported that in the era of free education, the government pays fees for 8.2 million children enrolled in primary schools and another 1.3 million students enrolled in secondary schools. Siringi, and Ndurya, (2009, June 30) also reported wastage of the education system. This was discussed in a head teachers meeting at Mombasa where teachers blamed the current education system that places emphasis on grades in KCSE as wastage. It was revealed that half of the students who sat for KCSE in 2008, scored a mean grade of D+ and below, meaning they have no hope of advancing. Wastage is also brought by those who drop out at various stages. In order to promote educational development in the country there is need to improve the national results to avoid wastage and government on her side should improve on disbursing funds in time and cater for all children. This was why the researcher wanted to study the extent to which schools partnered with the community so as to promote education in Kenyenya District and the nation at large. The motto of this research was that schools must “leave no child behind”, to accomplish that, schools must “leave no parent behind”.

1.3 Purpose of the Study
The purpose of the study was to investigate the extent of school community partnership in educational development in secondary schools with particular reference to financial management, curriculum and instruction and decision making. The study also sought to find out if there was a relationship between community participation and student performance in KCSE.

1.5 Objectives of the study

The following objectives were to guide the study:

1. To investigate the extent of school community partnership in financial management.
2. To examine the extent of school community partnership in curriculum and instruction.
3. To examine the opportunities schools provided to the community in decision making.
4. To find out if there was a relationship, between community participation and student performance in KCSE in Kenyenya District.

1.6 Research Questions

The following questions guided this study:

1. How far are the parents involved in secondary school financial management?
2. What is the extent of school community partnership in curriculum and instruction?
3. What is the extent to which parents and community participate in clear decisions-making role?
4. What is the relationship between community participation and student performance in KCSE?
5. To what extent is the home environment conducive for learning?
1.6 Significance of the Study

1. The research finding was to contribute to enhancing partnerships between schools and communities in Kenyenya District.

2. It was expected that the findings and recommendations will help education policy makers to formulate policies which will guide head teachers, teachers and community members in as far as school-community partnership issues are concerned.

3. The information gathered was to make head teachers/school manager more aware of the importance of active partnership between their school and community members in the school affairs and vice versa.

4. The finding was to help scholars (research) to bleach the gap on effective parent and community involvement in educational issues.

1.7 Basic Assumptions

The following assumptions were made:

1. The respondents were to give accurate response to the questionnaire.

2. That there existed a relationship between community participation and students performance in KCSE.

3. Literate parents participated more in bringing about school community partnership.

4. Good school community partnerships contributed to the success of educational goals and objectives.
1.8. Limitation

1. The study was confined only to public secondary schools in Kenyenya District. This was because private secondary schools are not on government assistance programme and are fully supported by parents.

2. The study only covered Kenyenya District. For a more comprehensive study the former larger Gucha District would have given a more conclusive result.

1.9 Delimitations

The study confined itself to the extent of school community partnership in the three areas of secondary school management; that was finance, curriculum and instruction and decision making. It was conducted in 10 public secondary schools in Kenyenya District.

1.10 Theoretical Framework

This study was based on the social systems theory; which attempts to explain and predict behavior or the complete organization, its people, structure, environment and technology. Okumbe (2001) posted that systems are divided into two main classes; “open” systems which interact with their environment, and “closed” systems, which do not interact with their environment. Social systems theory generally deals with so called open systems. Owens (1981) indicated that a school is an example of an open system because it constantly interacts with the environment. He further indicated that all organizations can be viewed as open – systems which take inputs from other systems and through a series of activities transform or convert these inputs (inputs of other systems) to achieve some objectives.
Inputs from the society included curriculum materials, finance, knowledge, values, and goals that existed in the society. The school outputs to the society were in the form of individuals more able to serve themselves and the wider society because of the skills, values, and knowledge acquired through a school system. Figure 1.2 represents this information.

Figure: 1.2 School system input Process output system

Educational process is a continuous planning, participation, and evaluation of activities that enhance the success of students. Different people in the school such as parents, teachers, business person, sponsors, and politicians come together and perform specified tasks to facilitate student learning.

1.11 Conceptual framework

A students’ education is a joint responsibility shared by school and parents as part of the larger community and this participants directly impact learning. Community inputs to the school are very important, that is; knowledge, values, goals, money, manpower and culture all impact learning process. The schools make use of the community inputs to facilitate learning. School community inputs, influences students educational experiences (particularly in the classroom). The outputs in the educational system are; students’ achievement test scores and graduation rate. To the wider society, education will promote progress, economic success and social skills among the many outputs. This scenario can be presented diagrammatically as shown in Figure 1.3.
Figure 1.3 Conceptual Framework

Inputs (community/school)

**Community / Inputs**
- Knowledge
- Values
- Goals
- Money
- Man power
- Culture

**School inputs**
- Frequent homework
- Frequent assessment and feedback
- Variety in teaching
- High learning
- Teachers verbal ability

**Student**
Student’s educational experiences (Particularly in classroom)

**Outputs**
- Students achievement
- Test scores
- Graduation rates
- Progress
- Economic success
- Social skills

Source: Researcher
1.12 Operational Definitions of Terms

Head teacher: Is a teacher with overall administrative responsibilities over the school. The term is intended to include both head teachers used interchangeably with principal.

Public secondary school: Formal institution of learning with classes ranging from form one to four, which are developed, equipped and provided with staff from public funds by the government, parents and community.

Community: In Kenya, it is usually individual parents and households who contribute a lot in terms of materials, labor, and money to schools. However there are instances where group of the local elite and community leaders who benefit directly or indirectly organize different aspects of schooling institute some quality control measures in the schools. All these groups of people – parents, extended families, the local elite, sponsors, business people and community leaders have been conceptualized as a community.

Performance: Status of students to meet some of adapted standard to attain knowledge and skills as compared with other students at the same level in different schools.

Community members: These are influential members of the community other than the parents’ teachers or pupils in the school.
CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

The literature reviewed in this section is presented under the following headings:

1. The meaning of school community partnership.
2. The importance of school community partnership.
3. Community partnership in secondary school educational development in relation to financial management, curriculum and instruction and decision making.

2.1 The Meaning of School Community Partnership

Kochhar (1998), viewed partnership as a situation where the school must enrich the community and the community must support the school. The Common Wealth Secretariat (1996) on “Education and the community partnership development” indicated that partnership is about the way in which education programme can be tied more closely to the goals of national development. In the USA, studies by Evans, Mallick, and Stein, (1997), on the role of parents in drugs education, viewed partnership as rights and responsibilities parents have to their children’s socialization and education. Indiana Department of Education (2001) indicated that school – parent community partnerships are described as continuous planning, participation and evaluation of activities of students. It further argued that a student education is a joint responsibility shared by schools and parents as part of the larger communities and that these participants directly impacted learning. From business/corporate point of view, a partnership agreement though it may not be required by
law can give a framework for defining each partner obligations and settling the conflicts, disagreements and other difficulties – to resolve issues that naturally occur in nearly every business relationship (Kaburu, M. 2009 June 11).

School community partnerships from the definitions can be said to be very important in schools. Partnership may act like a vehicle that may drive the school to greater levels of performance and educational development. Unfortunately there were no school activities that are established, that can actively involve parents in school issues. Most schools especially in Kenyenia District were not ready to uphold partnerships to drive the schools performance with the community. In some cases, this could be due to community beliefs in the “son of the soil” heading their schools.

Head teachers from outside the community are rejected in favor of the son of the soil, who instead of promoting partnerships will work hard to please the community. Some of the head teachers are not aware that schools are run together with the community. Therefore, scholars who have addressed the issue, failed to address the role of the head teacher in propagating partnership. Sifuna (1988), asserted that lack of communication, poor relationships between head teachers, teachers and students inefficient instructional policies and practices, and leaving parents out of school activities are sufficient factors in contributing to poor performance in high school.

2.2 The Importance of School Community Partnership

Indiana Department of Education (2001) indicates that as schools move toward parent inclusion, the foundation of that partnership must be based on mutual trust, respect, an
appreciation for cultural diversity, tolerance of differing view points and divergent philosophies… partnerships can move confidently to more complex issues. The Indiana Department further identifies the benefits of school community partnerships as:

i) Providing opportunities for parents to be involved on various levels from classroom to general schools functions.

ii) Opportunities for parents to receive information on their children’s education.

iii) The standards by which skills and learning activities are measured.

iv) Community resources; under community resources, various writers look at these resources differently; Kochhar (1998) looked at community resources in terms of a wonderful curriculum laboratory which can provide extremely dynamic interesting and real life opportunities for learning. He further argued that every community has in its historical records, the stories of people and resources woven into the pattern of national development. School community partnership benefits can be watered down as indicated by Louiz et al (1998). He identifies some of the factors for inability for parents’ partnership as follows; intractable problems, generation gap, kind of knowledge they regard as worthwhile and the form it should take and the level of understanding/ignorance.

Locally, a school which partners actively with the community achieves high in all aspect of education (academic, morals and core-curricular activities). Perfect partnership promotes school programme which go a long way to realize the country’s national goals for instance vision 2030. Besides, it also promotes accountability in the management of school
programme. In fact there is need for radical change in the management of education to one where communities, teachers, parents and administrators are held accountable.

Researchers such as Ogono (1982), Mbaabu (1983), TekleMarian (1996), Wekesa (2004), Kiarie (2004) and Muganda (2008), investigated school community relations and their findings revealed that in different places varied situations affected the relationship because each place had its own distinct characteristics that separate it from others. No such a study was ever been done in Kenya District to establish the extent of school community partnerships, hence the need to fill that gap.

2.3 Community Partnership in Secondary School Educational Development in Relation To:

Financial Management

Secondary institutions provide high and direct quality educational programme. It is therefore imperative that they are operated to expend money for intended purposes. Creating maximum benefits from the money expended is a function of the financial management and other related business of the educational institutions in order to realize educational development.

However, the pertinent question was ‘what is this financial management that is commonly referred to in secondary school?’ To answer this question, many scholars have given numerous views as illustrated below:

- Roe and Morphet (1960), defines financial management in educational institution as recording all transactions that involve money. It involves statistical accounting such as pupil accounting, personnel accounting, inventories and records necessary for proper financial management and business in a school.
• Olembo (1985) says financial management in school is a very important activity as it administers the approved budget. The objective was to assist the school management to spend funds. Those who administer the budget therefore must not only comply with the spending plan in the budget, but also show evidence of the expenditure.

• KESI (2007) defines financial management in schools as the cost of education, sources of income to meet the educational costs and the spending of the income in an objective manner in order to achieve the educational objectives.

Financial management in education in relation to school community partnership, (Okumbe, 1998) is concerned with the costs and the spending of income in an objective manner in order to achieve educational objectives. According to Bray (1987) money is needed to meet expenditure of two sorts: That is capital expenditure which refers to durable items such as land, buildings, library, books and equipment which have a life span of several years. Recurrent expenditure refers to salaries and such items as exercise books, chalk, repairs and food staffs, which are continuously used up so that the need for spending continuously recurs. The financial and other resources available to a school clearly have a major impact on the quality of its facilities and its output.

