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**THE ROLE EFFECTIVENESS OF THE BOARD OF GOVERNORS AND  
PARENTS TEACHERS ASSOCIATION IN MANAGEMENT OF PUBLIC  
SECONDARY SCHOOLS: A CASE OF THIKA/RUIRU DIVISION, THIKA  
DISTRICT, KIAMBU COUNTY, KENYA.**

**BY:**

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**E55/12759/05**

**A RESEARCH PROJECT REPORT SUBMITTED TO THE SCHOOL OF  
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF A DEGREE OF MASTER OF EDUCATION OF KENYATTA  
UNIVERSITY**

**NOVEMBER 2011**

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## DECLARATION

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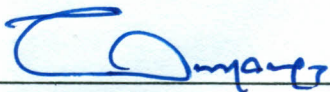


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## DEDICATION

I dedicate this work to my late parents, Mr. and Mrs. Andrew Mukima for their great inspiration in life, my husband Lt. Col (Psc) Githaga and our lovely children Mathai and Sarah for their constant encouragement and moral support which they accorded me during the long duration as I undertook this course. May God bless them abundantly.

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Secondly, I wish to thank the Quality Assurance and Standards Officer, principals, BOG chairpersons and PTA chairpersons of schools visited for this study.

Thirdly, my heart gratitude goes to my husband Lt. Col (Psc) Githaga, children Mathai and Sarah for their understanding, moral support and sacrifice throughout my study period. The author would also wish to absolve all individuals and institutions mentioned above for any errors of omission and /or commission or any interpretational error/errors.

For these, the author remains sorely responsible.

## ABSTRACT

Reason for concern on the role effectiveness of the BOGs and PTAs is the various reports on poor performance of schools, school strikes, and general indiscipline among students and staff, misappropriation of school funds and general poor management of school affairs. How then can BOGs and PTAs be effectively involved in the management of public secondary schools in order to mitigate the shortcomings currently identified in the management of public secondary schools. The purpose of this study was to assess the role effectiveness of BOGs and PTAs in the management of public secondary schools in Thika/Ruiru Division – Thika District and the functional relationship between the two.

Objectives of the study were to determine the role effectiveness of the board of governors and parents teachers association in management of public secondary schools as well as to determine the challenges faced by BOG and PTA in the management of public secondary schools and suggest possible strategies that can be adopted by BOG and PTA for effective management of public secondary schools in Thika - Ruiru Division.

The study adopted the descriptive research design. Stratified random sampling provided the sampling frame that enabled the researcher select a sample size of nine (50%) out of the targeted 18 schools, besides the two for pre-testing the instruments. The sample consisted of nine principals, nine BOG chairmen and nine PTA chairmen and one DEO such that the total sampling matrix yielded 28 respondents. Self-compilation questionnaires for principals, BOG, PTA chairman and DEO Thika were used to collect data. Data were analyzed using percentages and the analyzed data were presented using frequency tables, graphs and charts accompanied by appropriate descriptions or explanations. The findings of the study were that majority of BOGs and PTAs were not effective in the performance of their roles due to various challenges that they encountered. To counter these challenges, the study suggested various recommendations which if implemented could improve the role effectiveness of BOGs and PTAs. These are: training, provision of more funds to schools, motivation of the BOG and PTA members as well as enhancing the relationship between BOG and PTA members.

## ABBREVIATIONS AND ACRONYMS

BOG	-	Board of Governors
BOM	-	Boards of Management
GOK	-	Government of Kenya
MoE	-	Ministry of Education
MoEST	-	Ministry of Education, Science and Technology
MoST	-	Ministry of Science and Technology
PTA	-	Parents Teachers Association
TIQET	-	Totally Integrated Quality Education and Training
TSC	-	Teachers Service Commission

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

This section will broadly introduce the topic under investigation and give an international and national overview of education and educational management.

The importance of education the world over cannot be over-emphasized. Education leads to the development of lively, enquiring minds with the ability to question and argue rationally and apply themselves to tasks and physical skills. Education helps people to acquire knowledge in a fast – changing world. It helps people to understand the world in which they live, and the inter-dependence of individuals, groups and nations. Education also helps people to appreciate human achievements and aspirations. A UNESCO report for African Educational Leaders assembled in Addis Ababa, Ethiopia in 1961 for a conference of African Nations on the Development of Education states that:

Education does not have for its primary purpose a greater production of goods and services. The purpose of education is to broaden understanding so that men may make the fullest use of their innate potential, whether spiritual, intellectual or physical. Education would therefore have value if it contributed nothing to economic development. Education is listed among the universal for the full development of the human personality and is grounded in respect for human rights and fundamental freedom (UNESCO; Final Report, Conference of Africa States on the development of Education in Africa, Addis Ababa: 15 – 25)

Considering the importance attached to education worldwide, it is imperative that proper management of the same is underscored to ensure that education serves its intended purpose.

Educational Management in most countries is carried out hierarchically with the Education ministry in most cases managing education at policy level with duties and responsibilities being delegated down the hierarchy to Local Education Authority (LEA) and school management Boards or BOGs and PTAs to manage education at institutional level.

In management of education, school governing bodies do not function in isolation but are intertwined in the daily activities of the wider society. In regard to this, Kogan., Johnson, Packwood, and Whitaker had this to say:

Governing bodies of schools form part of complex social and political systems which can be described in several forms of languages and analysis. They are, at one and the same time, legally part of a school yet organizationally at its boundary. They may be part of the wider governing managerial structure and yet be a means through which there can be participation and representation of the community and client groups and action taken by educational professionals (Kogan et al 1984:1)

In the twentieth and twenty first centuries there have been tremendous economic, demographic, ideological and technological changes. The combined effects of the above changes have led to a situation in which school management calls for new sets of skills and understanding.

According to Bell and Rhodes (1991), in the United Kingdom, during the 1960s and early 1970s there was general expansion in secondary education. Large schools were being created in order to capitalize on economies of scale. As schools become larger and the curriculum more complex Local Education Authorities (LEAs) had to adopt new approaches to school management. The new institutions were too large to be managed by one individual acting alone, therefore flexible and responsive management of schools

which involved power sharing became necessary. This sharing was, by law, extended to stakeholders in the school such as BOGs and parents. The BOGs power over finance, staffing, discipline and implementation of the curriculum was increased by the Education Reform Act of 1988. According to the act, the functions of the BOGs, among other duties were to provide a local forum of accountability for the school and call both LEA and school to account for their actions; to provide the channel through which the schools were to be made accountable to others and to give the head and school valuable support, both moral and practical. Another provision was for them to provide lay advice and bring to education the perspective of the outside world, represents other groups and could act in a mediatory capacity between the school and other parts of the system. The act gave room to each governing body to carry out the above roles in a different way and choose and develop the balance of its roles and its styles of working overtime and in partnership with the head teacher. As far as the roles of BOGs are concerned, Beckett, Bell and Rhodes had this to say:

All governors need a perception of their role... without this understanding of their basic purpose in being there, governors can struggle to make sense of their responsibilities and of the tasks which come their way (Beckett et al 1991:18)

According to Otiende, Wamahiu and Karugu (1992) World conferences long before Kenyan's Independence had called for reforms in the colonial education systems in the Third World, Kenya included. Reports of commissions that were formed in post-independence Kenya to seek local opinion also advocated them transformation of aims, structure and content of education. An example is the Ominde Education Commission Report of 1964; which, among others recommended direct central government control of educational activities in the country.

In 1968 the Kenyan parliament passed the Education Act which empowered the Minister for Education to implement all the education policies with the assistance of educational institutions. Thus, the Government assumed full responsibility for all education. A framework for the organization and management of education at various levels was established and Local Authorities and Board of Governors were given an operational Legal framework.

The structure of the Ministry has three levels of management. At policy level is the Ministry of Education Headquarters. The Ministry is headed by a cabinet minister assisted by two assistant ministers. The minister is responsible for all political and policy matters related to education in the country and is answerable to the government on any education matters. The Permanent Secretary (PS), MOE is the administrative head of the ministry as well as the accounting officer. The PS ensures that all government policies pertaining to education are implemented. The MOE Headquarters has two main departments which are Administration and Directorate. The directorate department is headed by the Education Secretary (ES) who is answerable to the PS on matters pertaining to education. Assisting the ES are four directors in charge of Basic Education, Quality Assurance and standards, Technical Education and Policy and Planning.

Each of the five directors is deputized by a Senior Deputy Director of Education (SDDE) who in turn is deputized by a Deputy Director of Education (DDE). Under the DDE is Senior Assistant Director of Education, below whom are the Assistant Directors of Education and Senior Education Officers respectively.

The field services management level involves management of education at Provincial and District Levels. The Provincial Education Office is headed by a Provincial Director of Education (PDE) assisted by a Deputy Provincial Director of Education (DPDE). The District Education office is headed by a District Education Officer (DEO) who is in charge of education matters in the district.

At the institution level, we have the BOGs and PTAs managing education matters on behalf of the ministry.

### **1.1.1 Role of the BOGs and PTAs in Management of Education**

Changes in the management of education in Kenya have been an on-going process since independence. This has been necessitated by the need of educational management to suit government policies and the changing aims of education. The BOGs and PTAs are the two bodies which undertake management of education in secondary schools. The BOG is mandated by the Education Act Cap 211 of 1968 revised in 1980 (G.O.K 1980) to manage secondary schools. This power to manage schools is vested on the BOGs by part III section 6 (b) of the act which states:

Every maintained or assisted school other than a primary school maintained by a Local Authority shall be managed by a Board of Governors, or as the minister may otherwise direct.

Both the BOGs and PTAs are bodies that came up out of the need to decentralize the management of education to the grassroots by involving local communities and parents (MOEST 2002). These two therefore occupy the lowest level of the administrative hierarchy in Secondary School management. The Education Act also provides for the appointment, composition and roles of the BOGs.

Concerning these, the education act Cap 211 part III Section 11 and 12 states that:

11. An order establishing a board of governors shall provide for –
- (a) the exercise by the board of the duty of management of the school or schools, subject to this Act, the Teachers Service Commission Act and any regulations made under this Act and to any limitations or restrictions that may be imposed by the order;
  - (b) the membership of the board, which shall be not less than five persons;
  - (c) including among the members of the board representatives of the communities served by the school, of persons representing any voluntary body which was the founder of the school or its successor, and of any other persons or representatives of bodies or organizations that, in the opinion of the Minister, should be included;
  - (d) the appointment and resignation of members and the continuity of the membership of the board;
  - (e) a person or persons representing the minister to attend a meeting of the board;
  - (f) in the case of board of governors which is not a body corporate, vesting the movable and immovable property of the board in trustees incorporated under any law or in the Public Trustee;
  - (g) the application of all the income of the school to promoting the objects of the school;
  - (h) any other matters which the Minister considers it necessary or desirable to provide for with respect to the status, functions, constitution or procedure of the board.
12. (1) Where in the opinion of the Minister a board of governors has behaved irresponsibly or has failed to exercise properly its functions under this Act, he may in writing-
- (a) suspend the board from the exercise of and performance of all its powers and duties, and appoint an administrator to exercise of and perform all the powers and duties of the board for such period not exceeding one year as the Minister specifies;
  - (b) require the resignation of all or any of the members of the board, and appoint or require the appointment of new members of the board.
- (2) The Minister shall make regulations providing for the manner in which an administrator appointed under sub section (1) shall exercise all the powers and perform the duties of a board of governors.

The BOG in every school in Kenya should be composed of three nominees representing the local community, four nominees representing bodies or organizations or the sponsor, three co-opted members (The co-opted members' are the PTA chairman, PTA treasurer and one other PTA member). The PTA chairman and treasurer are supposed to be members of the BOG Executive Committee.

The basic requirements for one to be a BOG member are that they should have minimum academic qualification of form four (Secondary Level), should be people of integrity who are development conscious and have a high degree of commitment to community and therefore ready to serve on a voluntary basis. For one to qualify for chairmanship of the BOG, they should preferably be University graduates or a professional of high integrity with a track record of good work. Moreover, all the BOG members should be 18 years of age and above.