Participation of communities and parents in financing education in Kenya, as in many other countries of Africa, has been quite significant throughout the history of formal education. Watson’s (1980) analysis, in many world countries indicated a strong community involvement and commitment in school affairs has existed for many years. In such, countries like, China, Thailand, Tanzania, Kenya and Bangladesh. Villages in rural areas are expected
to help build schools to pay for the maintenance in cash or labor to subsidize the teachers and pay fees.

Olembo (1985) showed Kenyan communities share the responsibilities in financing schools with the government. The self-help effort in Kenya generally believed to be a product of the traditional pattern of communal work and cooperative effort is so evident in most African societies. Today community self-help (Harambee) effort for schools does provide very little financial resources for building, furnishing and equipping the schools community support for formal education has been significantly wide spread and covers all levels of education i.e. pre-primary, primary, and secondary and higher education (Olembo, 1985).

The Harambee spirit while mobilizing community resources for education has created inequalities between the economically strong regions and those that were less endowed or developed (ROK, 1999 and Ministry of Education (MOE), 1998). The PTA is an important source of financial and material support essential for the development of the school (MOE, 1997). The report of the commission of inquiry into the education system of Kenya was however told that there were cases where sponsors do not contribute financially or morally to the development of their sponsored schools (ROK, 1999).

According to Olembo (1986), schools are severely affected by lack of financial resources. There is never enough money to do all that education could do and every education administrator faces this problem. Lack of finances was made worse by the government’s introduction of cost sharing in education. ROK, (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipments to procure the cost sharing policy. Parents provided their children with other
requirements among others. MOE, (1998) notes that on average household spending on secondary education was 25% per pupil more than the government.

MOE (2008) indicates that one of the challenges that have faced our secondary education sub-sector has been that of low transition rate from primary schools to post – primary. This has been occasioned mostly by the fact that it is fee paying. The government committed itself through sessional paper No.1 of 2005, to increase the transition rate to 70% by providing free basic education. A task force was formed to identify modalities for implementation of Free Secondary Education (FSE) which came up with interim guidelines that free day secondary education will cost the government Kshs 10,265 per child per year. The money was to cater for all vote heads except PTA and boarding equipments and stores. This implied that parents were to meet boarding fee for students in boarding secondary school. Parents of day secondary school were to meet the cost of school uniforms, lunch and other projects e.g. expansion of infrastructure upon approval by the DEB in consultation with the BOG and PTAs. It was expected that Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF) are supplemented government funding especially in putting up physical facilities in schools.

In the new policy of free day secondary education, the education programme was implemented under a partnership of all actors in the sector. The government therefore sends all the money for school level activities directly to the school management communities and the boards of governors. Thus the community level organs are required to implement programme activities while the government gives technical support and supervisory services (Teachers Service Commission (TSC), 2007).
Financial management was an area of concern since there is inefficiency in the management of funds disbursed by the government. The private sector is also involved in sponsoring vulnerable students. In our Kenyan secondary schools, activities of the community in school financial affairs are mainly through the boards of governors (BOG) and parents, teachers associations (PTA). However, the latter was not a legal entity and although they consider themselves to be the bigger stakeholders. The BOG has a greater influence on matters of a school. The head teacher should always aspire to enhance a harmonious partnership among the school community members. This can be done by letting people express themselves, criticize and even scrutinize the budget and access audit reports of the school to ensure accountability and transparency in financial management. In the current status, the community, teachers, parents and administrators should be held accountable on financial management.

Onsomu et al (2004), studied community schools in Kenya and made a recommendation on a further study on the real community contribution towards education funding and management in both urban and rural areas in order to guide policy appropriately. This opens avenues for the need to carry a research on the extent schools partnered with the community in financial management. Some schools have a history of poor record keeping, unsafe school environment, poor school climate, and inadequate identification of special education needs and inconsistent and ineffective school attendance policy that necessitates for school community partnership in order to promote financial management as a way of realizing educational development.

Muganda (2008) studied factors influencing student’s performance in Kenya Certificate of secondary Education Examination (KCSE) in Tongaren Division of Bungoma District and
found out that the major problem affecting performance was fees payment by parents. He also found out that majority of the parents were poor and unable to pay fees. The study did not address the current government policy of free secondary education for day scholars. The researcher therefore intends to fill the gap by investigating on the success of government funding on educational development.

**Curriculum and Instruction**

Oluoch, (1982) defines curriculum as all that is planned to make the students acquire and develop the desired knowledge, skills and attitudes. According to the definition, curriculum is everything that is planned by an educational institution to help the student learn whatever it was that the institution would want them to learn. These things include formal courses of study, co-curriculum activities and other activities of a more formal nature such as interacting with the planned aspects of the school environment. This definition has its own strength, in that it is very comprehensive nature. It sought to show that, following a school curriculum should lead only to acquisition of the desired results.

Campbell (1971) a part from defining curriculum he has also given the meaning of instruction as a process of implementing the curriculum. In recent times, curriculum has been used in broader sense to refer to the whole life and programme arranged by a school for directing the interests and the abilities of children towards effective participation in the life of a community and nation. It may be seen as the sum total of all the experience the learner undergoes for which the schools accepts responsibility (MOE, 1997). The definition of curriculum that best fits the Kenyan education system is provided by the laws of Kenya in the Education Act CAP 211 which outlines curriculum as constituting all the subjects taught
and the activities provided at any school level and may include the time devoted to each subject and activity (ROK, 1980).

Bude (1985), basing his study on Cameroon showed that formal education was introduced by the colonialist where by the curriculum was relatively isolated from real social life. Adult member of the community could not participate in school affairs as the curriculum dealt with ideas and values that were alien to them. Neither could they assist their children in home study. This relationship has not changed much since independence and can only be resolved through implementation of a curriculum that is applicable to the real social life. Research concerning teachers’ attitudes towards parent assistance at home indicates that many teachers do not make significant sustained efforts to involve parents, although they may agree in principle that parental involvement is important (Epstein and Beckre 1982a as cited in Alfred 1992).

Furthermore, principals exert a strong influence on the extent of this form of parent involvement with some actively encouraging it, some indifferent and some actively discouraging it (Epstein, 1987 as cited in Alfred 1992). Joyce Epstein, a leader in studying the impact of parent involvement has concluded that parent education activities at home that boost academic achievement in specific subjects must be tailored to specific academic areas (Maths, social studies, art etc), if they are going to bring about significant gains (1987).

According to the MOE, (1997:50), the community contribution to curriculum and instruction includes:

a) Experienced and knowledgeable individuals within the community may be invited from time to time to talk about local history, geography, culture and religious
practices. Such studies may cover the role of chiefs and the importance of chieftaincy as an institution, linguistics and music.

b) The community under the leadership of the local chief may have donated land for school buildings and a school farm.

c) The community may through voluntary contributions in the form of funds and materials and by providing labor have assisted the school in constructing and maintaining teaching facilities such as classrooms, laboratories workshops and teacher houses. The Harambee movement in Kenya indicated how vigorous the community may provide facilities for their school.

d) Local craftsmen may have been invited to give demonstrations and training in practical production activities in the school, for example, in furniture making, car maintenance, pottery, weaving and building.

e) A community school committee may help to design the school curriculum, at least in respect of local studies, which are build into and around the national core curriculum. Such studies might include contribution by technical experts and professional such as commercial farmers, doctor’s, accountants and business men.

f) The PTA has been a source of persons to help in a wide variety of school projects from providing a football referee to advice on farming and gardening.

Most schools however (Odali 1985), suffer from serious shortages of essential learning materials like text books and science equipments among others. Parents are expected to partner with the school in order to meet the shortage. However, it usually takes a long time to convince the parents of the need to bear some of the burdens of educating their children.
Parents according to Mbugua (1987) may also become reluctant to help students in instructional programmes and instead tend to leave everything that they can contribute towards educating their children. Jones (1969) asserts that parental apathy is a basic problem in schools. Parents show little concern about the performance of their children and they seem to look distastefully at parent–guidance meetings.

The ROK (1976), says that one of the problems involving school-community relations is that of parents assuming that teachers will provide for all the learning, disciplinary and socialization needs of the youth including the outstanding of ethical values of the society. On the other hand, the teaching of social values (Life skills) is assumed by teachers, though it is now regarded as a subject that is allocated time in the time table. This in the end means that the youth learn very little about the values of the society. In the spirit of partnership teachers should not assume.

With free secondary education, the government has decided to decentralize its operations and for effective decentralization policy entails increased involvement of other stakeholders in the management of education services, there was need for workshop/seminar to empower and sensitize the community for greater participation. Highly qualified officers are required to guide local community on how to handle education issues. Learners, who perform poorly, to be counseled in the presence of their parents, there is need for a rigorous testing policy or assessment. Programme that enables learners to internalize what they have learned and teachers must work towards completing the syllabus in time. The quality of instruction should be considered in terms of its effects on individual learners and not random groups of learners. Since the government meets financial obligations for learner’s, parents can now
support programmes and attend parent days so as to participate positively and share the responsibility with the school to ensure that children complete their homework and stop assuming that teachers will provide for all the learning in disciplinary and socialization needs of the youths. Thanks to the government’s efforts to come up with the Kenya Education Sector Support Programme (KESSP), Kenya Education Staff Institute (KESI) and Sector Wide Approach to Programme (SWAP). These are bodies that coordinate education matters. The study will help to reveal the extent of school community partnership in the management of curriculum and instruction.

Muganda (2008), studied factors for poor performance in KCSE in Tongaren District of Bungoma District and found out that parents did not give top priority nor spent enough on institutional materials. His study did not address the issue of teacher–parent cooperation in setting targets for students in every subject and its relationship with KCSE performance. A study carried in one–place cannot be an answer to all situations of school community partnership in different places. This therefore necessitated for a research in Kenyanya District.

**Decision making**

Alfred (1992), has indicated that parents and community partnership is possible in many other forms in principle (although they are frequently not carried out in practice), parent and community involvement in decision making is far more controversial. Previous research about decision making involvement has concluded that such involvement does not have positive impact on student achievement while other studies have indicated that it does (Henderson 1987). Further examination of the research indicated that several of the
situations studied in which parents were counted as having a decision making role, their role was in fact advisory.

Okumbe (1998) defines decision making as the process of specifying the nature of a particular problem and selecting among available alternatives. In order to solve it, he further indicates that it is a process of choosing between competing alternatives. The definitions indicated that a problem precedes any decision and that there must be a number of alternative courses of action from which an optimum course were selected.

Lunenburg et al (2002), indicates that making of decision is one of the prime function of educational management on important areas such as the allocation of scarce teaching and learning resources, the enrolment of students, employment of teaching and non teaching staff, the introduction of new curriculum or curriculum reformation, student staff training and methods of improving pedagogy and educational research. Indiana Department of Education (2001) indicates that one of the more difficult transitions concerns parental participation on major decision making committees. Schools have historically made decisions in isolation or accompanied by outside experts. If the decisions were unpopular or unsuccessful, school experienced parent disapproval and media scrutiny. Although designing and adhering to total parent inclusion in decision making is sometimes licensed to a frightening loss of control or power, the schools that have adopted the mechanisms for such levels of parent involvement have reaped vast benefits despite occasional incidents of confrontations.

In a move by the government to take decision making to the people, community level organs are required to implement programme activities while the government provides technical
support and supervisory services through KESSP based on a Sector Wide Approach to Programme Planning and Implementation (SWAP) and this is in line with the government policy of empowering people to actively play their role in National Development (TSC 2007). This is why the government sends all money for school level activities directly to the school management committee and the board of governors.

There are two categories of schools in Kenya:

i) Public /government schools.

ii) Private schools.

Within the pubic schools, they are also grouped into national, provincial and district schools. Decision making varies from school to school in terms of the issues that parents and community are permitted to address and the extent to which parents and community participate in clear decision-making roles rather than merely giving advice. The key areas where parents can partner with the school are concerned with schools policies and individual students. Many schools report to parents on decision passed by teachers in collaboration with School Board and PTA. This was done during annual meetings, visiting day to mention a few.

Generally speaking, parents are now involved in decision making process in most schools. Schools are now aware that parents are very important partners in educational systems, they are the source of learners, donate land for school construction, provide school levies and attend meetings. Parents should be involved in school progammes since they are the source of learners, so decisions made concerning their children should involve parents. Times are changing and so are partnerships between schools and communities owing to greater democracy, people are demanding more and more to have a bigger part to play in schools
especially in the area of decision making. Kiarie (2004), in her study on factors that affect school community relations in Thika District concluded that communities should be given an opportunity to make decisions about what to teach and may be how to teach it.

Kiarie (2004) studied factors that affect school community relations. In one of her objective based on whether head teachers involve the community in the school affairs with regard to students’ education. She found out that even though the community is not involved in making decisions related to instructional matters, they are involved as resource persons during speech days. The research did not address the extent to which school community participate in clear decision making roles. This study therefore intends to fill the gap by bringing out the clear decision making roles of parents and community in both professional and non professional roles.

2.4 Community/Parent Influence on Academic Performance

The most critical relationship regarding student’s achievement remains to be the connection between teacher and parent. If schools are going to realize a profitable collaboration then the administration must look beyond the parents of the students and in the larger community. These are the partners that can be part of the solution to problems that affect education. In addition, Fraser, (1959 (as cited in Halkano 2008) reported that the home environment has more influence on academic performance than intelligence. The home environment does not only influence the child’s academic performance but also his achievements motivations. Halkano (2008) indicated that the initial experiences that mould an individual values, aspiration, emotion and attitudes are those that are offered by parents and close members of the family. The kind of activities a parent encourages the child to take part in has direct
influence on their future. The parents who know the importance of education and have positive attitudes towards school will always press their children to complete their homework and assist them in doing it.

Plowden (1967) indicated that more educated and well paid parents showed greater concern for the academic welfare of their children than their counterparts with less education and poorly paid jobs. The parents with higher formal education, high economic status and positive attitudes towards education would have better educational achievements expectations for their children. He further noted that the higher the social economic group, the more parents attend open-days, concerts and parents teachers associations meetings and the more often they talked with head teachers and class teachers about how their children were doing at school. This implies that educated and well paid parents have greater concern for academic progress of their children.

Muola (1990) indicated that children whose parent encourage them to be interested in academic work and are actively involved with the school work perform better in examinations. Teklemarian (1996) found that the main factor affecting school community relations in Eritrea was community members’ low educational standards. However, he also discovered that the parents provide supervision of home study, indicate values that are in the study, expose children to sufficient customs, sustain the child with food, clothing and educational materials and in many other ways prepare them for school. From these studies, it is clear that performance is influenced by parental involvement. However, the studies did not indicate the level of commitment of parents towards the education of their children. This
was because different places have varied situations that may affect the relationship between
the school and the community.

2.5 Summary of the Literature Review

The literature reviewed focused on governance, meaning of school community partnerships
and importance of partnerships. It revealed that partnerships are important for crisis
intervention. That means that the government and school thinks of partnerships when there
is an emergence programme and crisis intervention respectively and varied ways to improve
partnerships with the community. Community partnerships in matters pertaining to financial
management, curriculum and instruction and decision making were then documented. The
research therefore intended to fill the gap on the following:

1. Identify school activities that can involve parents.

2. Role of head teacher in propagating school community partnership.

3. Success of government funding on education.

4. Teachers, parents and students cooperation to set targets in every subject.

5. Clear decision making roles of parents and community.

Literature reviewed supported the need to study the community, use the community, serve
the community and involve the community in the educational process. Literature review
placed more emphasis on understanding 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.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This study aimed at analyzing the effectiveness of community partnership in educational development. It attempted to examine the efforts that currently exist to develop workable partnerships to improve students’ performance in K.C.S.E. in the schools within Kenyinya District. The chapter focused on the research methodology. The chapter constituted of six main areas, which were discussed as follows: Research Design, Study Area, Target Population, Sample and Sampling Procedures, Research Instruments, Data Collection Procedures and lastly Data Analysis.

3.3 Research Design

The researcher used descriptive survey study approach. This research design enabled the researcher to describe the effectiveness of school community partnership in educational development, in Kenyinya District. Descriptive survey is normally conducted through questionnaires and interviews. Descriptive survey designs were used to allow researcher to gather information, summarise, present and interpret data for purposes of clarification (Orodho, 2005).

3.4 The study Locale
Kenyenya District was the area under study. Kenyenya District was curved out of the larger Gucha District. It borders Nyamarambe District to the South and Nyamache District to the North. This study focused on Kenyenya District which the researcher is familiar with. According to Singleton (1993), an ideal setting for any study is one that is directly related to the researcher’s interest. It should also be easily accessible to the researcher and allow good rapport with the participants for easy data collection.

3.7 Target Population

Kenyenya District had 28 public secondary schools. The target was all public secondary school head teachers, all the BOG/PTA executive, all teachers, and all parents of secondary schools in Kenyenya District.

3.8 Study Sample and Sampling Procedure

The researcher used random sampling techniques to select ten schools for the study. The study involved all the ten head teachers as they were the accounting officers of their schools which will gave a total of 10 head teachers. The researcher randomly selected five teachers from each of the sampled schools which gave a total of 50 teachers. Four members of the BOG/PTA executive of the sampled school were involved in the study which gave a total of 40 members and only one parent of the sampled schools was involved making a total of 10 parents. Therefore the total sample size of the study was one hundred and ten (110).

3.9 Research Instruments

The researcher used the following instruments to gather information during the study:

   (a) Questionnaires
(b) Interviews

**Questionnaire**

Questionnaires were used for head teachers, teachers and BOG/PTA executive members because they could easily write and provide the information.

The head teachers were expected required to give information on demographic variables, age, sex, academic qualifications, administrative experience, and extent of school community partnerships in matters pertaining to finance, curriculum and instruction and decision making. Lastly, problems they encountered in school community partnership and whether there was a relationship between community participation and student performance in KCSE.

The PTA/BOG executives were expected to give demographic information on sex, age, and academic qualification. Extent of school community partnership in matters of finance, curriculum and instruction and decision making and lastly other areas of school community development and the community’s contribution to students performance in KCSE.

The teachers were expected to give information on their sex, age, teaching experience in professional and academic qualifications, role of parents in school programs, efforts to improve parents understanding of school community partnerships and their role in student performance and relationship between teachers and parents on academic matters.

**Interviews**
The parent’s interview schedule gave information on parent’s role in the education of their children, whether they offered extra teaching and assistance of students’ homework and assignments. It sought to know further if parents supported learning and teaching process and their level of involvement in school programs.

3.7 Piloting of Instruments

Piloting was conducted in two schools which were not used in the final study. This means that, 2 head teacher, 10 teachers, and 8 BOG/PTA executive and 2 parents were used in the pilot study to check whether there was a need to adjust research instruments. The questionnaire and interview schedule were tested out on the selected sample to determine workability, relevance and phrasing of the questions. The researcher then addressed all the deficiencies revealed by the piloting exercise.

3.8 Validity

According to Borg and Gall (1989), validity is the degree by which the sample of test items represents the content; the test is designed to measure. This study employed content validity which is a measure of the degree to which data collected using a particular concept is representative of what is wanted. According to Mugenda and Mugenda (1999) the usual procedure in accessing the content validity of a measure is to use a professional or expert in the particular field. The validity of the research instruments was established by seeking options of experts in the field of study especially my Supervisors Dr. Njuguna and Dr. Muchira in the Department of Education Management, Policy and Curriculum studies. This facilitated necessary revision and modification of the instrument thereby enhancing their validity.
3.9 Reliability of the instruments

Reliability is the extent to which an instrument yields the same responses every time it is used (Orodho, 2005). According to Mugenda and Mugenda (1999), reliability is the degree to which a research instrument yields consistent results. The researcher administered developed questionnaire to 2 head teachers, 8 BOG/PTA executive members, 10 teachers and 2 parents who were not used in the study. The reliability of the instruments was assessed using split half technique and spearman –Brown prophecy formula. The split half technique of assessing reliability required only one testing session. The researcher divided each of the instruments into two comparable halves in terms of odd and even numbered items, after the researcher administering developed questionnaire to responds. Then each subject’s total score from the two groups of items for the entire subject for separate questionnaire and interview schedule were then correlated. The spearman Brown prophecy formula was then used to correct and adjust the computed coefficient so that it represented, the reliability of the whole test using the following formula.

\[ r = 1 - \frac{6\sum (d)^2}{N(N^2-1)} \]

After computation, the reliability coefficient of the instruments was found to be 0.82 and therefore considered the instruments reliable for data collection. According to Mugenda (1999) a reliability coefficient of 0.80 or more implies that there is a high degree of reliability of the data.

3.11 Data Collection

Research permit was obtained from the Ministry of Education before going to the field. After getting the permit the researcher visited the head teachers of selected secondary
schools and explained the purpose of the visit. During this visit the researcher delivered the three sets of questions that were filled by the head teachers, BOG/PTA executive and teachers. The researcher made prior arrangement as to when to conduct interview with parents of the selected schools. The researcher agreed with the head teachers and BOG/PTA on the appropriate time to pick or collect the filled and completed questionnaire. Two weeks was probable to give sufficient time to the head teacher to get some of the BOG/PTA executive members who do not come from around the school. After the two weeks agreed upon by the researcher and the head teacher and teachers, the researcher went back to the schools and collected the filled questionnaires but some questions took more than two weeks to pick questionnaire in certain schools.