The conditions of service in the BOG state that a BOG member shall serve for three years and the BOG chairman should not serve for more than two terms in a given school without express authority from the minister. Another condition is that one should not be chairman of more than two BOGs at a given time and no member should be appointed to serve in more than two BOGs.

Once the BOG members have received appointment letters from the minister an induction session is carried out by the ministry's representative during the first meeting.

The Education Act outlines the following as the main duties and responsibilities of the BOGs:

- To appoint non-teaching staff on terms and conditions of service approved by the minister.
- To administer and control such staff and all other staff seconded for service at the school.
- To receive any fees payable by students, all grants or donations to the school.
- Incur expenditure for the purpose of the school in accordance with estimates approved by the minister.

- Act as custodians of all movable and immovable school property. Shares, funds and securities shall be in the name of Board and shall be administered in such a manner as the Board may determine and in accordance with the ministry's guidelines.
- To promote and maintain good discipline of students and the staff. It recommends to the minister the form of punishment that is commensurate to the offence made by a student (or a group of students) it suspends. As an agent of the TSC it interdicts errant teachers.
- The BOG, as an agent or TSC, may be allowed to recruit a teacher they are in need of.
- To initiate and establish income generating activities in the school.
- To plan and develop physical facilities for the purpose of teaching/learning in the school.
- To regulate admission of students subject to general direction of MOE.
- Act as custodians of the common seal.
- To keep acceptable standards of accounting and house both teaching and non-teaching staff.
- Carry out contracts suits, legal proceedings liabilities and engagements – even if commenced during the tenure of the previous BOG. Suits by or against a BOG are entered in the name of the Chairman on behalf of the Board Members. The BOG is a body corporate which can sue or be sued, however, no governor can be subjected to personal liability in respect of any matter concerning the school BOG.
- To sale the image of the school through deed and word. A bad image would reflect badly on the BOG since it is the legal owner of the school.

The Board Members are expected to conduct school affairs with professionalism and exempt group of personal interest. They should apply democratic principles of decision making in the management of schools by voting, seeking consensus or even acclamation. Once decisions have been made and minutes produced members are expected to abide by

them in the principle of collective responsibility. The BOG should convene at least three full board meetings annually. The Executive Committee meetings can be held as often as the need may arise. Important decisions made by the Executive Committee should be ratified by the full board.

Notices of meeting should be sent two weeks before the date of the meeting to ensure there is quorum, otherwise, decisions made by a meeting without quorum is not binding.

Any member who fails to attend three consecutive BOG meetings gets disqualified as a member.

The activities of the BOGs and PTAs are co-coordinated by the head teacher of the school. The principal is also a go-between of parents, teachers and the BOG. He must create good conditions for mutual survival of all the parties. The principal must be concerned with all those activities through which the aims of the school and the means of their implementation are put into operation. The principal cannot conduct all school affairs by himself and therefore the concepts of democratic administration come in. A school is a public enterprise, so the public, by means of the BOG and PTA should be involved in its day-to-day running. It must be noted however, that the concept of and the attitudes of the school, held by various parents and the community at large, is a result of all their contacts with the school, the head teacher, teachers the BOG, parents and the pupils/students and the physical facilities of the school. (Kochhar, 1978) Each of these factors individually or collectively moulds public opinion.

The principal should adopt a conscious and coordinated relationship if he hopes to develop an understanding and goodwill between himself, the BOG and parents and teachers. He should make a clear and definite policy and programmes of operation for both the parents and teachers and assist where necessary. In this case, all parties should be informed and involved in the operation or outcomes of the school. He should use his human relations theory to influence these groups rather than coerce them.

As a public relations officer, the head teacher should go beyond coordinating events within the school but rather co-ordinate the school with the entire public. In so doing he gets public support and co-operation. The head teacher should continually avail information to the public concerning the schools failures and success.

He should secure, organize and present true, unselfish, continual and clear information to the public. He should also try to involve the public in school decisions where they can contribute.

### **1.1.2 Parents Teachers Association**

A Parent and Teachers Association (PTA) is an organization of parents whose children attend a particular secondary school and the teachers of that school. PTAs started with the kindergarten development, which were engineered by the mothers' meeting in Chicago in U.S.A in 1855, taking off effectively in 1894 through the mothers' congress.

In U.S.A, PTA is a constitutionalized national organization, with the parents -teachers organization (PTO) serving each local state.

In Kenya, PTA started featuring officially in 1978 when the then President of Kenya, Moi issued a directive that each school should have a parents association (PA) in case of primary schools and parents teachers associated (PTA) in case of secondary schools. However, the need for PTA in Kenya started much earlier, with State House Girls School forming its PTA in 1960.

The formation of PTA and PAS though officially recognized by the government, has not been legislated as in the case of the BOGs. This means that membership and functions of the PTAs have not yet been regularized nationally. The implementation of the policy on cost sharing between the governors and beneficiaries of education as directed in the Sessional paper No.6 of 1988 on education and manpower training for the next decade and beyond however, has made their role more significant.

Membership in PTA is open to all parents and teachers of a school. PTA committee consists of a total of 12 members, who include 8 elected parents and 3 elected teachers.

The principal, who is an ex-officio, acts as the secretary of the PTA Committee.

Members are elected during parents' general meeting every year. Each class is represented by a parent or guardian with pupils in the class.

The class representatives elect a chairperson. Members serve for a minimum of one year and maximum of 4 years. Gender balance has been inculcated in the PTAs where currently female parents and teachers are represented.

For the parents to be effectively involved in the finances and support of schools there has to be close cooperation between the parents and the school management.

The schools must convince the parents, through their actions, that they are involved in effective teaching and learning. The parents want to be convinced that the schools are meeting their objectives by maintaining good discipline and high academic standards.

Indeed, schools, which set and meet high disciplinary and academic standards, enjoy more support from the parents.

The following are the functions of school PTAs:

- Integrating the school activities into those of community within which the school is located.
- Providing the necessary financial support to the school by organizing harambees for school development projects.
- Providing the necessary buildings such as teachers' houses, equipment and other teaching and learning resources.
- Ensuring maintenance of proper discipline among students.
- Maintaining a conducive teaching and learning environment.
- Act as resource persons or special guests to students to deal with certain specialized issues where they are competent in.
- PTAs assist in procurement in schools where the chairman of PTA is a member of the school tendering committee.
- PTAs organize prize giving days to look into the welfare of teachers and students. They also organize annual general meetings where they educate parents on school policies.
- PTAs participate in the management of the school through their representatives in the BOG. (The chairman and two members are co-opted in the board).

## **1.2 Statement of the Problem**

Reason for concern on the role effectiveness of the BOGs and PTAs is the various reports on poor performance of schools, school strikes, and general indiscipline among students and staff, misappropriation of school funds and general poor management of school affairs. Revelations by government reports such as the (GOK 1999) and MOEST sector review report (MOEST 2002) indicate that the management of secondary schools is wanting due to various shortcomings more so those associated with the BOGs and PTAs. There has also been a lot of public outcry of late over the performance of the two bodies. Audit reports indicate that some schools are not maintaining their accounts properly, which gives room for embezzlement. Muya, Wamahiu Quoting the then Minister for education. In May 2003, the Daily Nation Newspaper had this to say concerning BOGs

... those who do not know what happens assume that the BOGs manage schools. This is not true, it is the principals who influence nominations to the board, on being appointed, the members thus become mere rubberstamps and whatever the principal suggests is what happens (Njuguna K, Daily Nation, 2003: pg 10 col 1).

How then can BOGs and PTAs be effectively involved in the management of public secondary schools in order to mitigate the shortcomings currently identified in the management of public secondary schools of Thika-Ruiru Division, Thika District? The researcher attempted to answer this research question.

## **1.3 Purpose of the Study**

Specifically the purpose of the study was to assess the role effectiveness of the BOGs and PTAs in the management of secondary schools in Thika-Ruiru Division, Thika District

#### **1.4 Objectives of the study**

The study was guided by the following objectives.

- i. To determine the role effectiveness of the board of governors and parents teachers association in management of public secondary schools in Thika/Ruiru Division, Thika District, Kenya.
- ii. To determine the challenges faced by BOG and PTA in the management of public secondary schools in Thika - Ruiru Division and suggest possible strategies that can be adopted by BOG and PTA for effective management of public secondary schools in Thika - Ruiru Division.

#### **1.5 Research Questions**

The study was guided by the following research questions

- i. To what extent are the BOGs and PTAs effective in their roles in Ruiru Division?
- ii. What are the challenges faced by BOG and PTA in the management of public secondary schools in Ruiru Division.
- iii. How the challenges do faced by BOG and PTA in the management of public secondary schools affect their effectiveness.
- iv. What are possible strategies that can be adopted by BOG and PTA for effective management of public secondary schools in Ruiru Division?

#### **1.6 Significance of the Study**

An effective BOG and PTA is one of the greatest determinants of success in any school. Schools are therefore advised to put in place effective BOG and PTA for improved academic performance, job satisfaction and motivation among teachers and support staff,

better facilities and Total Quality Management (TQM). Findings of the study will identify the key work of school boards to focus and guide school boards in their work.

Specifically, BOGs and PTAs will benefit from the study report by being sensitized on their specific roles in school management and gaining awareness on the measures at their disposal, which can be adopted for better management of schools. The study will also enlighten parents and teachers on their roles in school management. It will help parents, teachers, the BOGs and community in general to see better their areas of co-operation to improve educational management.

The report will serve to improve the relationships among the MOE, parents, teachers, BOGs and other stakeholders in Education by sensitizing them on their roles thus improving educational management and hence the standards of education generally in the whole country. Finally, the study findings would provide useful information to researchers for further research.

### **1.7 Assumptions of the Study**

This study rests on the following premises.

- i. All schools have functional BOGs and PTAs in place.
- ii. The respondents are aware of the roles of BOGs and PTAs such that they can respond accordingly to issues relating to their roles.

### **1.8 Limitations of the Study**

Time and money available for the research are limited and subsequently only a small geographical area can be covered, the results of which may not be generalizable to all parts of the country. The technique that will be used to obtain data is questionnaire and

interview schedule. The results therefore, will only depend on the honesty of the respondents.

## **1.9 Theoretical Framework**

Role Theory advanced by Ackerman (1951) posits that human behavior is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals perform or enact in their daily lives, such as secretary, father, or friend. For instance, most people hold pre-conceived notions of the role expectations of a secretary, which might include: answering phones, making and managing appointments, filing paperwork, and typing memos. These role expectations would not be expected of a professional soccer player.

Individuals generally have and manage many roles. Roles consist of a set of rules or norms that function as plans or blueprints to guide behavior. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation. Role theory holds that a substantial proportion of observable, day-to-day social behavior is simply persons carrying out their roles, much as actors carry out their roles on the stage or ballplayers theirs on the field. Role theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position (e.g., sister, fireman), a significant portion of the behavior of the persons occupying that position can be predicted.

What's more, role theory also argues that in order to change behavior it is necessary to change roles; roles correspond to behaviors and vice versa. In addition to heavily

influencing behavior, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles. For instance, someone overlooked for a promotion to a managerial position in a company may change their beliefs about the benefits of management by convincing him/her that they didn't want the additional responsibility that would have accompanied the position.

Many role theorists see Role Theory as one of the most compelling theories bridging individual behavior and social structure. Roles, which are in part dictated by social structure and in part by social interactions, guide the behavior of the individual. The individual, in turn, influences the norms, expectations, and behaviors associated with roles. The understanding is reciprocal and didactic.

### **Structural-Functional Perspective**

The functionalist approach sees a role as the set of expectations that society places on an individual. By unspoken consensus, certain behaviors are deemed appropriate and others inappropriate. For example, it is appropriate for a doctor to dress fairly conservatively, ask a series of personal questions about one's health, touch one in ways that would normally be forbidden, write prescriptions, and show more concern for the personal well-being of his clients. Electricians or shopkeepers may also show concern for the well-being of their clients, but if they start touching their clients, especially where doctors are allowed to touch, they'll get in trouble; they will have stepped outside of the norms associated with their roles.