3.11 Data Analysis

According to Orodho (2005) data analysis entails the computation of certain indices or measures along with the search for patterns of relationships that exist among the data groups. Therefore, data were edited first by checking the questionnaires to determine if accurate sample were obtained in terms of the proportion of the issued questionnaires. They were checked for accuracy, completeness and uniformity. During the editing process, the instruments were scrutinized for errors, omissions, inadequacy and illegible responses. Data was then coded and analyzed using statistical package of social sciences (SPSS). Both descriptive and qualitative statistics were used to describe and summarize the data.

Gay (1976) noted that one of the commonly used methods in reporting descriptive surveys is through use of frequency distributions, calculating percentages in a whole number and then
tabulating them appropriately. Hence, graphical illustrations inform of tables of frequency distribution, charts and graphs were used to present data and the results of the findings.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, interpretation of the results and discussion of the research findings. The purpose of the study was to investigate the effectiveness of school community partnership in educational development in public secondary schools in Kenyanya District. The study used both questionnaire and interview schedule to collect data from four groups of respondents, targeting all head teachers, BOG/PTA executive members, teachers and parents but the sample size was 10 head teachers, 40 BOG/PTA executive members, 50 teachers and 10 parents. The data collected was coded and analyzed using SPSS techniques and in the following order: respondents personal data except for parents, financial management, curriculum and instruction, decision making, relationship between community participation and student performance in KCSE and the extent to which home environment supplemented learning.

Data analysis, presentation of the study findings and discussion was guided by the following research questions:

i) How far are the parents involved in secondary school financial management?

ii) What is the extent of school community partnership in curriculum and instruction?
iii) What is the extent to which parents and community participate in decision-making role?

iv) What is the relationship between community participation and student performance in KCSE?

v) To what extent is the home environment conducive for learning?

4.2 Characteristics of the Schools and Respondents

The study considered personal characteristics of respondents from head teachers, BOG/PTA Executive members and teachers in regards to enhancing school community partnership as very important in financial management, curriculum and instruction and decision making in the school. The study first considered head teachers gender, age, academic qualifications, administrative experiences, length of stay in the current station and category of school headed in regard to school community partnership in schools management.

4.2.1 Gender of School Administrators

The respondents were drawn from both female and male administrators who managed the sampled schools in this District. The study found that male administrators dominated as heads of schools. They represented (90%) while female administrators constituted only one (10%) of head teachers. This was because there was only one girl’s school among the sampled schools in the District headed by a female administrator. No female head teacher was running a mixed day school. This implied that majority of the administrators were male, implying that there was an imbalance on gender in administrative roles. The researcher was informed during data collection from the head teachers that female head teachers were not in
leadership positions because of discipline challenges and negative perception about them.

Figure 4.1 represents this information.

Figure 4.1: Gender of School Administrators.

4.2.2 Age of School Administrators

The school administrators’ age bracket is shown in Table 4.1

Table 4.1: Age of School Administrators (n=10)

<table>
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<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31-36 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>37-42 years</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>43-48 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>49-51 years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>51 and above years</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 4.1 shows that the highest number of respondents (40%) was aged between 37-42 years, 30% were aged between 49-51 years while 20% were aged above 51 years and only 10% were aged between 43-48 years. This indicates that all the head teachers of the sampled schools had their ages above 37 years meaning that they were mature enough to manage and promote partnership in the schools with the community.

4.2.3 Academic Qualification of School Administrators

The distribution of school administrators based on academic qualification was shown in Table 4.2.

**Table 4.2: Academic Qualifications of School Administrators (n=10)**

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma/Arts/Science</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>BA/BSC with PDGE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BED</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>M.ED</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results show that majority of school administrators were graduates with bachelor’s degree in education (BED). It therefore, means that they had a general universal education necessary to enhance school community partnership.

4.2.4 Length of Work Experience of School Administrators
School administrators were asked to state the number of years that they worked as heads. Their responses are presented in Table 4.3.

### Table 4.3: Duration of Work Experience of School Administrators (n=10).

<table>
<thead>
<tr>
<th>Duration</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>6-10 years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>11-15 years</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>16-20 years</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.3 shows that majority of head teachers (30%) have 6-10 years or 1-5 years of experience, 20% of head teachers had over 20 years of administrative experience while 10% have 11-15 years and none of the head teacher had 16-20 years of administrative experience. This implies that majority of head teachers had reasonable experience in managing institutions which they could use in promoting school community partnership.

### 4.2.5 Categories of Sampled Schools
Respondents for this study were drawn from various categories of schools that exist in this District. Such categories of schools are presented in Table 4.4.

**Table 4.4: Categories of Schools Headed by Respondents (n=10)**

<table>
<thead>
<tr>
<th>Category of schools</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>All boys boarding</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>All girls boarding</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Day and boarding</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mixed day</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The analysis shows that majority of administrators headed mixed day public secondary schools. They constituted (80%) of all the respondents, whilst only 10% headed either all boys or all girls and none headed partly day and partly boarding schools. This implies that most schools were locally based and the level of community support was expected to be high.

### 4.2.6 Sources of Students

The researcher gathered information on head teachers views on sources of students in their schools. Information from head teachers on sources of students are presented in Table 4.5.

**Table 4.5: Sources of Students (n=10)**

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Around the school</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Around the Division</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Around the District</td>
<td>4</td>
<td>40</td>
</tr>
</tbody>
</table>
Information gathered by the researcher as per table 4.5 indicated that principals in the sampled schools inferred that most schools (40%) obtained students from around the District, whilst 30% of them indicated that they obtained students from around the school, 20% of them indicated that they obtained students from around and within the District and only 10% obtained students from around the Division. This implies that most parents are within reach and can even walk to school whenever they were invited or required. This situation can either enhance co-operation or destroy it.

### 4.2.7 Gender of BOG/PTA Executive Members

The researcher further sought information on personal characteristics of BOG/PTA executive members on personal characteristics. A sample of 40 members from BOG/PTA members consisted of 26 males and 14 females (64.5% males and 35% females) were considered. This implies that majority of school managers in the District are men. However it is in agreement with the legal provision of at least 30% representation by either sex. Figure 4.2 represents this information.

**Figure 4.2: Gender of BOG/PTA Executive Members**
4.2.8 BOG/PTA Member’s Age

The BOG/PTA members’ age bracket was shown in Table 4.6.

Table 4.6 BOG/PTA Members Age (n=40)

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 years</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>31-36 years</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>37-42 years</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>43-48 years</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>49-51 years</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>52 and above</td>
<td>11</td>
<td>27.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.6 shows that the highest number of BOG/PTA respondents (32.5%) were aged between 37-42 years, followed by (27.5%) who were aged 52 years and above, whilst 25% were aged between 49-51 years. In addition 5% indicated that they were aged either between 25-30 years, 31-36 years or 43-49 years. This clearly showed that majority of members had children in secondary schools hence were in a position to understand school matters and represent the community well. Another interpretation is that the age of the managers was close to that of the principals hence they are likely to think alike.

4.2.9 Highest level of Education for BOG/PTA Members

Those who served at various capacities in BOG or PTA committees were asked to state their level of academic qualification. Their responses were presented in Table 4.7

<table>
<thead>
<tr>
<th>Level of education</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Secondary</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>Post secondary</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The analysis shows that majority of the respondents (75%) had attained secondary education and none of the BOG / PTA members had primary level of education. Those with post
secondary education were ten (25%). This implies that majority of the members had the required knowledge and in agreement with legal requirement as stipulated in the education act. The members had reasonable knowledge to enhance community partnership.

4.2.10 Number of Years as Member of the BOG/PTA Executive

Members of BOG/PTA were asked to state the number of years that they had served in either BOG or PTA. Number of years members had served in BOG/PTA was shown in Table 4.8.

Table 4.8: Number of Years as a Member of BOG/PTA Executive (n=40)

<table>
<thead>
<tr>
<th>Membership years</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>2 years</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>3 years</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Over 3 years</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.8 shows that majority of BOG/PTA members (32.5%) had experience exceeding 3 years, whilst 25% had been members for only 3 years and only 20% had been members for less than one year. This indicates that most schools were served by experienced members and this was very good in enhancing school community partnership in management.

4.2.11 Management Responsibility in Other Schools

Executive BOG/PTA members were asked to state whether they had other responsibilities in other schools. The study found out that (67.5%) of them had responsibilities in other
schools. While only 32.5% did not indicate any. This implies that most members had a wider experience on management that could enhance school community partnership. Figure 4.3 represent this information.

**Figure 4.3 Management Responsibilities in other Schools**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>Doctor/nurse</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Business person</td>
<td>12</td>
<td>30</td>
</tr>
</tbody>
</table>
Table 4.9 shows that majority (45%) of BOG members were farmers. Whilst 30% were business peoples, 10% were teachers, 15% were either pastors or others, while 2.5% were either doctors/nurse or politicians. This implies that majority of members were farmers and business people and they might not have time to deliberate on school ideas on development especially in academics.

4.2.13 Gender of Teachers

The researcher further sought information on personal characteristics of teachers. A sample of 50 teachers from 10 schools consisting of 40 males and 10 females (80% male and 20% female) was considered. This implies that majority of teachers in the sampled schools in the District were male teachers. This further indicates a heavy imbalance in the teaching staff.

4.2.14 Teachers’ Age

The teachers’ age bracket was shown in Table 4.10.

Table 4.10: Teachers’ Age (n=50)

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politician</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Pastor</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.10 shows that majority of teachers (70%) were aged below 36 years while 30% of teachers were aged between 37-52 years. This implies that majority of teachers were young and energetic to produce results.

4.2.14 Number of Years of Teaching

Teachers from the sampled schools were asked to state the number of years that they had taught. Their responses were tabulated in Table 4.12.

<table>
<thead>
<tr>
<th>Teaching years</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

Table 4.11: Number of Years of Teaching (n=50)
The analysis shows that majority of teachers (72%) had taught for less than 10 years while (28%) have taught for more than 10 years. This implies that the young teachers had trained in the current system that will help impact on the learners on the current and emerging issues in the education sector. They could also have a lot of energy and time to interact with the community.

### 4.3 Financial Management

The researcher collected information from head teachers, BOG/PTA executive members and parents on financial management. Head teachers were provided with quality indicators questions to tick either for yes or no in various areas of financial management which showed whether head teachers cooperated with either BOG or PTA (who represented the community) in handling of school finances. The quality indicators were presented in Table 4.12.

#### Table 4.12: Head Teachers’ Partnership with the Community in Financial Management (n=10)

<table>
<thead>
<tr>
<th>Quality indicators/ factors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 years</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>11-15 years</td>
<td>06</td>
<td>12</td>
</tr>
<tr>
<td>16-20 years</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.12 shows the responses on 7 quality indicators that were used in financial management. The responses tabulated were from head teachers who are accounting officers of their respective secondary schools. From data collected, majority of the head teachers (90%) partnered with the community in structuring and adjusting PTA levy and other school levies, allocating school funds to meet the priority needs in the school, determining the use of school funds and presenting the financial statements for approval and scrutiny by PTA/BOG members and auditors. 80% of head teachers were found to partner with the community in interpreting budget documents to the BOG and PTA, and also in initiating and nurturing income generating projects for schools. Only 50% of the heads partnered with the community in determining the amount of money to be contributed in Harambees. This shows that schools funds were not directly sourced from the community but the community participated in the management of the school finances.
From Table 4.12, overall partnership in financial management in percentage indicated that of all the head teachers who responded (81.4%) partnered with the community in financial management of secondary schools and only 18.6% of them did not involve the community in financial management. This is an indication that parents were indirectly involved in financial management through their representative BOG/PTA members. This is in agreement with Watsons (1980) analysis of many countries which indicated a strong community involvement in schools affairs that existed for many years. However, Ogono (1987) in a study on “Harambee” (self help) schools warns that excessive powers of the Board of Governors and the absence of clearly identified roles about their involvement caused administrative and academic weakness.

In the same, the researcher sought information from head teachers to establish their feelings on the extent of parents willingness to participate in schools development activities. Information on the head teachers’ feelings on parents’ willingness is presented in Figure 4.4.

**Figure 4.4: Parents Willingness to Participate in School Development Activities**

Figure 4.4, reveals that majority of head teachers (80%) indicated that parents are willing to participate in school development activities, only 20% of them either indicated parents’
unwillingness or very willing to participate in school development activities. The fact that parents were willing to participate in school development activities implies that school projects could easily be funded by parents in the District. This will in turn foster partnership between schools and community.

Since financial management was an important area in management, information was sought from BOG/PTA executive members on the main areas of partnership with the school in educational development. The results are presented in Table 4.13.

**Table 4.13: Main Areas of School Community Partnership (n=40)**

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial management</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Curriculum and instruction</td>
<td>15</td>
<td>39.5</td>
</tr>
<tr>
<td>School building / infrastructure</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td>Decision making</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Discipline</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From table 4.13, it was clear that majority of BOG/PTA executive members (37.5%) indicated that the main area of partnership was curriculum and instruction while 22.5% indicated infrastructure, 20% of them indicated financial management, 15% regarded decision making and only (5%) indicated discipline. This implies that majority of BOG/PTA executive members are aware of the areas of school community partnership with majority identifying curriculum and instruction which is actually the core business of any school. The identified areas requires good partnership as indicated by Njambi (1985) who
conducted a study from administrative point of view, and pointed out the inseparable nature of the relationship between the schools and the communities they served. She also pointed out that it is unrealistic to attempt to divorce schools from the people they served.

The BOG/PTA Executive members were further asked to give reasons why they supported the areas identified. The reasons were tabulated in Table 4.14.

**Table 4.14: Reasons for Partnership by BOG/PTA Executive Members (n=40)**

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages students to perform well</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Partnership promotes school co-operation</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Partnership promoted peaceful and conducive environment</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Community is the source of school learners</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Partnership promoted education of the needy</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>Sponsors promoted spiritual nourishment</td>
<td>2</td>
<td>10.5</td>
</tr>
</tbody>
</table>

**Note:** percentage did not add up to 100% due to multiple responses from respondents.

Table 4.14 shows that majority of the members (26.3%) indicated that partnership either encouraged students to perform well or promoted school co-operation, 21% of them indicated that partnership promoted a peaceful school environment for learning, whilst 10.5% of them indicated that partnership promoted spiritual nourishment through the sponsors of schools and only 5.26% of them indicated that partnership can help the education of needy student and physically challenged, 21% of them did not respond to
the question. This means that out of the 19 members who responded, majority indicated that partnership was good especially in promoting students’ performance and cooperation between the school and the community; however majority of the members did not respond for they had no idea why they were supporting the school.

An inquiry was done from the ten parents on their main role in the education of their children. Parents’ identified roles which was represented as; buying of learning materials, payment of school fees and other levies, motivating children to work hard and guiding and counseling them. This implied that parents partnered with the school in matters pertaining to curriculum and instruction.

The ten parents were interrogated to state whether they did as indicated above. 6 parents (60%) said yes, one parent (10 %) said no and only three parents (30%) said some. This information shows that majority of parents (60%) partnered with schools in the education of their children, only one parent (10%) disagreed whilst 3 parents (30%) indicated that sometimes parents co-operated and others did not.

4.4 Curriculum and Instruction.

To explore the area of curriculum and instruction on schools, information was sought from head teachers, teachers and parents. Head teachers were provided with quality indicator questions to tick for yes or no in various areas of curriculum and instruction which showed whether they cooperated in matters pertaining to curriculum and instruction (community was represented by parents). The quality indicators questions were presented in Table 4.15.
Table 4.15: Head Teachers’ Partnership with the Community in Curriculum and Instruction of the Schools (n=10)

<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Reporting of students’ performance e.g. holiday tuition, remedial classes etc.</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Selection of materials and equipment for curriculum implementation.</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Giving guidelines on a suitable approved and diverse curriculum.</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Improving curriculum and library material e.g. use of audio, visual tapes</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>materials e.g. use of audiovisual tapes books etc.</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Determining the instructional materials to be used by students</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Sharing home work records, attendance records with parents and guardians.</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Encouraging visits to the schools by parents and guardians to monitor students’</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning school events such as open days, parent’s day, sport and prize giving</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents with expertise on particular subjects are involved in classroom or other</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>school activities and school related issues.</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Overall Partnership of the community in curriculum and instruction in percentage</strong></td>
<td><strong>90</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Table 4.15 shows nine (9) quality indicators concerning curriculum and instruction in secondary schools. Data collected was analyzed based on yes and no responses. All head teachers (100%) indicated that they had a perfect partnership with the community, in selecting materials and equipment for curriculum implementation, encouraging visits to
the schools by parents and guardians to monitor students’ performance and planning schools events such as open days. 90% of them partnered in reporting of student’s performances e.g. in holiday tuition, remedial classes etc, determining the instructional materials to be used by students, and involving parents with experts in particular subjects in classroom or other school activities and school related issues. 80% indicated partnership in sharing homework records, attendance records with parents and guardians, improving curriculum and library materials e.g. use of audio visual tapes, new text books etc and giving guideline on a suitable approved and diverse curriculum. Overall, head teachers’ partnership with the community in curriculum and instruction, all of them were of the view that parents are fully involved in the selection of materials, made regular visits to schools to monitor their children’s progress, planning school events, and provide expertise in particular subjects which they are good at for efficient and effective teaching/learning process. Equally over 80% of the remaining heads supported the indicators. This implies that head teachers enjoyed enormous support from the community in curriculum and instruction implementation in their schools.

The researcher further sought information from teachers on curriculum and instruction. Teachers were given quality indicator questions on curriculum and instruction and were supposed to tick either for yes or no in various areas of curriculum and instruction which showed whether teachers and parents cooperated in matters concerning curriculum and instruction (community was represented by parents). The quality indicator questions were presented in Table 4.16.

**Table 4.16: Teachers Partnership with the Community in Curriculum and Instruction of the School (n=50)**
Table 4.16 shows five (5) quality indicators concerning curriculum and instruction in secondary schools. Data collected on the indicators were analyzed based on yes and no responses. Most of the teachers (92%) indicated that there was a high level of partnership with the community in the learning of their children. 72% of teachers indicated that there was good partnership such as welcoming parents to classes. However, 46% of them indicated that there was a weak partnership in welcoming parents suggestions in their respective classes, a few of them (24%) felt that there was a weak partnership in teachers providing parents with curriculum outline with projected dates hindering parents the opportunity to follow up the activities in school. Only 16% of them indicated that teachers do not contact each child’s parent by phone or e-mail during each grading period, this concurs with parents interview which revealed that parents received information through newsletter, students, telephoning and through radio news.
This implies that on curriculum and instruction, majority of teachers had high regard of parents as many of them felt part and parcel of school and are quite often contacted when dealing with the learning of their children. Most of their views were incorporated in the teaching and learning process. They were mostly contacted by phone during grading of their children. However, the majority of teachers did not provide parents with curriculum outline with projected dates. The study finding’s confirmed research finding’s concerning teachers attitudes towards parents’ assistance at home indicated that many teachers did not make significant sustained efforts to involve parents although they agreed in principal that parental involvement is important (Epstain and Beckre, (1982) as cited in Alfred 1992).

The researcher further sought to gather information concerning teachers feelings on involving parents with expertise in classroom and other activities. Whereas 31 of the teachers said no (62%), 19 said yes (38%). Those who agreed cited reasons as; parents guide children on subjects selection in form three, parents can be part of discipline team, parents can be used as guest speakers on topics of concern e.g. HIV/AIDS, special skills, talents, guidance and counseling to provide discipline and career choices. Those who disagreed cited reasons as; such involvement promoted gossip between teachers and parents, many parents are ignorant on academic issues, parents with expertise are not recognized by school administration, promote tension between teachers and parents. Parents interviewed confirmed these findings. Parents on their part indicated that half of them were involved in classroom activities of their children.

Since it was important to understand about in service training, teachers were asked to state whether the in- service training provided to them gave techniques of engaging parents in
learning. Whereas 31 (68%) teachers agreed only 19 (38%) teachers disagreed. Those who agreed cited reasons as; the training promoted communication and public relations, the training updated teachers on how to engage parents and the training pointed out where the parents should get involved. Those who disagreed cited reasons such as; in service trained teachers to improve teaching skills and not on how to engage the community, they concluded that there is no relationship since the course is purely academic.

The study solicited information from teachers about their views on the response of parents to the provision of learning materials to their children. The responses are tabulated in Table 4.17.

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Poor</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.17 reveals that majority of teachers (48%) indicated that parents have a negative response or attitude in the provision of learning materials to their children. 30% of them indicated that parents response was satisfactory and only 22% of them felt that the response of parents buying books was good. This response indicates that most parents were not deterred by the introduction of Free Secondary Education program in the schools.
In addition, information was sought on teachers’ views about sources of instructional materials to schools. The responses are presented in Table 4.18.

Table 4.18 Sources of Instructional Materials to Schools (n=50)

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>From parents</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Government</td>
<td>44</td>
<td>88</td>
</tr>
<tr>
<td>Community</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sponsors</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.18 reveals that the government was the main supplier of textbooks and other instructional materials to schools. Only a few of the textbooks came from parents meaning that parents have been relieved of this responsibility by the F.S.E programme introduced by the government. The community and sponsors did not provide textbooks.