In the functionalist conception, role is one of the important ways in which individual activity is socially regulated: roles create regular patterns of behaviour and thus a measure of predictability, which not only allows individuals to function effectively because they know what to expect of others, but also makes it possible for the sociologist to make generalizations about society. Collectively, a group of interlocking roles creates a social institution: the institution of law, for example, can be seen as the combination of many roles, including: police officer, judge, criminal, and victim.

Roles, in the functionalist perspective, are relatively inflexible and are more-or-less universally agreed upon. Although it is recognized that different roles interact (teacher and student), and that roles are usually defined in relation to other roles, the functionalist approach has great difficulty in accounting for variability and flexibility of roles and finds it difficult to account for the vast differences in the way that individuals conceive different roles.

**Role Theory includes the following propositions:**

1. people spend much of their lives participating as members of groups and organizations
2. within these groups, people occupy distinct positions
3. each of these positions entails a role, which is a set of functions performed by the person for the group
4. groups often formalize role expectations as norms or even codified rules, which include what rewards will result when roles are successfully performed and what punishments will result when roles are not successfully performed

5. individuals usually carry out their roles and perform in accordance with prevailing norms; in other words, role theory assumes that people are primarily conformists who try to live up to the norms that accompany their roles
6. group members check each individual's performance to determine whether it conforms with the norms; the anticipation that others will apply sanctions ensures role performance

Role Theory has been a fruitful approach to understanding humans and society. As a result, various derivatives and additional concepts have developed.

### **Role Confusion**

Role confusion is a situation where an individual has trouble determining which role he/she should assume. For example, if a graduate student were to attend a department party at a professor's home, the student may find it difficult to determine if he/she should act as a student toward the professor, exhibiting deference or respect, or as a friend or associate, showing collegiality and familiarity.

### **Role Conflict**

Role Conflict results when an individual encounters tensions as the result of incompatible roles. For instance, a mother who is employed full-time may experience role conflict because of the norms that are associated with the two roles she has. She may be expected to spend a great deal of time taking care of her children while simultaneously trying to advance her career.

## **Role Strain**

Role Strain refers to the felt difficulty in fulfilling role obligations. In contrast to role conflict, where tension is felt between two competing roles, the tension in role strain comes from just one role. Returning to the example of a mother, if she were to find that she is unable to fulfill her obligations as defined by, say, an overly demanding spouse (or religion, or child), she would experience role strain. The role expectations may be beyond what she is able to achieve or may push her to the limits of her abilities.

## **Role Distance**

Role Distance is the effectively expressed pointed separateness between the individual and his putative role. The individual is not denying the role but the virtual self that is implied in the role for all accepting performers. The concept of role distance provides a sociological means of dealing with one type of divergence between obligation and actual performance. For example, the maturing adolescent who is forced to ride a merry-go-round may display role distance by acting as though the ride does not challenge her physical abilities or frighten her. This may be displayed by riding backwards or leaning dangerously from her horse.

It is often possible to determine incidents in which role distance might be displayed solely on the grounds of the performers' gross age-sex characteristics. A seventeen year-old boy riding a merry-go-round (especially with peers) will likely display significant role distance.

## **Role Embrace**

Role Embrace refers to the complete adoption of a role. When a role is truly embraced, the self disappears completely into the role. Three things seem to be involved in the earnestness with which people assume roles or the degree to which they embrace a role:

1. an admitted or expressed attachment to the role
2. a demonstration of qualifications and capacities for performing it
3. an active engagement or spontaneous involvement in the role activity at hand, that is, a visible investment of attention and muscular effort

## **Limitations**

(i) Role theory has a hard time explaining social deviance when it does not correspond to a pre-specified role.

(ii) It does not and cannot explain how role expectations came to be what they are.

(iii) The role theory does not explain when and how role expectations change.

In a school setting therefore, the duties assigned to, and the responsibilities of the BOG and PTA, make up the members' roles while the role set includes parents, teachers, MOE, the school sponsors or any other stakeholders including the governors themselves. The researcher therefore seeks to find out how far the enacted role of the BOGs and PTAs measure to the expectations of the stakeholders – expected role, and the role dynamics that might arise, for example, role ambiguity, role conflict or role overload.

## 1.10 Conceptual Framework

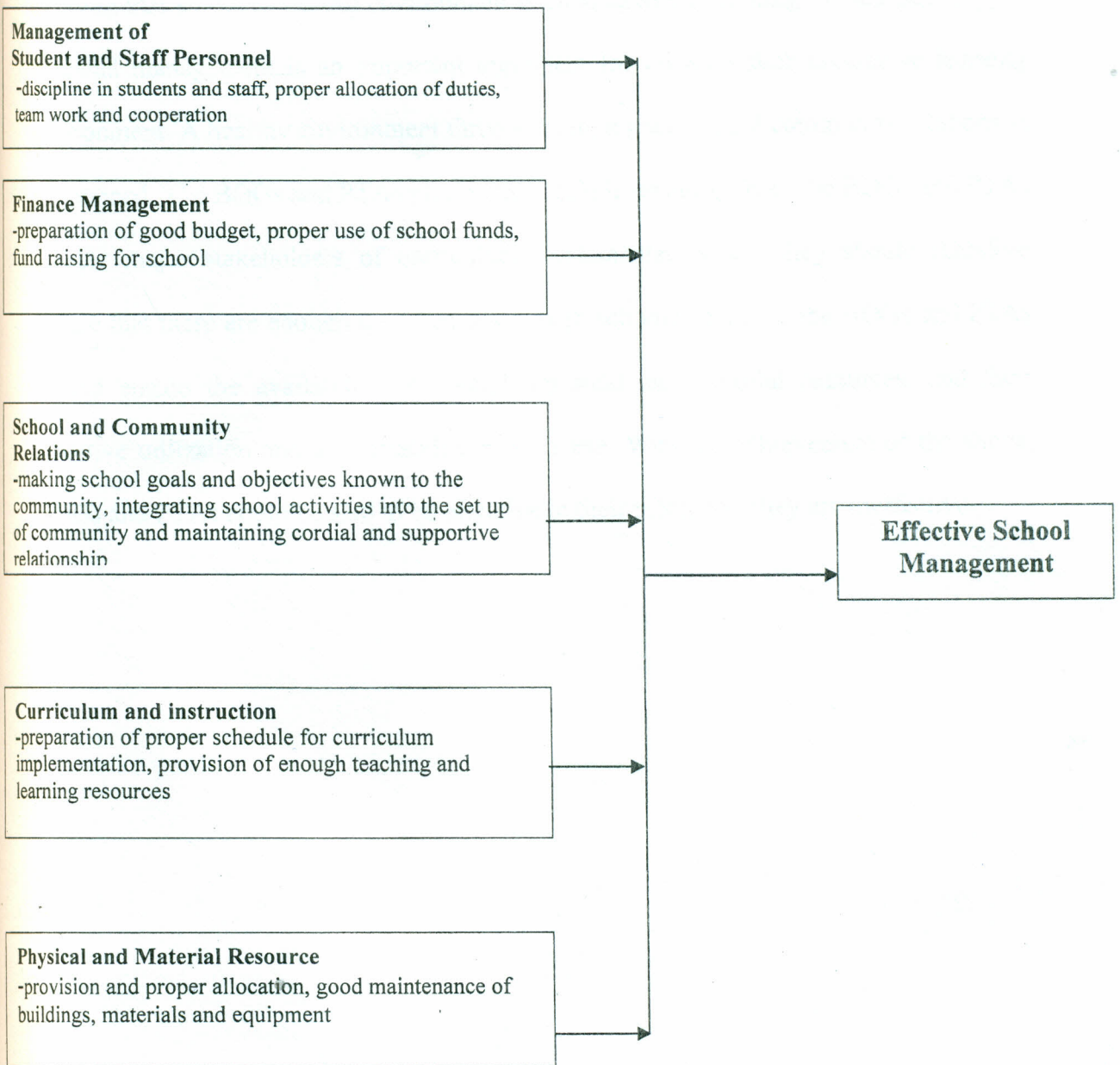
Owens (1981) asserts that in the process of carrying out one's roles cases of role conflict may arise. Role conflict or strain occurs when the role holder is not able to meet the expectations attached to his role. Role conflict is caused by several factors key among them being role ambiguity. Role ambiguity arises when the tasks/duties of the role performer are not clearly defined. On the other hand, role conflict may arise when the role holder is inactive in carrying out the prescribed or expected role. This leads to the creation of functional "vacuum" in a school. The functional vacuum created leads to ineffectiveness and contrasts role expectations. The expectations the role set holds before communicating them to the role holder are called the expected role and when finally communicated they become the set role. What the role holder finally understands to be the expectations is called the perceived role. Having received communication from the role sets, the role holder executes what they perceive to be the expectation, in the form of enacted role. Thus, effective communication of the expected role(s) will lead to proper perception and execution of the role by the role holder which will in turn result in effective performance of the role(s) and in effect result in the effective performance of the organization.

In this regard, communication is the independent variable while performance is the dependent variable as illustrated by the following conceptual model.

### **Fig 1.1 Conceptual Framework on BOG and PTA performance**

This study will involve assessing the role effectiveness of BOGs and PTAs in the management of public secondary schools in Ruiru Division

In this study, the relationship between the dependent variable -effectiveness of BOGs and PTAs in the management of public secondary and the independent variables –the task areas will be investigated. These task areas are: student personnel, finance, school and community relations, curriculum implementation and physical and material resource management. The relationship between the variables is illustrated in Figure 1.1.



**Fig 1.1 Conceptual Framework on BOG and PTA performance**  
**Source: The researcher's (2011)**

School boards of governors and parents -teachers associations have a major responsibility for providing leadership and direction in the management of schools. The major role of a school BOG or PTA is to ensure proper planning, organizing, directing, and controlling of the administrative task areas.

Student personnel are the major inputs of a school. The BOGs and PTAs are important in ensuring that students' school environment is conducive for learning. In addition, proper financial management is an important ingredient for creating such conducive learning environment. A healthy environment thrives where a good school community relations is maintained. The BOGs and PTAs play a major role in ensuring this. The BOGs and PTAs are the major stakeholders of curriculum implementation and they should therefore ensure that there are enough qualified teachers in schools. Finally, the BOGs and PTAs should ensure the availability of enough physical and material resources, and their effective utilization and accountability in their use. With the achievement of the above, BOGs and PTAs could be said to be effective in their roles, else they are ineffective.

## 1.11 Operational Definition of Terms

**Board of Governors** – Members appointed by the minister for education to run the affairs of secondary schools.

**Conflict** – Refers to disagreement, controversies, clash of interest or incompatibility between two parties such as sponsors and BOGs concerning the management of schools.

**Management** - The activity of planning, organizing, directing inter alia, and the activities of a school as carried out by principals and BOGs.

**Principal** – An executive in charge of the daily management of a school and who is secretary to BOG.

**Role** - Means responsibility or tasks assigned to BOGs and PTAs

**Role effectiveness** – means how best are the areas of responsibility assigned to BOG and PTA utilized in proper management of schools

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Review of related literature deals with the analysis of books and other studies related to effectiveness of the BOGs and PTAs in the management of public secondary schools in Thika District. The review involves the content analysis of these secondary sources of information in themes relevant to this study.

#### 2.2 School Governance and Management

Governance of schools is becoming an increasingly important issue, as educators begin to realize how crucial it is to empower the participants in any educational process (Mintz, 2001). In this process, decisions are made by using all the authority of the many participants who are involved in making those decisions. One of the participants entrusted with school governance are the BOG and PTA.

According to Leue (2003), the major roles of a school BOG and PTA are to ensure proper planning, organizing, directing, and controlling of the administrative task areas to ensure the effective and accountable use of resources in the provision of education in public secondary schools. These functions are intertwined with the key work of school boards which is a framework of eight interrelated action areas to focus and guide school boards in their work. The key work components are vision, standards, assessment, accountability, alignment, climate, collaboration and community unity and continuous improvement (Mintz, 2001). As such local school boards have a crucial role to play in

preserving our democracy, preparing our children to be productive citizens, and enriching the lives of our communities (Miller, 2000).

According to Miller, school boards also aim to mirror the diverse democracies they serve as representatives of their communities. All school boards derive their power and authority from the state and at the same time, all school boards generate “law” of their own by establishing the policies by which local schools are governed. School boards everywhere are the chief and, if state law permits, supreme educational authority for their communities.

Martin (2006) asserts that because school boards oversee education and represent lay involvement, they can provide a structure for public accountability and a way for parents and the community to influence vital policy issues affecting schools. In a time of social, economic, technological and geopolitical turbulence, the local school board remains the tried and true governance mechanism for delivering excellence and equity in public education for all of our children.

In a study for improving school governance to support Free Secondary Education in Africa by Gatto (2008), boards of governors and PTAs have been crucial for the programmes success.

In Kenya, budget work has been used to ensure that the government’s policy of free secondary education provides adequate financial and human resources to facilitate children’s access to a quality secondary education. The government devolved funds to the local level in order to speed up service delivery and increase community participation in

decision-making. This meant that there was a greater need for communities to understand budget processes, and to have the skills to plan and make decisions about education expenditure.

This has been achieved by training communities to monitor education policy and budget implementation, and by working to establish good governance structures in schools.

Lobbying activities led to a change in the Education Act, to outline the role and function of schools management committees and PTAs in school and financial management.

### **2.3 Role Effectiveness**

Every public school must have a functional BOG and PTA. Beyond this requirement, a well-informed and well-trained board is absolutely essential. An effective board of governors has a clear understanding of its roles and responsibilities. Board members, in effect, own the school. They are the policy implementers and they employ subordinate staff and assist in the recruitment of teachers (Martinalli).

The board has three broad areas of responsibility: planning and policy development; community and school development; and, fundraising and support development.

Planning and policy development includes determining the mission and vision that charts the future direction of the school. This is usually accomplished through the board's leadership and participation in strategic planning. The first area covers policy development in response to major issues that are or will in the future have significant impact on the school. Also included is monitoring the performance of school programs, and services. The second area, community and school development, means broadening the organization's base of support in the community; interacting with the community to

bring new issues, opportunities and community needs to the attention of school;  
maintaining accountability to the public and parents .

The third area, fundraising and support development includes giving personal time;  
developing members' support; leading and supporting fundraising campaigns and events  
as well as maintaining accountability to funders and contributors.

The three areas are closely linked to each other: If the Board is going to make decisions  
that reflect the true interests and needs of the school, board members must be in tune with  
those schools and the wider community of which they are apart. If the Board is expected  
to raise funds to support the programs and services of the school, then board members  
must be involved in planning and decision-making in meaningful ways so as to feel in a  
strong sense of individual and collective ownership. If the school is counting on board  
members to raise funds from the community, then board members need to maintain  
relationships with individuals and institutions in that community.

### **Barriers to Board Effectiveness**

There are a number of factors that help to explain why some boards don't function  
effectively. Taken together, these factors provide a checklist for assessing a board and  
identifying problem areas. Examining these barriers to board effectiveness can be the  
first step in revitalizing an existing board. Some of these are outlined below:

### **a) Ineffective Nominating Committee**

Many boards lack an effective nominating committee. The work of the nominating committee has lasting impact on school -- and this committee's work determines who board leaders will be in the future. The nominating committee should be well organized, have a clear sense of recruiting priorities as well as expectations for individual board members. These elements are frequently missing in many schools.

If the nominating committee is poorly constituted, board members in turn are not likely to have a good understanding of the school and their role as board members.

### **b) No Plan for Rotation.**

Another problem is the lack of a plan for orderly rotation of board members on and off the board. If the same people serve year after year, there is no way for new blood and new ideas to come into the board. Despite their sense of commitment, these same people will make the school a "closed corporation." Rotation prevents the ingrown possessiveness sometimes found on self-perpetuating boards. In a time of rapid change, the presence of new people who bring a new perspective will promote creativity and innovation in board decision-making.

### **c) Failure to remove unproductive members.**

Another problem that leads to poor performance is the failure to remove unproductive board members. People who are not carrying out their commitments as board members become major blocks to overall board effectiveness. There needs to be a process for

evaluating board member performance and making recommendations regarding their future service with the board

**d) Lack of functioning committee structure. ✓**

The lack of a functioning committee structure is another reason why boards fail to perform at an acceptable level. While it is true that major decisions are made in board meetings, it is also true that most of the work that supports and implements this decision-making occurs at the all levels. If the board has a committee structure that functions inadequately, this can lead to poor performance in general.

**e) No strategic plan. ✓**

The lack of a strategic plan, in most cases, will also lead to poor board performance. If the organization lacks a strategic plan that provides clear direction -- so critical in this period of rapid change -- the board can spend significant amounts of time talking about topics that simply don't matter. Related to the absence of a strategic plan is the lack of a long-range service delivery and financial development plan that will advance the strategic plan.

**f) No plan for orientation of new and old members ✓**

Boards also fail because they have no plan for orientation of new and old members.

Deliberate thought is rarely given to the matter of blending new and old board members into a well-functioning team. Related to this, is the lack of a formal plan of board training and education to continually upgrade the level of board skills and knowledge.

## 2.4 Parent – Teacher Relationship

Co-operation between parents and teachers in any school is of paramount importance and necessary for the attainment of educational goals. This co-operation helps teachers learn more about their students and thus be in a position to attend to their needs satisfactorily.

The parents are also kept abreast with goings-on in the school and are able to offer their support fully. This makes handling of some issues such as indiscipline easy to solve since a better understanding of the students and his/her background enables teachers and parents to establish the basis of the problem.

Parent-teacher co-operation could also contribute to faster school development.

This is especially if parents are sensitized on the aims of the school, the curriculum, methods of discipline, methods and quality of teaching, administrative devices, the nature of the school plant and the needs of the school for development and improvement

(Kochhar, 1978). The contribution the parents put to the school would make teachers feel they are their allies and are ready to trust their skills and integrity.

One way of making the parent-teacher co-operation possible is through Parent – Teacher Association (PTA). Sullivan (1971) looks at this association as “bringing parents and teachers together in ministering the needs of young children”. Jacobson (1973) sees this relationship as ‘representing an important social contact’

... but for all parents it offers an opportunity to become acquainted with their children’s present or prospective teachers. The organization therefore can interpret what is being done, answers questions of concern to the parents and interprets the entire school system. (Jacobson, 1973:461).

Kochhar (1978) highlighted ways of securing parent teacher relationship. One of them was teachers’ visits to the homes of the children. The rationale being if the teacher regards the parents of his pupils as friends and partners, frequent meetings to foster such

relationship will be necessary. However, visits should be made whenever need arises and if possible whenever both parents are present. For the visits to perform their meaning, teachers and parents should be mutually interested in the child's development.

Another way he suggested was parents' visits to the school. These should be planned so that they come one by one or in couples to observe the normal school routine. This would enable them to understand what schools do.

Participation by parents in the educational process of the school was yet another way he put forward. Parents and other community members should be invited by the school to talk to pupils on their experiences that may not be found in school.

He also suggested writing of personal notes by teachers to parents. At regular intervals during the school year, the teacher may send personal notes to all parents giving a bird's eye view of the school programmes and experiences the children are having.

Also suggested was regular reporting to the parents concerning students progress. Reports establish a link between parents and teachers. These reports could be made available during parent-teacher conferences, which are sometimes referred to as open-day exhibitions. This is where accumulative folder for each individual is displayed for parents to observe the failures and successes of their children over a certain length of time – usually a year.

Parents are encouraged to ask and offer suggestions on the progress of their children and attend to matters arising that deter their development.

Schools should use Parents – Teacher Associations (PTAs) to inform parents about what the school does and is attempting to do. Through such associations schools get support from the community.

## **2.5 Appointment of School Boards of Governors (BOGs)**

The establishment of BOGs is provided for in the Education Act Cap 211 of 1969 (Revised 1980) of the laws of Kenya (GOK (1969)). Part III section 10 of the Act empowers the Minister for Education to, by order; establish BOGs to manage public secondary schools. The power to manage schools is vested on the BOGs by section 6(b) of the Act which states;

Every maintained or assisted school other than a primary school maintained by a local authority shall be managed by a board of governors, or as the Minister ay otherwise direct.

Following this order, schools boards were established. The board consists of a chairman, three persons representing the community served by the school, four persons representing bodies or organizations that in the opinion of the Minister should be represented in the board, three persons appointed by the minister after having consulted with the boards having regard to any special circumstances applicable to the school and three persons co-opted by the board.

After appointment of the board, an inauguration meeting takes place under the chairmanship of the ministry's representative. In this meeting the secretary, the chairman and the executive committee members are elected. In most cases, the principal of the school is elected as the secretary of the board being the officer responsible for running the school on a daily basis. The co-option of the three members is also done. The

executive committee has delegated powers to manage the school on behalf of the BOG while the head teacher has delegated powers to administer the school on daily basis. The TIQET report (GOK 1999) observed that there is political influence in the appointments of BOGs while some have low level of education.

The management of educational institutions, was therefore, found to be weak because most BOG members lack quality management capabilities.

As concerns Thika District, the qualifications of BOG members which will affect their capabilities to work is not known necessitating this study to be carried out. The report further observed that the Sessional Paper No.6 of 1988 (GOK 1988) recommends that members of BOGs and school committees be appointed from among the persons who are committed, competent and experienced, as this would enhance the management and development of educational institutions. There was no evidence that this recommendation has been implemented. The commission is in full agreement with this recommendation and therefore, reiterates that:

The calibres of persons charged with the management and administration of education be such that their qualifications match up their duties and responsibilities. The Boards of Management (BOM) continue to manage secondary schools with representation from the Parents Association where PA chairman, secretary and Treasurer are made of BOM. The local members of parliament and provincial administration be not automatic members of BOM but may attend BOM meetings on invitation for advice (GOK 199: 227 - 228).

Board of Governors is the policy-making body legally charged with the general determination, control, supervision, management, and governance of all affairs of the schools. Thus the major role of a school board of governors or management committee is

to ensure the effective and accountable use of resources in the provision of public or private education. Typically, when this major role is expanded the following components may need to be included:

1. The governing board should ensure that the school is conducted to provide educational services in accordance with the provisions of the relevant educational laws and regulations that may be in existence or may come into existence from time to time.
2. It needs to develop and control the general policy of the school within the framework of the board's constitution and any by-laws and regulations relating to education.
3. Meetings of the board should be held regularly and on a schedule set by policy to discuss the dispatch of school business.
4. The governing board causes the school annual budget to be prepared, approved, and submitted to the appropriate education authority for the provision of government grants for the operation of the school in the ensuing year.
5. It ensures that all funds of the school are properly managed and accounted for by the head.
6. It causes the school to submit to the relevant education authorities such information, returns and audited accounts as may be required by such authorities from time to time.
7. The governing board may cause an annual survey of the school to be conducted to verify the physical operation of the school in relation to the financial expenditure incurred during the year.
8. It holds the head of the school responsible for the effective operation of the school and for the provision of information to the board to enable it to be current and to make informed decisions on the school.

## 2.6 Parents Teachers Association (PTA)

The need for co-operation between a school and its teachers on the one hand, and homes and parents on the other, cannot be over-emphasized. This co-operation is not only likely to be beneficial to the school, but is also absolutely essential to the welfare of pupils. In bringing the home and the school together, the PTA may assist in identifying pupils' needs and in finding solutions.

Very often the PTA is an important source of financial and material support essential for the development of the school. Similarly, it can be a source of resource persons to help in a wide variety of school projects.

The Parents Teachers Association (PTA) came into being following the 1979 presidential decree that schools incorporate parents and teachers representatives in the management of schools such that it was to be independent from BOG. The membership of the PTA includes all parents and teachers in a secondary school out of which class teachers and parents' representatives for each class appointed during the annual general meeting make up the PTA committee (GOK 1999). The committee elects the PTA chairman, and treasurer from among the parents. Normally the head teacher becomes the secretary.