In addition, the researcher inquired from parents to state what they thought was the main role of the school to the community. Whereas the majority of the parents (90%) stated that the main role was to educate learners, only one parent (10%) stated that it was to improve the community. During the interview, parents were asked if they were in any way involved in school activities, whereas eight (80%) parents said yes, two (20%) parents said no. Those who agreed cited activities such as; prize giving, parents’ day, school maintenance, talents, A.G.M. and financial support. This distribution shows that parents were involved in a wider range of school activities that supported the curriculum and instruction.
The parents were also asked whether efforts were made by the school to raise their educational standards. All the parents agreed that schools made efforts to raise the parents’ educational standards. This situation would promote school community partnership in matters concerning curriculum and instruction.

The study further inquired from parents to state the qualities of a good teacher. The parents cited qualities for a good teacher as: A teacher who teaches well, listens and understand his clients, duty conscious, disciplined in his/her work, and highly educated. When asked to state whether they had such teachers in their schools, nine (90%) answered to the affirmative while 10% indicated only some.

The same parents were asked to state the deficiency of a weak teacher. They cited the following as indicators of a weak teacher: Indiscipline, lazy, absent and, produces poor results. These findings indicated that as much as there were good teachers, there were also weak teachers in the District who might have affected the extent to which the parents may have partnered in the school curriculum and instructions.

An inquiry was made from parents whether they knew what the curriculum requirements for their children. Majority (90%) of parents said yes and only one (10%) parent said no, implying that majority of parents knew the curriculum requirements in each grade (form/class) for their children.

4.5 Decision Making
On decision making information was collected from head teachers and parents. Head teachers were given quality indicator questions on decision making and were supposed to tick either for yes or no in various areas of decision making at school which showed whether head teachers availed opportunities to the community in decision making. The responses are presented in Table 4.19.

Table 4.19: Head Teachers’ Partnership with the Community in Decision Making in the School (n=10).

<table>
<thead>
<tr>
<th>Quality indicators/ factors</th>
<th>Yes N</th>
<th>Yes %</th>
<th>No N</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training is made available on continuing basis at least annually for school staff and parents on how to create and maintain effective partnership.</td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>
Table 4.19 shows five (5) quality indicators concerning decision making in secondary schools. Most head teachers involved parents in decision making, in policy making and curriculum and instruction. 80% of the head teachers were found to be partnered with the community in administrative issues and had active support for parents association. 70% of head teachers had partnered with the community in availing continuous training, at least annually for school staff and parents on how to create and maintain effective partnership and involving them in decision making on curriculum and school related issues. 90% of them indicated that parents were seen as very important members in decision making body of the school. Overall, partnership in decision making indicated that there was a perfect partnership (82%) and only 18% of them did not involve the community in decision making. The study findings indicates that the community is not only seen as important but they are involved in decision making hence disagreeing with the Indiana Department of Education (2004) whose finding’s indicated that the most difficult transitions concerns parental participation in major decision making.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Overall Partnership in Decision Making in Percentage (Average Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents involvement in policy and procedure committees where the representation mirrors demographic of the school and the community.</td>
<td>100</td>
<td>82</td>
</tr>
<tr>
<td>Parents are involved in decision making on curriculum and school related issues.</td>
<td>70</td>
<td>18</td>
</tr>
<tr>
<td>Parents are vital members of the decision making body of school.</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>There is administrative provision and active support for parental association.</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
Further, to understand the status of decision making in the sampled schools, the researcher inquired from parents whether they have communicated their willingness to serve on school planning groups. Six parents representing 60% said no and only four (40%) parents were willing to participate in decision making committees.

On further inquiring from the sampled 10 parents on whether they encountered any problem while relating with the school, whereas six (60%) parents said no and three (30%) parents said sometimes and only one (10%) parent said yes. The findings showed that more than half (60%) parents held favourable attitudes towards the school. This can promote the extent to which the school partnered with the community in educational development in the District. Only 40% of them felt that there were problems in relating and dealing with the teachers and cited the following reasons as; negative perception of parents by some teachers and head teachers, inability to honor promises e.g. payment of other levies, some teachers have the habit of assuming parents, and in the event of sickness, parents were called from home to take care of their children. This situation may affect partnership between the school and community if the perception cannot be rectified.

4.6 Relationship between the Community Participation and Student Performance in KCSE in Kenyenya District

The study sought to explore the relationship between community participation and the student performance in KCSE from the principals, BOG/PTA executive members, teachers and parents. The principals’ questionnaires sought to determine the sampled schools mean scores for the year 2009 and 2008. The findings indicated that five schools registered an improvement while four did not. Only one school of the ten schools had its results cancelled.
in 2008 by KNEC. This implies that among other factors there was a likely hood that the community participation influenced the students’ performance in KCSE.

The relationship between community participation and students performance in K.C.S.E exams of 2008 and 2009 was considered important since the researcher wanted to understand the influence of the community on performance of the sampled schools. From the findings, majority of the head teachers (90%) indicated that there was a positive relationship between the community and the student performance in K.C.S.E. Only one (10%) head said no. Those who agreed cited the following reasons as; cooperation in fees payment, tuition and remedial classes, easier to manage students discipline if the community was supportive, supportive school programs e.g. spiritual programmes, positive support from PTA, reporting of in disciplined students and admitting students with average marks in K.C.P.E.

The study indicted that most head teachers enjoyed a positive relationship between the community and the student performance in KCSE. This finding’s were supported by Wilson 1976 (as cited in Kiarie 2004) who suggested that the role of the school principal in promoting school community relationship was; determination of community expectation of the school, communicating with parents through the media and in group conferences, arranging for parents’ to visit the school, working with parents associations and related groups interactions with the school critics among others. From above it could be concluded that bad relationship between school and community could be detrimental to KCSE performance.
The researcher further sought more information from the head teachers whether they encountered any problems when schools partnered with the community. Information on the head teachers’ feeling/views on problems they encountered with the community are presented in Table 4.20.

**Table 4.20: Problems Head Teachers Encounter when Partnering with the Community (n=10)**

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None cooperation from parents</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Ignorance of some parents</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Absenteeism of students</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Interference from politician</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.20 shows that majority of head teachers (40%) indicated that non co-operative parents was the most disturbing whilst 30% of head teacher indicated that some parents were ignorant on school matters, 20% of parents cited “clannism” as a problem affecting partnership. Only one (10%) head teacher identified the problem of absenteeism of students and interference from politicians. The finding’s were supported by Teklemarian (1990) whose finding’s showed that the main factor affecting schools in Eritrea was community members low educational standards. The researcher wanted to know from head teachers the solutions to the problems. The head teachers cited the following as the way forward; sensitizing of parents, involving administrations officials to enlighten parents, sometimes admitting students with lower marks from the community helps, involving community members in school projects and by admitting students from outside the school catchment.
The study also gathered information from BOG/PTA Executive members on effectiveness of the relationship between community participation and student performance in KCSE. The BOG/PTA executive members were asked to state the community contribution towards students performance in K.C.S.E. Thirty eight (38) of the BOG/PTA members said Yes, whilst two (2) of them said no, (yes 95% and no 5%). Those who said yes cited the following reasons as community; promotes a good learning environment/atmosphere, supplements learning with learning materials, payment of school levies etc, enhances school unity and harmony, motivates learners through donations, gifts etc, assists to curb school truancy, it is the source of school subordinate staff and the community acted as resource centre in learning that takes place outside the classroom.

The teachers were asked to state whether while training as teachers they ever took any course on how to relate and work with the community. Majority of the teachers (66%) in the sampled schools admitted that they undertook a course related with working with the community members. This shows that establishing good rapport with the community will not be difficult. Only 34% of them indicated that they never took a course on how to relate with the community. Those who indicated yes they cited the following courses; educational sociology, educational administration and management, environmental education and comparative education/studies and educational psychology.

The teachers were further asked to state whether or not they considered working with parents helpful. All the fifty (100%) teachers indicated that working with parents was helpful. The teachers were asked to state why they considered visits by parents as helpful. They identified the following as benefits; improving working relationship, school
performance, discipline, leaner motivation among others. The finding’s confirmed Fraser 1985 (as cited in Halkano 2008) whose finding’s indicated that the most critical relationship regarding students achievement remains to be the connection between the teacher and parent. The findings acknowledge that if teachers worked with parents the benefits could be many as revealed by the study. The administration must look beyond the parents of students and into the larger community.

The researcher further sought information from teachers on the main reasons that make parents to come to school to meet teachers. The views of the teachers are shown in Table 4.21.

**Table 4.21: Main Reason for Parents to Come to School to Meet Teachers (n=50)**

<table>
<thead>
<tr>
<th>Response</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find out how the child is progressing.</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>When the teacher sends for them.</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>When they wish to inform the teacher about a problem the child is facing outside.</td>
<td>2</td>
<td>04</td>
</tr>
<tr>
<td>To find out the status of the child’s discipline.</td>
<td>2</td>
<td>04</td>
</tr>
<tr>
<td>Others</td>
<td>4</td>
<td>08</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From table 4.21, it is noted that the main reason that makes parents come to school is to find out how their children are progressing in academics, whilst 20% of them indicated that parents came to school when teachers sent for them. A few (08%) felt that parents come for other reasons not mentioned above and only 4% either come when the teacher wishes to inform the parents about a problem the child is facing or when parents want to find out the status of their child’s discipline. Parents interview on the same issue on reasons that made them come to school indicated that all were free to go to school
especially to find out how their children were progressing and indeed, the study indicated that parents paid such visits.

The study sought more information from teachers about parental attitudes towards education of their children. The results of the findings are shown in Figure 4.5.

**Figure 4.5: Parental Attitudes towards Education of their Children**

![Bar Chart](chart.png)

Figure 4.5 shows that majority of teachers (62%) indicated that parental attitudes towards education of their children was moderate. This means that (84%) of them felt that the attitudes of parents educating their children was positive and only 16% felt that parents have a negative attitude towards education of their children.
The researcher further, sought information from teachers about the most important reason contributing to poor performance in K.C.S.E in their schools. Views of teachers are shown in Table 4.22.

Table 4.22: Main Reasons Contributing to Poor Performance in K.C.S.E. (n=50)

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate teaching and learning resources.</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Inadequate coverage of syllabus</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Shortage of teachers.</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Lack of parents and community support in school development programmes</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>political and religious interference in running of the schools</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.22 reveals the major reason contributing to poor K.C.S.E performance was inadequate teaching and learning materials and shortage of teachers. This meant that the community should step up and support the government in the provision of learning materials and employ more BOG teachers. 16% indicated lack of parent and community support in school development programmes and only 4% felt that either inadequate coverage of syllabus or political and religious interference as other factors interfering with the running of schools in the District.

More information was sought from teachers on whether schools organized for consultative meetings among the parents, subject teachers and students. 72% of teachers said yes whilst fourteen (28%) said no. Those who said yes cited that; parents motivated students to work
hard, guides and counsels students, purchases books towards that. Besides the target scores gives a projection on measures to be put in place and improves attitudes of most parents.

Since it was important to understand the role of consultative meetings, The researcher further inquired from teachers who taught form four class 2009 to indicate their performance from their target score and K.C.S.E score in their subject. From the research findings, most teachers (69.56%) indicated that their subject performance improved and only seven (30.4%) did not. This indicates that the consultative meetings shared by the teachers, parents and students were successful. Twenty seven (27) teachers of the sampled schools were not teaching form four class in 2009 and hence did not respond. Community participation was indicated through the consultative meeting they held with teachers and students.

4.7 Home environment

The researcher inquired from parents on whether they were good role models at home. All ten (100%) parents said yes indicating that the sampled schools in the District had a good record of 100% of parents who were good role models at home. The researcher further interviewed parents on whether they reviewed their children’s homework. Eight (80%) parents said yes whilst two (20%) parents said no. This was an indication that majority of parents reviewed their children’s class work and home work. This view was supported by majority of the head teachers who indicated that the students came from around the school. This shows that home environment contributed towards the schools performance in the District since majority of schools were day schools where students operated as day scholars. These findings confirmed Fraser 1959 (as cited in Halkano 2008)
findings that the home environment had more influence on academic performance than intelligence.

The researcher inquired from parents on the types materials that were available at home which were used for studies. The responses are shown in Table 4.23.

Table 4.23: Materials Available at Home that were used for Studies (n=16)

<table>
<thead>
<tr>
<th>Responses</th>
<th>N</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>Furniture</td>
<td>5</td>
<td>31.25</td>
</tr>
<tr>
<td>Lighting system</td>
<td>3</td>
<td>18.75</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The information in table 4.23 shows that majority of the parents (50%), indicated that books were available in most homes. 31.25% indicated that there was enough furniture to facilitate studies and only 18.75% indicated that there was lighting system in their homes, indicating that studies at night could be easily be affected. The findings of the study disagreed with Mbugua (1987) findings which indicated that parents may became reluctant to help children structural programs and instead tend to leave everything to the teachers not realizing that they could also contribute towards education of their children. This study revealed that parents seemed to support their children education. On the same, the study findings tended to agree with Muola (1990) whose findings indicated that children whose parents encouraged them to be interested in academic work and were actively involved in the school work performed better in examinations. Home environment is truly the panacea to good partnership not only in financial management, curriculum instruction and decision
making but also in perfecting good partnership between the community and student performance in KCSE.

In conclusion the District enjoyed good partnership from the community who were represented by the BOG/PTA members and the wider community. The finding indicates that the community partnered with the schools in Kenyenya District. Partnership was well above 80% in financial management, curriculum and instruction and decision making. It also indicated that there was a direct relationship between the 2009 mean scores with those of 2008 KCSE results. However, head teachers and parents indicated that there were problems that may affect community school partnership. Home environment was found to be conducive and supported educational development in the District.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter presents the summary of the findings, conclusions and recommendations of the study. The topic was to explore on the effectiveness of school community partnership in educational development in public secondary schools in Kenyenya District.

This purpose was to be achieved through the following research questions:

1. How far were the parents involved in secondary school financial management?
2. What was the extent of school community partnership in curriculum and instruction?
3. What was the extent to which parents and community participate in clear decision making roles?
4. What is the relationship between community participation and student performance in KCSE?
5. To what extent was the home environment conducive for learning?

The study was conducted in Kenyenya District. Ten secondary schools were selected from the twenty nine schools in District. The ten principals of the sampled schools, BOG/PTA executive members, teachers and parents participated in this study, they were served with questionnaires and parents were interviewed. The study used descriptive survey design in gathering information, summarizing, presenting and interpreting data. Data was then coded and analyzed using statistical package of social sciences (SPSS) and descriptive data was presented in frequencies, charts, graphs and tables. The summary of the major findings are presented under the themes derived from research questions as indicated above.

5.2 Summary of the Research Findings

This section presents a generalized summary of the findings.

5.2.1 Financial management
On the extent of school, community partnership in financial management the study found that:

(a) Head teachers partnered with the community. The highest partnership was recorded in structuring and adjusting of PTA fee and other school levies, determining use of school funds and presenting of financial statements for approval and scrutiny by PTA/BOG members while the least partnership was in determination of the amount of money to be contributed in Harambees. Majority of head teachers also indicated that parents were willing to participate in school development activities.

(b) Most of the BOG/PTA members indicated that the main area of partnership was in curriculum and instruction and cited the main reason as partnership that encouraged students to perform well and promoted school co-operation among others. However, most BOG/PTA members had stayed in their current stations for more than 3 years and the majority had responsibility in other schools. This may affect partnership due to extra commitment on their part.

(c) Parents indicated that most parents supported the schools in financial management by buying textbooks, paying school fees and other levies, motivating and counseling students.

In conclusion, the study found that head teachers partnered with the community in financial management. The BOG/PTA members were involved in financial management; Parents indicated their support on management of school finances as revealed by teachers.

5.2.7 Curriculum and Instruction

On the extent of school community partnership in curriculum and instruction, the study found that:
(a) The head teachers partnered with the community in the selection of materials and equipment for curriculum implementation, encouraged visits to the schools by parents and guardians to monitor students performance and planned school events such as open days, parents day, sports and prize giving days.

(b) The teachers concurred with the head teachers as they all indicated that there was a high level of partnership with the community in the learning of children. Some teachers’ indicated that they did not contact each child’s parents during grading of exams. Overall partnership between teachers and the community indicated that it was half way. Majority of teachers did not involve parents with expertise in classroom and other school activities. Most teachers admitted that in-service training enabled them to engage parents in the learning of their children. Most of the teachers indicated that parents did not provide learning materials to their children but left it to the government.

(c) Parents were aware of the main role of the school which was to educate learners. They were involved in school activities mainly during parents day and noted that schools were making efforts to raise their children’s educational standards. Besides, parents were aware of the qualities of good teachers and that such teachers were teaching their children. Interestingly, parents indicated that they knew the curriculum requirement for their children by class. On curriculum the study found out that parents were fully involved in the selection of the learning materials, monitoring children’s academic progress, planning school events and their views were incorporated. However, they were reluctant in supplying learning materials to the school. Generally, parents should be involved in curriculum
selection and implementation. To make curriculum and instruction effective the head teacher, teachers and parents are imperative working as partners.

5.2.8 Decision Making

On the extent of school community partnership in decision making, the study found that; all head teachers were convinced that there was a perfect record of community partnership with the school in policy and procedure committees where representation mirrored the demography of the school and community. The school partnered with parents in decision making. The lowest partnership was in availing continuous training at least annually for staff and parents on how to maintain effective partnership in decision making. Only a small percentage of head teachers did not involve the community. Parents were not willing to communicate their willingness to serve on school planning groups although they did not have any problems in relating with the school. On decision making the study indicated that the community concurred with administration that they partnered with the school in decision making. However, schools should work towards involving the community in major school decisions and implementation process. This will enable parents to participate and determine major school policies and programs.

5.2.4 Relationship between Community Participation and Students Performance in K.C.S.E.
1. The study found that in the sampled schools there was a direct relationship between the community and student performance in KCSE. The study further indicated that though the relationship was good, sometimes they faced a number of problems such as; poor co-operation from parents, ignorance of some parents, absenteeism of students and interference from politicians. To address these problems the respondents suggested that; parents to be sensitized, involving community members in school projects and admitting students from outside the District.

2. The BOG/PTA members agreed that the community contributed towards students’ performance in K.C.S.E. They cited the following reasons as community; promoted a good learning environment, supplemented learning materials, payment of school levies, assists to curb school truancy and motivated learners.

3. Teachers indicated that while training as teachers, they were taught on how to relate and work with the community especially in sociology and psychology. Parents were helpful to teachers in improving working relationship. They came to school to find out how their children were progressing and good number also came when the teacher sent for them. According to teachers parental attitudes towards education of their children was moderate. They pointed the main reason for poor performance in KCSE was inadequate teaching and learning resources, as well as lack of parent and community support in school development programs. Teachers held consultative meetings with students and parents. Those who taught form four in 2009 said that their subjects improved. On relationship between community participation and student performance in KCSE the study found that the community cooperated very well with head teachers especially during consultative meeting and reviewing home work which contributed towards achieving their target scores. However, some parents indicated poor relationship
with some head teachers and teachers. It could be safely concluded that the community influenced student performance in KCSE.

5.2.5 Home Environment

Parents indicated that home environment was good for studies and that they were good role models and majority of them supervised their children homework. Parents interviewed claimed that there were books in their homes and enough furniture to be used for studies. In conclusion, the study found that home environment was conducive since most parents were good role models, reviewed home work and there were reading materials. However a good number of parents indicated that there was a problem of lighting. The home environment therefore supported students in studying at home except where there was no power.

5.3 Conclusion

From the study undertaken it is evident that the community was involved in general management of secondary schools in Kenyenya District. All areas of partnership recorded high partnership in curriculum and instruction being first followed by decision making and financial management.

Free Secondary Education Programme started by the government has relieved parents from the burdens of fees payment and provision of learning materials and instruction. However the study revealed that, there was shortage of teachers and textbooks. The community and sponsors shouldered nothing in the provision of textbooks. Parents should not leave the responsibility of educating their children to the government alone but should shoulder the
unforeseen responsibilities like buying school uniforms, pay for boarding and lunch levies and ensure that home environment were conducive for learning since most schools in the District were mixed day.

Curriculum and instruction came out as the core area, attracting both head teachers and parents. However, majority of teachers have not been keen on involving parents on the education of their children. Teachers had done very little to ensure that the parents were provided with a curriculum outline with projected dates.

Parents were involved in decision making process especially on policy issues and procedure committees. This involvement may have been hampered by parents unwillingness to communicate their willingness to serve on school planning groups as indicated by head teachers. Parents attitude towards the school was good, but sometimes parents had problems with the school teachers and head teachers that may have affected partnership between the two groups in decision making issues. School should work hard to involve the community in making major decisions and implementation process. This would enable parents to participate in determination of major school policies. Schools performance of majority of subject improved in the 2009 KCSE examinations using 2008 as the base. The mean score of the sampled schools indicated that there was a direct relationship between the community and students performance in KCSE implying that parents were positively involved in the education of their children.

5.4.1 Recommendation
The Ministry of Education could organize seminars to sensitize the community members on increasing their roles in secondary schools. This is in a bid to curb the problems experienced by the head teachers in dealing with parents. There is need for head teachers to emphasize on such administration skills such as involving the community in school activities, educating parents on their role in the school and involving them more in decision making for the community to feel that they own the school.

The introduction of Free Secondary Education seems to be still confusing. Parents are irresponsible because of the word “free”. The government should device strategies to make it clear to parents that they have a part to play in the provision of education of their children. Since public school were owned and operated by the people of the state and of the local community there is an obligation on the part of the boards of education, administrative officers and other school employees to the take their public into their confidence and provide them with the information they need in order for them to understand the total education program. The public must be made aware of the opportunities available for their participation in the total partnership task of making good school even better.