The PTA was thus formed without the backing of the law (GOK 1999). Furthermore, the educational qualifications of the members are not specified. The PTAs major role is to mobilize resources for the school's development. However, the PTA does not get actively involved in the making of policies in schools as compared to the BOG. The

issue of teachers being members of the PTA has been questioned on grounds that the teachers have no active role to play.

For instance, the TIQET report of 1989 observes that submissions given to the commission wanted the composition of PTA to be exclusively by parents (GOK 1999:233), Furthermore, the TIQET observes that the PTA should be transformed into a more powerful organ under the title 'Parents Association' and that the BOG should be subordinate to it.

The PTA provides funding to schools and hence should have a greater say on the management of the school given that it is the parents also who provide students to schools whereas BOG members do not.

Given that there are no formal requirements for the appointment of PTA members, which in some cases leads to appointment based on criteria other than those directly related to educational development, then parents appointed to the PTA end up being those of low level education. That's why this study seeks to find out the qualifications of PTA members of the public secondary schools in Thika District.

In Uganda, PTA's have been playing a very significant role in the running and maintenance of schools by providing them with the much-needed financial support. These are voluntary organizations mainly concerned with the welfare of students and teachers and with the overall development of the school (Ministry of Education and Sport, 2009). Likewise in Gambia, management of education institutions by BOG is supplemented through support from community management of education, particularly strengthening the capacity of statutory bodies such as parent teacher associations (PTAs)

and school management committees to give them a greater say in matters related to the education of their children (Ousman,2006). In general this work is focused on improving the quality of schools through their accountability to local parents. The specific functions of PTA in Gambia are:

- a. Setting up education committees where they do not exist or strengthening them where they are not functioning properly
- b. Organizing workshops and meetings with parents and teachers about different issues, such as girls education or inclusive education
- c. Helping committees to identify problems in the village school and working to try and find appropriate solutions
- d. Advocating for fair representation of women (at least 50%) and poorer parents in school committees and parent teacher associations
- e. Training members on their right education and book keeping, administration and the day-to-day management of school affairs
- f. Training leaders to perform their roles and responsibilities fully and effectively
- g. Encouraging the monitoring of teacher attendance and quality
- h. Helping parents and teachers to increase support for the school, through local fundraising activities or mobilizing local people to carry out repair or building work
- i. Helping to run the school library as open-access community resource

## **2.7 Functional Relationship between BOGs and PT A**

On the whole PTAs provide for the school's general development, maintenance and welfare, while the BOGs manage schools on behalf of the minister (GOK 1999, 233).

However, in order to avoid conflicts between the two bodies, most boards of secondary schools co-opt the secretary, chairman and treasurer of the PTA into the board. Despite this arrangement there is role conflict between the two, over control of schools because the PTAs have no backing of the law but want more management powers because they are the financiers of schools. Whereas the Education Act (GOK 1969, GOK 1980) assigns the management of secondary schools to BOGs, it is silent on the role of parents and communities in the management of school and resources and their relationship with the management bodies (MOEST 2002: 147). If the relationship between the two is not defined then there is likely to arise role conflict between the two bodies. This is likely to adversely affect their performance and fuel role conflicts between the two bodies. Determining areas of management with the potential to cause conflict between BOG and PT A may play a significant role in coming up with a power sharing formula for the two.

According to the Education Act Cap 211 of 1969 revised in 1980 (GOK 1969; 1980), the functions of the BOG include planning and development of physical facilities for the purposes of learning and teaching, sourcing and management of schools finances; organizing, directing, supervising and monitoring approved procedures and programs of the school; recruitment, appraisal and discipline of both the teaching and non teaching staff in the school; regulate the admission of students and the general direction of Education; ensure that no person employed by the board can undertake any other duties without the consent of the board and ensure that an employee who ceases to remain in the service of the board surrenders all school properties in possession. These responsibilities require people who are highly skilled to carry them out.

The BOG cannot carry out the above functions without involving the PTA who represent the interests of parents in the school. Wolf, Kane and Brad (1997) assert that:

Communities that are closely involved with their schools think of the school belonging to them and make it part of their lives. (pg. 17).

The citation above implies that parents cannot be dismissed from the management of schools to which they are closely involved not only in terms of contributions to the school but also emotionally. According to Wolf et al (1997) community (or rather parents) participation in education provides a way of building greater "ownership" and responsiveness towards the school; increases recognition of the value of education; likely to improve the schools success, more resources for the school; greater relevance of the school in terms of culture, curriculum and schedules and inputs into school management. Therefore, if parents are appropriately involved in the management of schools then success for schools/ better performance are highly enhanced. This implies that parents cannot be dismissed from management of schools without adverse affects.

Wolf et al (1997) further said that communities (parents) have been involved in every aspect of schools; contributing money, materials, land or labour in such countries as Kenya and EI Salvador; teaching like in Vietnam and Philippines through Parent-Learning support system; participate in decision making and help to evaluate childrens' learning.

Wolf et al finally cautions that when people become involved (in school development), they are contributing time, money, ideas, trust and goodwill. Their expectations are raised. This implies that involving parents in the development of schools raises their

expectations and therefore demand for a greater say in the management of the schools to which they have invested a lot of money, time and goodwill. Therefore divorcing them completely from school management will be unfair. And this is what the Education Act implies by recognizing the BOGs as the only managers of school. Most of the studies done have concentrated on formation of PTAs. The issue of the role effectiveness and functions of BOG have had very little literature and research done on them.

Moturi C. H. conducted a research in 1985 on the role of PTA – a case study of State House Girls High School, Nairobi and found out that there was a general feeling that the association belonged to parents only and that their (parents’) attendance of AGMs was very poor. He recommended a similar study with a larger population and sample. He also recommended further research to evaluate parental involvement in particular aspects of school life. Sakaja conducted a similar study on the “Role of PTAs in the promotion and improvement of education” in Aldai Division, Nandi District. He noted that there was an overlap in the role of PTAs and those of BOGs and suggested further research on how the two bodies could work together effectively.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In the research methodology section, the research design, location of the study, target population, sampling technique and sample size, instrument, data collection procedure, data analysis will be described besides giving the work plan and the research budget.

#### **3.2 Research Design**

Descriptive research design will be used in this study.

The role of BOGs and PTAs in this study will constitute the independent variables while role effective management of secondary schools will constitute the dependent variable.

The researcher will collect data on the role effectiveness of the BOGs and PTAs without manipulating any of the variables – the researcher will study the situation as it currently is. Survey design will be used in this study because it will enable the researcher to collect information from a sample of principals, deputy principals, and BOG and PTA chairmen by use questionnaires and interview schedules in Thika-Ruiru Division in Thika District.

#### **3.3 Study location**

The study will be carried out in Thika-Ruiru division in Thika District. The District is found to the southern parts of central provinces. The area was identified for study because data collection would be easier and cheaper since infrastructure is well developed. Moreover, no similar study has been carried out in the study area.

### **3.4 Target Population**

Borg and Gall (1996) defines population as all members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research.

#### **3.4.1 Schools**

Thika/Ruiru Division has eighteen registered public secondary schools. The researcher will thus target all the public secondary schools in the Division

#### **3.4.2 Respondents**

The researcher will therefore target eighteen principals, eighteen BOG and eighteen PTA chairpersons. Thus a total of population of 54 respondents will be targeted.

### **3.5 Sampling procedure and sample size**

The purpose of sampling is to secure a representative group (sample) which will enable the researcher to gain information about a population (Kothari, 2004). A sample of at least 20% of the population is representative of the population (Gay, 1992).

#### **3.5.1 Schools**

Thus, using stratified random sampling; the researcher will select a sample size of nine schools (50%). Besides these, two more schools will be selected for piloting. Stratified sampling will ensure that Boys schools, Girls schools and mixed schools all have an equal chance of being included in the sample drawn (Orodho 2004).

### 3.5.2 Respondents

Within each group, a random selection will be used. To be true and representative, this sample will constitute a given number of respondents from each category of schools so that it includes approximately the same proportions. Since there are eighteen public secondary schools in the population, with nine of them being mixed, four being girls schools and four boys schools, the sample will include five mixed schools, two girls and two boys schools; all selected randomly from each category. From each of the nine sampled schools, the principal, BOG chairman and PTA chairman will be purposively sampled to yield a sample of 27 respondents. The DEO will also be included, giving a total sample size of 28. This information is presented in Table 3.1.

**Table 3.1: Determination of Sample Size**

Sample	Public Secondary School						Total	
	Boys Schools		Girls Schools		Mixed School		n	%
	n	%	n	%	n	%		
Head Teacher	5	56	2	22	2	22	9	100
BOG Chairman	5	56	2	22	2	22	9	100
PTA Chairman	5	56	2	22	2	22	9	100
DEO	-	-	-	-	-	-	1	100
<b>Totals</b>	<b>15</b>		<b>6</b>		<b>6</b>		<b>28</b>	

Source: The Researcher's (2010)

### **3.6 Research Instruments**

The researcher will develop questionnaires to collect data. The researcher will develop questionnaires for principals as well as for BOGs and PTAs members and the DEO Thika. Questionnaires will be used because they are easier to complete and the researcher can easily detect a trend just by glancing at the responses.

#### **3.6.1 Principals' School Management Questionnaire**

Mugenda and Mugenda (1999) observe that the use of questionnaires is a popular method for data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. It provides a researcher with relatively objective data and endears them well to the survey research design of this study.

#### **3.6.2 BOGs/PTAs School Management Questionnaire**

The researcher will use the questionnaires as they will provide her with a relatively easy communication of data and are suitable for questions which require a lot of reflection before answering. Questionnaires give a relatively objective data and endear themselves well to the descriptive research design of this study.

#### **3.6.3 DEO's School Management Questionnaire**

Questionnaires will be used to gather information. Questionnaires will be administered to DEO given their busy schedules.

### 3.7.1 Validity of Instrument

Validity measures the accuracy of the instrument in obtaining the anticipated data that can meet the objectives of the study (Kothari 2004). Validity is established by experts' judgment (Gay 1992). The researcher will consult the supervisors to examine the contents of the instruments to determine whether they accurately measure what they purports to measure.

Finally, piloting will be done to identify items in the research instruments that might be ambiguous in eliciting the relevant information. They will then be modified in tuning up the questionnaire in readiness for actual data collection. Mugenda and Mugenda (1999) declare that validity enhances reliability of an instrument.

### 3.7.2 Reliability of Instruments

The test-retest method will be used to determine the reliability of the instruments. A reliable instrument will consistently produce the expected data if used more than once to collect data from the same subjects randomly drawn from the population. The instrument will be administered twice to two randomly selected schools at an interval of two weeks. The researcher will score results of the two tests separately. The Pearson's Product Moment Formula will be used to compute the correlation coefficient index between the two tests to establish the reliability, using the following formula.

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

Where

$r$  = Pearson reliability coefficient index

$x$  = the deviation of X scores from the means (First test administration)

$y$  = the deviation of Y scores from the mean (Second test administration)

Orodho (2004) recommends an  $r$  of at least 0.8 or above. If the researcher's scores will produce an  $r$  below 0.8 then the reliability of the instrument will be improved by amending it. Irrelevant questions will be removed while wrongly phrased ones will be rephrased.

### 3.7.3 Pilot Study

This involves trying out of the data collection instruments on a group similar to the one that will form the population of the study to check that all questions and instructions are clear and to facilitate the removal of any items which do not yield usable data.

The purpose of a pilot exercise is to get the bugs out of the instrument so that subjects in your main study will experience no difficulties in completing it and so that you can carry out a preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data are analysed.

Bell. J. (1993:84)

### **3.8 Data Collection Procedure**

The researcher will apply for a research permit from the Ministry of Education being facilitated by the University. She will then carry out the other pre-field activities such as a pilot study, developing the research budget and time schedule, a sampling frame and conduct a familiarization tour of the study area to strike rapport with respondents.