The study revealed that head teachers had problems in dealing with parents and they cited non cooperation and illiteracy of some parents. Parent on their part indicated that there was poor relationship with teachers. This call for intervention by stakeholders in order to promote good partnership in schools.
In the area of financial management, all schools should have a perfect involvement of the community in the allocation of schools funds to meet priority needs of the school and in nurturing income generating projects and generally no school should be left behind.

**5.4.2 Recommendation for Further research**

1. A similar study can be done on private secondary schools to establish the effectiveness of school community partnership in educational development.

2. The study realized that parents are reluctant to provide learning materials to schools. This suggests that another study can be carried out to determine the impact of F.S.E on the role of parents in financing of education in Kenya.
REFERENCES


APPENDICES

APPENDIX A

HEAD TEACHERS QUESTIONNAIRE

Please feel free and answer all questions. All the responses will be treated confidentially and will not be used for any other purpose other than this research.

1. Indicate your sex

   Male (   )

   Female (   )

2. In which of the following age bracket do you fall?

   a) 25-30 (   )

   b) 31-36 (   )

   c) 37-42 (   )

   d) 43 - 48 (   )

   e) 49-51 (   )

   f) 52 & above (   )

3. What is your professional qualification?

   a) Diploma/ARTS/SCIENCES (   )

   b) BA/BSC with PDGE (   )

   c) BED (   )

   d) MED (   )

4. Indicate your administrative experience as a head teacher

   a) 1-5 yrs (   )

   b) 6.-10 years (   )

   c) 11-15 years (   )
5. For how long have you been in this school as a head teacher?
   a) Less than 1 year (   )
   b) 1-3 years (   )
   c) 4-6 years (   )
   d) 7-10 years (   )
   e) Over 10 years (   )

6. What type of school do you head?
   a) All boys (   )
   b) All girls (   )
   c) Day and boarding (   )
   d) Mixed day (   )

7. Where do you get the student?
   a) Around the school (   )
   b) Around the division (   )
   c) Around the district (   )
   d) Within and outside the district (   )
8. For question eight there is a table that has quality indicators questions derived from financial management, curriculum and instruction and decision making. Please tick Yes or No at the end of the row in the appropriate column.

<table>
<thead>
<tr>
<th>FINANCIAL MANAGEMENT</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Structuring and adjusting of PTA fee and other school levies</td>
<td></td>
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<tr>
<td>2 Allocating school funds to meet the priority cases in the school</td>
<td></td>
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</tr>
<tr>
<td>3 Determining how school fund will be used</td>
<td></td>
<td></td>
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<tr>
<td>4 Initiating and nurturing income generating projects for the school</td>
<td></td>
<td></td>
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<tr>
<td>5 Determining the amount of money to be contributed in Harambees</td>
<td></td>
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<tr>
<td>6 Interpretation of budget documents to the BOG and PTA members</td>
<td></td>
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<tr>
<td>7 Presenting of financial statements for approval and scrutiny by PTA/BOG members</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRICULUM AND INSTRUCTION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Reporting of students performance e.g. holiday tuition, remedial classes etc.</td>
<td></td>
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<tr>
<td>9 Selection of materials and equipment for curriculum implementation</td>
<td></td>
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<tr>
<td>10 Giving guidelines on a suitable approved and diversified curriculum</td>
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<tr>
<td>11 Improving curriculum and library materials e.g. use of audiovisual tapes, new text books etc.</td>
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<tr>
<td>12 Determining the instructional material to be used by students</td>
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<tr>
<td>13 Sharing of homework records, attendance records with parents and guardians</td>
<td></td>
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<tr>
<td>14 Encouraging visits to the schools by parents and guardians to monitor student’s performance</td>
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<tr>
<td>15 Planning school events such as open days, parents day, sport and prize giving days</td>
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<tr>
<td>16 Parents with experts on particular subjects are involved in classroom or other school activities and school related issues</td>
<td></td>
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</table>

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<thead>
<tr>
<th>DECISION MAKING</th>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td>17 Training is made available on continuing basis, at least annually for school staff and parents on how to create and maintain effective partnerships.</td>
<td></td>
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<tr>
<td>18 Parents involvement in policy and procedure committees where the representation mirrors the demographic of the school and the community</td>
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<tr>
<td>19 Parents are involved at the decision making level on curriculum and school related issues</td>
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<tr>
<td>20 Parents as vital members of the decision making body of school</td>
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<tr>
<td>21 There is administrative provision and active support for parent associations.</td>
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</tbody>
</table>
9. To what extent are parents willing to participate in the school development activities?
   a) Very willing (   )
   b) Willing (   )
   c) Not willing

10 (a) what was the school mean score in the year 2009 and 2008?

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(b) In your own opinion, do you think there was a link between community participation and
student performance in KCSE exams of 2009 and 2008?
   a) Yes (   )
   b) No (   )
   c) If yes or no why

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11. What problem(s) do you face in trying to partner with the community in the school
management?

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12. Suggest solutions to the problem(s) mentioned above

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APPENDIX B

BOG/PTA EXECUTIVE QUESTIONNAIRE

Please feel free and answer all questions. All the responses will be treated confidentially and will not be used for any other purpose other than this research.

1. Indicate your sex

   Male (   )

   Female (   )

2. In which of the following age bracket do you fall?

   a. 25-30 (   )

   b. 31-36 (   )

   c. 37-42 (   )

   d. 49-51 (   )

   e. 52 and above (   )

3. What is your highest level of education?

   a) Primary (   )

   b) Secondary (   )

   c) Post secondary (   )

4. For how many years have you been a member of the PTA/BOG executive?

   a.) 1 year (   )

   b.) 2 years (   )

   c.) 3 years (   )

   d.) Over 3 years (   )

5. Do you have other BOG responsibility in another school?

   a) Yes (   )
b) No ( )

If yes, please specify

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6. What is your present occupation

a) Farmer ( )

b) Doctor/nurse ( )

c) Business person ( )

d) Politician ( )

e) Pastor ( )

f) Teacher ( )

g) Others (please specify)

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7. What areas should the community partner with the school to promote education?

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8. Give reasons for your answer above.

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9. (a) In your own opinion, do you think the community contributes towards students' performance in KCSE

   (a) Yes ( )
   (b) No ( )

(b) If yes or no why?

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APPENDIX C

TEACHERS QUESTIONNAIRES

1. (a) Sex …………………………………………………………………………………………………

(b) Age …………………………………………………………………………………………………

(c) Number of years of teaching …………………………………………………………………

2. Indicate appropriately yes or no in this category of questions (quality indicators) on curriculum and instruction

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>A</td>
<td>Do parents feel welcome in your class and know how to contact you?</td>
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<tr>
<td>B</td>
<td>Do parents know the importance of being involved in their child’s learning?</td>
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<tr>
<td>C</td>
<td>Do you welcome parent’s suggestions for your class?</td>
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<tr>
<td>D</td>
<td>Do you contact each Child’s parent by phone or e-mail during each grading period?</td>
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<tr>
<td>E</td>
<td>Do you provide a curriculum outline with projected dates for parents?</td>
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3. Are parents with expertise on particular subjects involved in classroom or other school activities?

   Yes (please state)

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4. Does the in-service training provided to teachers give techniques of engaging parents in learning?

Yes (please state)

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No

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5. What is the response of parents to the provision of learning materials to their children?

a) Good

b) Satisfactory

c) Poor

6. How do you get provision like text books and other instruction materials?(tick one)

a) From parents

b) From the government

c) From the community

d) From the sponsors

7. While training as a teacher did you ever take any course on how to relate and work with community members?
Yes (please state)

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No

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8. Do you consider working with parents such as holding regular meetings or inviting them to school as;

Helpful

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Unhelpful

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9. What do you consider to be the main reason in your school for parents to come to meet teachers (tick one).

a) To find out how the child is progressing (  )

b) When the teacher sends for them out (  )
c) When they wish to inform the teacher about a problem the child is facing outside the school ( )

d) Any other, please briefly state

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10. What are the parental attitudes towards the education of their children?
   a) Low ( )
   b) Moderate ( )
   c) High ( )

11. Which of the following reasons most contribute to poor KCSE performance in your school?
   a) Inadequate teaching and learning resources ( )
   b) Inadequate coverage of syllabus ( )
   c) Shortage of teachers ( )
   d) Lack of parents and community support in school development programmes.
   e) Political and religious interference in running of the school ( )

12. (a) Does the school arrange for a consultative meeting among the parents, subject teachers and students?
   a) Yes ( )
   b) No ( )
(b) If yes, is there a relationship between the target score and students performance in KCSE
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(c) If you were teaching form four class 2009 please indicate the deviation index of the
target score and KCSE score in your subject
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INTERVIEW GUIDE FOR PARENTS

1. In your own opinion, what is the role of parents in educating their children? Are they doing it?

2. As a parent how do you normally receive information from the school?

3. Are you actively involved in activities in your child’s classroom?

4. In your own opinion what do you think is the main role of a school to the community?

5. Can you mention any activity parents are involved in the school? What other activities could they do in co-operation with the teachers and head teachers?

6. Are there any efforts made by the school to raise the educational standards of the parents.

7. What are the qualities of a good teacher for you? Do you have such teacher/s in your school? What are the deficiencies in a weak teacher?

8. Do you know what the curriculum requirements are for your child’s grade?

9. Have you communicated your willingness to serve on school planning groups?

10. (a) Have you ever had any problems when dealing with the teachers or the head teacher?

   (b) If yes, please briefly explain

11. (a) Are parents free to come to school to monitor their children’s progress?

    (b) If yes do you usually pay such visits?

12. Are you a good role model for your child?

13. Do you review your child’s class work and homework?

14. What materials are available at home that is used for studies?
## APPENDIX E

### WORK PLAN

<table>
<thead>
<tr>
<th>DATE/MONTH</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep-2009</td>
<td>Concept paper development</td>
</tr>
<tr>
<td>Oct-Dec 2009</td>
<td>Proposal writing(literature review, drafting, writing chapter 3, development of instruments)</td>
</tr>
<tr>
<td>Jan-March 2010</td>
<td>Submission of proposal</td>
</tr>
<tr>
<td>April-2010</td>
<td>Finalizing and production of research documents</td>
</tr>
<tr>
<td>Aug-2010</td>
<td>Obtaining research permit</td>
</tr>
<tr>
<td>Sept/Dec-2011</td>
<td>Data collection</td>
</tr>
<tr>
<td>Jan/April-2011</td>
<td>Report writing</td>
</tr>
<tr>
<td>May/June 2011</td>
<td>Binding and submission of report</td>
</tr>
<tr>
<td>2011</td>
<td>Graduation</td>
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</tbody>
</table>