The researcher will administer the instruments personally along with research assistants who would have already been trained for the work. The researcher and assistants will take the Principal's and BOGs/PTAs Questionnaires to them and explain them what they are expected to do as well as assure them confidentiality for the information they give. The researcher will rely on the principals to contact the BOGs/PTAs. As for the interviews of the deputy head teachers, the researcher will fill in the answers they give during the discussion.

### **3.9 Data analysis**

Qualitative data will be transcribed and arranged as per emerging themes, relating these themes to objectives of the study. These data will be quantified where possible along with data from the structured questionnaire items. Data coding will be done as per objectives of the study. Data will then be presented in the form of frequency tables, charts and percentages tabulated appropriately.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.1 Introduction

The purpose of the study was to assess the role effectiveness of the BOGs and PTAs in the management of secondary schools in Thika-Ruiru Division, Thika District and was guided by the following research questions:

- (i) To what extent are the BOGs and PTAs effective in their roles in Ruiru Division?
- (ii) What are the challenges faced by BOG and PTA in the management of public secondary schools in Ruiru Division.
- (iii) How the challenges do faced by BOG and PTA in the management of public secondary schools affect their effectiveness.
- (iv) What are possible strategies that can be adopted by BOG and PTA for effective management of public secondary schools in Ruiru Division?

The analysis of data and discussion of results is done under themes relevant to the study.

#### 4.2 Demographic Characteristics of Respondents

This section presents general information of principals, DEO, BOG and PTA which sought information about the gender, working experience, academic qualification, and size of teaching staff.

Data regarding the Gender of principals, DEO, BOG and PTA were collected and analyzed and presented in Table 4.1.

**Table 4.1 Gender of the Respondents**

Sex	DEO		Principals		BOG		PTA	
	f	%	f	%	f	%	f	%
Male	1	100	5	63	5	56	5	63
Female	-	-	3	37	4	44	3	37
<b>Total</b>	<b>1</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>8</b>	<b>100</b>

There was unequal representation of respondents from both sexes of the principals', BOGs' and PTAs' sample population as per Table 4.1. The Table indicates that the males formed 63 percent of the sample population of the principals while the female formed 37 percent. For those BOGs who took part in the study, majority (56%) were males while 44% were females. A similar scenario was evident in the case of PTAs whereby 63% of them were males while only 37 were females. This disparity as explained by the DEO in Ruiru during a none formal interview could be as a result of the attitude that males perform better in leadership as in the case of BOGs and PTAs chairpersons. Consequently, the result of findings shows that both sexes were well represented in the study.

Information obtained from principals, DEO, BOGs and PTAs gave results on working experience which is presented in Table 4.2.

**Table 4.2 Working Experience**

Years Worked	DEO		Principals		BOG		PTA	
	f	%	f	%	f	%	f	%
1-2 Years	-	-	1	13	1	11	1	13
3-4	1	100	2	25	3	33	2	25
5-6	-	-	3	37	2	23	2	25
Above 6	-	-	2	25	3	33	3	37
<b>Total</b>	<b>1</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>8</b>	<b>100</b>

Table 4.2 shows the trend of the respondents working experience. Seventy five percent of the principals' population had a teaching experience that ranged between 1-6 years while 25 percent had a teaching experience that ranged between 6 and above years. Sixty seven percent of BOGs had an experience that ranged between 1-6 years while 33 percent had an experience that ranged between six and above years. In addition, 63% of the PTAs had a working experience of 1-6 years while 37% had an experience of six and above years. The DEO had a working experience of between 3 and 4 years. These findings show that more than half (60 percent) of the sampled population among principals ,BOGs and PTAs had a working experience of six years and below years while 35 percent had a working experience over six years.

The questionnaires utilized with principals, DEO, BOGs and PTAs sought information on the highest level of education attained. This information has been presented in Table 4.3

**Table 4.3 Highest Level of Education of Principals, DEO, BOGs and PTAs**

Academic Qualification	DEO		Principals		BOG		PTA	
	f	%	f	%	f	%	f	%
O level	-	-	-	-	3	33	6	75
Graduate	1	100	7	88	5	56	2	25
Masters	-	-	1	12	1	11	-	-
<b>Total</b>	<b>1</b>	<b>100</b>	<b>8</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>8</b>	<b>100</b>

Data on respondents' academic qualifications indicated that 88 percent of the principals had achieved a Bachelor of Education Degree while 12% had achieved a Masters in Education. Thirty three percent of the BOGs had attained secondary level of education and 56 percent of them had achieved a Bachelor's Degree. Table 4.3 reveals that majority of the PTAs (75%) had only achieved secondary level of education. From this data, it is clear that all the principals and majority of the BOGs are qualified professionally and some have achieved very high levels of training like those with a Masters degree. However, majority of the PTAs may not be aware fully of issues surrounding the management of schools. Majority of the PTAs thus may require further training to acquire the necessary skills for management.

### **4.3 The Extent to which the Board of Governors (BOGs) and Parents -Teachers Associations (PTAs) are Effective in their Roles**

The researchers sought to gather information on the views of the principals, BOGs, PTAS and the DEO on the extent at which the BOGs and PTAs are Effective in their Roles in order to answer research question one. The researcher involved the BOGs and PTAs since they are the key managers of the schools. The principals were involved in the current study because they receive, interpret, and internalise any given change in a curriculum and also in the management of the schools. The views of the DEO were important since the officer is largely involved in overseeing education matters in the whole District including the roles of BOGs and PTAs. A five point Likert Scale was used by the researcher to indicate the views of the respondents who included members of BOGs, PTAs members and the DEO.

First the questionnaires utilized with the DEO sought data on the extent at which the BOGS and PTAS are Effective in their Roles.

The DEO Ruiru had varied views on the role effectiveness of BOGs and PTAs on the management of secondary schools in Ruiru. On the provisions of physical facilities, the DEO observed that the BOGs were slightly effective while the PTAs were not effective. In the maintenance of discipline, the BOGs were never effective while the PTAs slightly effective. The DEO noted that the PTAs were in constant contact with the class teachers unlike the BOGs who only create rapport with the principals. In this way, the PTAs are able to gather information on students' and teachers' discipline. For the role played by the BOGs and PTAs on curriculum implementation both the BOGs and PTAs were noted to be ineffective as attested by the DEO.

When asked how the BOGs and PTAs are rated in the enhancement of good community relations, the DEO indicated that it is effective. The DEO noted that the involvement of the community in school matters improved community –school relations. This harmony is constantly created by the BOGS and PTAs.

As pertains school financial management, the BOGs and PTAs scored lowly on the Likert rating scales. It was noted that the BOGs and PTAs invest in projects that are not in the priorities. According to the DEO, a visit to a majority of schools showed that schools have initiated projects which are never completed. This creates scenario a high opportunity cost for such abandoned projects. It was also noted that some schools do not maintain up- to -date books of accounts. This may create avenues for the misuse of school funds.

The school principal is the school chief executive officer whose main responsibility is decision-making over school operations and school management. However, the principal have to conform to, or operate within, a set of centrally determined policies. Principals are included in the current study since they are in a better position to make decisions to meet school needs in a more efficient manner and they take the roles of the secretaries in BOGs meetings.

The questionnaires utilized with the principals sought data on the extent at which the BOGS and PTAS are Effective in their Roles. This information is presented in Table 4.4 and Table 4.5.

**Table 4.4 Views of Principals on the Roles Effectiveness of BOGs**

Roles	Responses									
	VE		E		SE		NE		VI	
	f	%	f	%	f	%	f	%	f	%
BOGs' role in managing facilities	1	13	2	25	2	25	2	25	1	13
BOGs' role in managing finances	1	13	2	25	2	25	2	25	1	13
BOGs positively support teachers	1	13	1	13	1	13	3	38	2	25
BOG in good –public relations	1	13	1	13	1	13	3	38	2	25
Harmony among BOG and PTA	1	13	2	25	2	25	2	25	1	13
BOG role in recruitment of staff	1	13	1	13	2	25	2	25	2	25
BOG in discipline of teachers & students	1	13	2	25	2	25	2	25	1	13
BOGs in school community relations	1	13	2	25	2	25	2	25	1	13

**Key**

V.E –Very Effective E – Effective S.E – Slightly Effective N.E–Not Effective V.I–Very Ineffective

**Table 4.5 Views of Principals on the Roles Effectiveness of PTAs**

Roles	Responses									
	VE		E		SE		NE		VI	
	f	%	f	%	f	%	f	%	f	%
PTAs' role in managing facilities	1	13	1	13	3	38	2	25	1	13
PTAs' role in managing finances	1	13	2	25	2	25	2	25	1	13
PTAs positively support teachers.	1	13	2	25	3	38	1	13	1	13
PTA in good –public relations	1	13	1	13	1	13	3	38	2	25
Harmony among BOG and PTA	1	13	2	25	2	25	2	25	1	13
PTA role in recruitment of staff	1	13	2	25	2	25	2	25	1	13
PTA in discipline of teachers & students	1	13	1	13	1	13	3	38	2	25
PTAs in school community relations	2	25	2	25	1	13	2	25	1	13

**Key**

V.E –Very Effective E – Effective S.E – Slightly Effective N.E–Not Effective V.I–Very Ineffective

Table 4.4 and Table 4.5 highlight the views of principals on the role effectiveness of BOGs and PTAs on the management of secondary schools. As concerns the role of BOGs and PTAs in managing the facilities, 38% and 26% of principals said the BOGs and

PTAs are effective respectively. However, 62% and 76% of principals also indicated that BOGs and PTAs are not effective respectively.

The statement on the BOGs and PTAs role in managing finances received varied responses. 38% of principals felt that the BOGs and PTAs had not effectively managed the finances. This clearly implies that the BOGs and PTAs should be trained on the effective ways of managing finances.

63% of principals indicated that the BOGs were not effective in supporting teachers.

Seventy six percent of principals agreed that the PTAs had positively supported teachers.

According to a majority of principals were of the opinion that the BOGs and PTAs had not effectively managed the discipline of students and teachers. One of the major roles of BOGs and PTAs is to maintain the school discipline. However, the BOGs and PTAs intervenes in cases where their relatives are included for punishments.

On good- public relations, 63% of principals felt that the BOGs and PTAs were not effective. It was unfortunate to learn from the principals (63%) that there was no harmony among the BOGs and PTAs. One principal indicated that there were wrangles in school leadership between the BOGs and PTAs.

Majority (50 %) of principals noted that the recruitment of school staff was not effective and was marred by favoritisms and nepotism. Principals also noted that there was lot of politicking among the PTAs and the BOGs in the recruitment of both teaching and non-teaching staff. An effective board of governors has a clear understanding of its roles and responsibilities. Board members, in effect, own the school. They are the policy implementers and they employ subordinate staff and assist in the recruitment of teachers (Martinalli).

When asked how the BOGs and PTAs are rated in the enhancement of good community relations, the principals concurred with the DEO and indicated that it is effective. The principals also noted that the involvement of the community in school matters improved community –school relations.

Information obtained from the BOG in the role effectiveness of BOGs on the management of secondary schools in Ruiru is presented in Table 4.6.

**Table 4.6 Views of BOGs on the Roles Effectiveness of BOGs**

Roles	Responses									
	VE		E		SE		NE		VI	
	f	%	f	%	f	%	f	%	f	%
Planning, devt. Of phy. facilities	1	11	3	33	3	33	1	11	1	11
Sourcing ,management of finances	2	22	3	33	1	11	2	22	1	11
Organising, directing of projects	2	22	2	22	3	33	1	11	1	11
Role in recruiting of school staff	2	22	4	44	1	11	1	11	1	11
Role in discipline of students/teachers	1	11	2	22	3	33	2	22	1	11
Involvement in students' administ.	1	11	2	22	3	33	2	22	1	11

**Key**

V.E –Very Effective E – Effective S.E – Slightly Effective N.E–Not Effective V.I–Very Ineffective

Information obtained from the PTA in the role effectiveness of PTA on the management of secondary schools in Ruiru is presented in Table 4.7.

**Table 4.7 Views of PTAs on the Roles Effectiveness of PTAs**

Roles	Responses									
	VE		E		SE		NE		VI	
	f	%	f	%	f	%	f	%	f	%
Planning, devt. Of phy. facilities	1	13	1	13	3	38	2	25	1	13
Sourcing ,management of finances	1	13	2	25	1	13	2	25	2	25
Organising, directing of projects	2	25	2	25	2	25	1	13	1	13
Role in recruiting of school staff	2	25	3	38	1	13	1	13	1	13
Role in discipline of students/teachers	1	13	1	13	2	25	2	25	2	25
Involvement in students' administ.	1	13	1	13	1	13	3	38	.2	25

**Key**

V.E –Very Effective E – Effective S.E – Slightly Effective N.E–Not Effective V.I–Very Ineffective

Table 4.6 and Table 4.7 shows the views of BOGs and PTAs in the role effectiveness of BOGs and PTAs on the management of secondary schools in Ruiru. The results of findings show that 44% of the BOGs and 26% of PTAs stated that planning, development of physical facilities was effective. However, 22% of BOGs and 38% of PTAs felt that the management of physical resources were not effective. According to Leue (2003), the major roles of a school BOG and PTA are to ensure proper planning, organizing, directing, and controlling of the administrative task areas to ensure the effective and accountable use of resources in the provision of education in public secondary schools.

When asked on whether they were effective in sourcing and management of finances, 55% of BOGs and 38% of PTAs said they were. However, 33% of BOGs and half of PTAs said they were not effective. It was interesting to note that although the BOGs and PTAs are involved in organising and directing of projects, 26% of PTAs and 22% of BOGs were of the opinion that they are not effective in their management.

Whereas half of the PTAs (50%) indicated that they were not effective in the management of both teachers and students' discipline, only 33% of BOGs indicated that they were effective.

On the involvement of the BOGs and PTAs in students' administration, 63% of the PTAs and 33% of the BOGs indicated that they were not effective. According to the Education Act Cap 211 of 1969 revised in 1980 (GOK 1969; 1980), the functions of the BOG and PTA include planning and development of physical facilities for the purposes of learning and teaching, sourcing and management of schools finances; organizing, directing, supervising and monitoring approved procedures and programs of the school; recruitment, appraisal and discipline of both the teaching and non teaching staff in the school; regulate the admission of students and the general direction of Education; ensure that no person employed by the board can undertake any other duties without the consent of the board and ensure that an employee who ceases to remain in the service of the board surrenders all school properties in possession.

#### 4.4 Challenges Faced By BOGs and PTAs in the Management of Public Secondary Schools

The researcher sought to gather information concerning the challenges faced by BOGs and PTAs in the management of public secondary schools and above all get answers to research question three. Although the principals, the DEO, BOGs and PTAs gave varied responses as regards challenges faced by BOGs and PTAs in the management of public secondary schools, the challenges were almost similar in context as shown in Table 4.8.

**Table 4.8 Challenges Faced By BOGs and PTAs in the Management of Secondary Schools**

Challenges	Responses					
	Principals		BOGs		PTAs	
	f	%	f	%	f	%
Lack of management skills	8	100	6	67	7	88
Interference from community, politicians	8	100	9	100	8	100
Conflicts among the BOGs and PTAs members	6	75	4	44	6	75
Lack of commitments among stakeholders	3	38	3	33	4	50
Dealing with adamant principals on progress	2	25	5	56	5	63
Lack of enough funds to complete projects	8	100	9	100	8	100
Inadequate teaching and non-teaching staff	5	63	4	44	5	63
Undisciplined teachers and students	2	25	3	33	3	38
Escalating prices of food and other materials	8	100	9	100	8	100

There are many challenges faced by BOGs and PTAs in the management of secondary schools. All the principals, BOGs and PTAs identified the interferences from the school community and the politicians as a major challenge. All the principals and majority (67%) of BOGs and 88% of PTAs were of the opinion that even lack of schools management skills also inhibits smooth management of secondary schools.

All the principals, BOGs and PTAs involved in the study indicated that lack of enough funds to complete projects and escalating prices of food and other materials was a serious challenge in the management of schools. This problem was exacerbated by poor households who cannot afford the development fees and meals fee.

Other challenges identified by principals, BOGs and PTAs are conflicts among the BOGs and PTAs members, inadequate teaching and non-teaching staff, undisciplined teachers and students and handling principals who are retrogressive to developments. Whereas the Education Act (GOK 1969, GOK 1980) assigns the management of secondary schools to BOGs, it is silent on the role of parents and communities in the management of school and resources and their relationship with the management bodies (MOEST 2002: 147). If the relationship between the two is not defined then there is likely to arise role conflict between the two bodies. This is likely to adversely affect their performance and fuel role conflicts between the two bodies.

Although the DEO through the interview schedule concurred with the principals, BOGs and PTAs that BOGs and PTAs are faced with challenges in the management of schools, according to him, some challenged can be prevented. In addition, he held conflicting opinion concerning lack of enough funds to complete projects. He attributed the problem of incomplete projects to the misuse of funds and wrong priorities.

#### 4.5 How the Challenges Faced By BOG and PTA in the Management of Public Secondary Schools Affect their Effectiveness

The researcher sought information concerning how the challenges faced by BOG and PTA in the management of public secondary schools affect their effectiveness.

Information on the effects of challenges encountered by the BOG and PTAs was gathered from the questions in the principals', BOGs' and PTAs' questionnaires. This information is presented in Table 4.9.

**Table 4.9 How the Challenges Faced By BOG and PTA in the Management of Public Secondary Schools Affect their Effectiveness**

Effect of Challenges	Responses					
	Principals		BOGs		PTAs	
	f	%	f	%	f	%
Rate of Development is reduced by lack of funds	8	100	9	100	8	100
Decisions made compromised by politics	6	75	7	78	7	88
Lack of skills lead to wrong priorities & decisions	7	88	4	44	4	50
Un-co-operative principals retards development	2	25	5	56	4	50
Due to inflation, goods cost more	8	100	5	56	6	75
Infighting among BOGs & PTAs reduce harmony	5	63	4	44	4	50

From the study, all the principals, BOGs and PTAs indicated that the rate of developments in schools was hampered by inadequacy of funds. According to the DEO, though the government initiated the subsidized secondary education, the ministry's

development allocation still remains inadequate to support the development of secondary education. In addition the relative burden of secondary schooling expenses such as feeding programmes and school development levies is slammed on the households.

Majority (75 %) of principals, 78% of BOGs and 88% PTAs were of the opinion that the local administrations and other local leaders constantly interfered with the running of schools especially in the areas of recruitment and disbursements of bursary funds.

Although the bursary funds are supposed to be given to needy and clever students, such funds are given to undeserving students whose parents pay political loyalties to the local leaders. Other effects identified by the respondents are lack of management skills from the stakeholders that results in concentrating on the wrong priorities. In addition, the study noted that some schools consisted of principals who were resistant to any positive changes initiated by the BOGs and PTAs. This made the work of those school leaders very difficult.

The DEO took issue with the infighting between the BOGs and PTAs that brought disharmony in the schools. The working relationship among the members of crucial school committees was threatened. This hampered any meaningful development or progress.

#### 4.6 Possible Strategies that Can Be Adopted by BOG and PTA for Effective Management of Public Secondary Schools

The researcher gathered information on the strategies of improving the effective management of public secondary schools by BOG and PTA. The data were collected, analyzed and presented in Table 4.10.

#### 4.10 Possible Strategies that Can Be Adopted by BOG and PTA for Effective Management of Public Secondary Schools

Strategies	Responses					
	Principals		BOGs		PTAs	
	f	%	f	%	f	%
Intensify training for BOGs/PTAs in management	8	100	6	66	5	63
BOGs /PTAs to serve only mandatory two terms	7	88	3	33	2	25
Appointment with skills on education trends	5	63	3	33	4	50
Provision of more funds through grants, CDF	8	100	9	100	8	100
Discourage community and political interferences	7	88	5	55	6	75
Motivate the BOGs and PTAs (hefty allowances)	5	63	6	66	5	63
Enhance BOG and PTA relationship in schools	4	50	5	55	6	75
Develop functioning committee structure	5	63	3	33	4	50

Table 4.10 shows the suggestions put forth by the principals, BOGs and PTAs on the effective management of public secondary schools through the BOGs and PTAs. All the principals suggested that training of the BOGs and PTAs on management counted as the

highest school priority. This suggestion was also supported by 66% of BOGs and 63% of PTAs. Other suggestions are that: BOGs /PTAs to serve only mandatory two terms, appoint BOGs /PTAs with current skills on education trends, provision of more funds through grants, and CDF, discourage community and political interferences, motivate the BOGs and PTAs (hefty allowances), enhance BOG and PTA relationship in schools and develop functioning committee structure.

#### **4.7 Discussion of the Findings**

This section relates and interprets the findings of the study in the light of literature reviewed concerning the role effectiveness of the BOGs and PTAs in the management of secondary schools in Thika –Ruiru Division, Thika District. The discussion of the findings was made under the ensuing subtitles or themes as guided by the research questions of the study.

##### **4.7.1 The Extent to which the BOGs and PTAs are Effective in their Roles**

According to Leue (2003), the major roles of BOG and PTA are to secure proper planning, organization, directing, and controlling of the administrative task areas to ensure the effective and countable use of resources in the provision of education in public secondary schools. The study findings conflicted with Leue's assertions since 44% of the BOGs and 26% of PTAs stated that planning and development of physical facilities were effective. Thirty percent of BOGs and 38% of PTAs indicated that planning and development of physical facilities was just slightly effective. However, 22% of BOGs and 38% of PTAs felt that the management of physical resources were effective.

In the same study, 55% of BOGs and 38% of PTAs said they were effective in sourcing and the management of finances while 33% of BOGs and half of PTAs said they were not effective. In addition, 26% of PTAs and 22% of BOGs were of the opinion that they were not effective in organizing and directing of projects. In a study for improving schools' governance to support Free Secondary Education in Africa by Gatto (2008), boards of governors and PTAs have been crucial for the programme's success.

Whereas half of the PTAs (50%) indicated that they were not effective in the management of both teachers and students' discipline, only 33% of BOGs indicated that they were not effective.

On the involvement of the BOGs and of PTAs in students' administration, 33% of the BOGs and 26% of the PTAs said they were effective. However, 63% of the PTAs and 33% of the BOGs indicated that they were not effective.

Information gathered on the provisions of physical facilities, the DEO observed that the BOGs were slightly effective while the PTAs were not effective. In the maintenance of discipline, the BOGs were never effective while the PTAs were slightly effective. For the role played by the BOGs and PTAs on curriculum implementation, both the BOGs and PTAs were noted to be effective.

On the enhancement of good community relations, the DEO indicated that the BPGs and PTAs are effective. It was noted that the BOGs and PTAs invest in projects that are not in priorities. This view presented by the BOGs and PTAs and the DEO agree with Martin (2006) who asserted that because school boards oversee education and represent lay involvement, they can provide a structure for public accountability and a way of for parents and the community to influence vital policy issues affecting schools.

An effective board of governors has a clear understanding of its roles and responsibilities. Further, board members are the policy implementers and they employ subordinate staff and assist in the recruitment of teachers.

#### **4.7.2 Challenges Faced By BOGs and PTAs in the Management of Public Secondary Schools**

From the study findings, all the principals, BOGs and PTAs identified the interferences from the school community and the politicians as a major challenge. All the principals (100%) and majority of BOGs (67%) and PTAs (88%) were of the opinion that even lack of schools management skills also inhibits smooth management of secondary schools.

These findings are supported by Bell et al. (1991) who argued that nominating committees should be well organized, have a clear sense of recruiting priorities as well as expectations for individual board members. However, these elements are frequently missing in many schools in the study. The study also showed that all the principals, BOGs and PTAs involved in the study indicated that lack of enough funds to complete projects and escalating prices of food and other materials was a serious challenge in the management of schools. Other challenges identified by the principals, BOGs and PTAs are conflicts among the BOGs and PTAs members, inadequate teaching and non-teaching staff, undisciplined teachers and students and handling principals who are retrogressive to development as discussed by Kochar (1978).

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The DEO held conflicting opinions concerning lack of funds to complete projects. He attributed the problems of incomplete projects to the misuse of funds and wrong priorities.

#### **4.7.3 How the Challenges Faced By BOG and PTA in the Management of Public Secondary Schools Affect their Effectiveness**

From the study, all the principals, BOGs and PTAs indicated that the rate of developments in schools was hampered by inadequacy of funds. The DEO said that the Ministry's development allocation still remains inadequate to support the development of secondary education. Wolf et al.(1997) said that communities have been involved in every aspect of schools, contributing money ,materials ,land or labour in such countries as Kenya and El Salvador ,teaching like Vietnam and Philippines through parents-learning support system; participate in decision making and help to evaluate children's learning. Incidentally the contributions are never enough, hence interfering effective school management.

The lack of functioning committee structure is another reason why boards fail to perform at an acceptable level. If the board has a committee structure that functions inadequately, this can lead to poor performance in general (Bell et al., 1991). Majority of principals (75%), BOGs (78%) and PTAs (88%) were of the opinion that the local administrations and other local leaders constantly interfered with the running of schools especially in the areas of recruitments and disbursements of bursary funds. Other effects identified by the respondents are lack of management skills from the stakeholders that results in

concentrating on the wrong priorities. In addition, the study noted that some schools consisted of principals who were resistant to any positive changes initiated by the BOGs and PTAs .this made the work of those school leaders very difficult.

### 3.1 Introduction

The study was conducted in a school district in the state of Ohio. The study was conducted in a school district in the state of Ohio. The study was conducted in a school district in the state of Ohio.

### 3.2 Summary of the Findings

The study findings were as follows: The study findings were as follows: The study findings were as follows:

52% of the principals and PTAs are effective in their roles. The study findings were as follows: The study findings were as follows: The study findings were as follows:

In the district, the study findings were as follows: The study findings were as follows: The study findings were as follows:

indicated that they were not effective in the management of both teachers and students' discipline, only 33% of BOGs indicated that they were effective.

On the involvement of the BOGs and PTAs in students' administration, 33% of the BOGs and 26% of the PTAs said they were effective. However, 63% of the PTAs and 33% of the BOGs indicated that they were not effective.

Information gathered on the provisions of physical facilities, the DEO observed that the BOGs were slightly effective while the PTAs were not effective. In the maintenance of discipline, the BOGs were never effective while the PTAs slightly effective. For the role played by the BOGs and PTAs on curriculum implementation both the BOGs and PTAs were noted to be ineffective.

On the enhancement of good community relations, the DEO indicated that the BOGs and PTAs are effective. It was noted that the BOGs and PTAs invest in projects that are not in the priorities.

The views of principals on the role of BOGs and PTAs in managing the facilities indicated that 38% (for BOGs) and (26% for PTAs) of principals said the BOGs and PTAs are effective. However, 62% and 76% of principals also indicated that BOGs and PTAs are not effective respectively. The statement on the BOGs and PTAs role in managing finances received varied responses where 38% of principals felt that the BOGs and PTAs had not effectively managed the finances. However 25% of them indicated that BOGs and PTAs were just slightly effective. In the same study 38% of principals said that BOGs and PTAs were effective in managing the finances. Twenty eight percent of principals said that the BOGs were effective in supporting teachers in their respective schools. However, 63% of them indicated that the BOGs were not effective in supporting

teachers. 76% of principals agreed that the PTAs had positively supported teachers. Only 24% of principals differed on this issue of teachers' support.

According to a majority of principals (63% for BOGs) and (38% for PTAs), the results of findings indicated that the BOGs and PTAs had not effectively managed the discipline of students and teachers. In addition, the principals (26% for BOGs) and (38% for PTAs) showed that the BOGs and PTAs were effective in the management of students and teachers discipline. On good- public relations, 63% of principals felt that the BOGs and PTAs were not effective. However, 26% of principals felt that the BOGs and PTAs were effective.

Majority of principals (50% for BOG) and (38% for PTA) noted that the recruitment of school staff was not effective and was marred by favoritisms and nepotism. Principals also noted that there was lot of politicking among the PTAs and the BOGs in the recruitment of both teaching and non-teaching staff. Incidentally, some principals (26% for BOG and 38% for PTAs) felt that there was effectiveness in the recruitment of staff. An effective board of governors has a clear understanding of its roles and responsibilities. On the effectiveness of the BOGs and PTAs in the enhancement of good community relations, the principals indicated that it is effective.

### **5.2.2 Challenges Faced By BOGs and PTAs in the Management of Public Secondary Schools**

From the study findings, all the principals, BOGs and PTAs identified the interferences from the school community and the politicians as a major challenge. All the principals

(100%) and majority of BOGs (67%) and PTAs (88%) were of the opinion that even lack of schools management skills also inhibits smooth management of secondary schools.

The study also showed that all the principals, BOGs and PTAs involved in the study indicated that lack of enough funds to complete projects and escalating prices of food and other materials was a serious challenge in the management of schools.

Other challenges identified by principals, BOGs and PTAs are conflicts among the BOGs and PTAs members, inadequate teaching and non-teaching staff, undisciplined teachers and students and handling principals who are retrogressive to developments.

The DEO held conflicting opinions concerning lack of enough funds to complete projects. He attributed the problem of incomplete projects to the misuse of funds and wrong priorities.

### **5.2.3 How the Challenges Faced By BOG and PTA in the Management of Public Secondary Schools Affect their Effectiveness**

From the study, all the principals, BOGs and PTAs indicated that the rate of developments in schools was hampered by inadequacy of funds. The DEO said that the ministry's development allocation still remains inadequate to support the development of secondary education.

Majority of principals (75%), BOGs (78%) and PTAs (88%) were of the opinion that the local administrations and other local leaders constantly interfered with the running of schools especially in the areas of recruitment and disbursements of bursary funds. Other effects identified by the respondents are lack of management skills from the stakeholders that results in concentrating on the wrong priorities. In addition, the study noted that

some schools consisted of principals who were resistant to any positive changes initiated by the BOGs and PTAs. This made the work of those school leaders very difficult.

#### **5.2.4 Possible Strategies that Can Be Adopted by BOG and PTA for Effective Management of Public Secondary Schools**

All the principals suggested that training of the BOGs and PTAs on management counted as the highest school priority. This suggestion was also supported by 66% of BOGs and 63% of PTAs. Other suggestions are that: BOGs /PTAs to serve only mandatory two terms, appoint BOGs /PTAs with current skills on education trends, provision of more funds through grants, and CDF, discourage community and political interferences, motivate the BOGs and PTAs (hefty allowances), enhance BOG and PTA relationship in schools and develop functioning committee structure.

### **5.3 Conclusions**

- (i) The study revealed conflicting opinions on the effectiveness of BOGs and PTAs on the planning, and development of physical facilities in schools. However, majority of principals BOGs and PTAs felt that the management of physical resources were not effective.
- (ii) Other areas where the study rated the BOGs and PTAs as not being effective are: management of finances, organising and directing of projects, the management of teachers and students' discipline, students' administration, the recruitment of school staff. The recruitment of staff is marred by favoritisms and nepotism.

- (iii) The management of schools is negatively affected by infighting among the BOGs and PTAs.
- (iv) On the community relations and public relations, the BOGs and PTAs were noted to be effective. It was noted that the BOGs and PTAs invest in projects that are not in the priorities.
- (v) Challenges faced by BOGs and PTAs in the management of public secondary schools include: the interferences from the school community and the politicians, lack of enough funds to complete projects and escalating prices of food and other materials, conflicts among the BOGs and PTAs members, inadequate teaching and non-teaching staff, undisciplined teachers and students and handling principals who are retrogressive to developments.
- (vi) Effects of the challenges on managements are: The inadequacy of funds hampered developments projects in schools, interferences of the community and local leaders in school management retards the smooth running of schools; lack of management skills leads wrong priorities and conflicts among the BOGs and PTAs leads to poor schools –community relationship.

#### **5.4 Recommendations**

The researcher made the following recommendations depending on the findings from the study.

- i. The study noted that in a majority of schools in the District, the BOGs and PTAs had not attained any skills on school management. The study recommends that the

- BOGs and PTAs should undergo management training in order to equip them with knowledge on current trends in education.
- ii. The government's policy on school managements is that BOGs chairperson should not serve for more than two–three year terms. However, the study realized some BOG chairpersons in some schools had served for more than two terms. The study recommends that BOGs should serve a maximum of two terms.
  - iii. Schools in the study area face acute fund shortage and could not therefore effectively meet their financial obligations. The study recommends that the schools' management lobby for funds from external sources such as Constituency Development Fund (CDF) and Local Authority Transfer Fund (LATF).
  - iv. The study noted that schools' management's decision making processes are influenced by the members of the local community and the local leaders. The study recommends that stringent measures such as prosecution should be preferred to those leaders who interfere with the predetermined decision- making processes of the schools.

### **5.5 Areas for Further Study**

The current study has concentrated on establishing the effectiveness of BOGs and PTAs in public secondary schools. It is suggested that another study be carried out to establish the effectiveness of PTAs in public primary schools.

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## APPENDIX I

### LETTER OF INTRODUCTION

**Dear Respondent,**

I am a postgraduate student from Kenyatta University's Department of Educational Administration, Planning and Curriculum Development, currently undertaking research on the topic :Role Effectiveness of the Board of Governors and Parents Teachers Association in Management of Public Secondary Schools :A Case of Thika /Ruiru Division ,Thika District ,Kenya.

You have been identified as one of the respondents for this study. Any information provided will be held in confidence shall only be utilized for the purposes of this study. Do not write your name or that of the school anywhere on the questionnaire/interview schedule.

Please provide the information required by responding to the questionnaire/interview schedule attached to this letter. There is no correct or wrong answer. Respond either by writing or putting a tick (✓) where required or as otherwise guided by instructions given accordingly.

Yours Faithfully,

Judy Mukima

**APPENDIX II**

**District Education Officer's Questionnaire on the Effectiveness of BOGs and PTAs in the Management of Secondary Schools.**

Please answer the questions in this instrument to the best of your knowledge. The information sought herein is purely meant for research purposes and utmost confidentiality of issues raised is assured.

**A. General information (Answer by ticking the chosen responses)**

1. What is your gender?

- Male       Female

2. Please indicate your age bracket

- 30-39       40-49       Above 50

3. What is your level of education?

- Graduate level       Post-graduate level  
 Any other (Please Specify).....

4. For how long have you been the District Education Officer in this District?

- 1 – 2yrs       3 – 4yrs       5 – 6 years       more than 6 yrs

**B. Information on BOGs**

5. How are BOGs constituted in the schools in this District?

- A. Through appointment B. Through election C. Through secondment D. Other (specify) .....

6. What are the minimum educational qualifications for one to serve on BOG?

- a) O' level education  
b) Graduate education  
c) Any other (specify).....

7. How do the BOG members get to know their roles?

- A. Through circulars
- B. They undergo induction.
- C. They learn on the job
- D. Any other (specify).....

8. Use the key below to answer the questions that follow:

H.E – Highly Effective

E – Effective

S.E – Slightly Effective

I.E – In Effective

- How effective are BOGs in the following outlined roles:
- Provision and maintenance of school physical facilities
- Maintenance of student discipline
- Motivation of school staff
- Financial management
- Curriculum implementation
- Cultivation of good school community relations

V.E	E	SE	N.E	V.I

What suggestions would you give towards the improving the performance of BOG in school management?

9. Information on PTAs.

10. How are members of PTAs chosen in the schools in your District?

- A. Through selection
- B. Through Secondment
- C. By virtue of their parents in the school
- D. Any other (specify).....

11. What educational qualifications are demanded for one to serve on the PTA?

- A. O'level qualifications
- B. University qualifications
- C. No educational Qualification
- D. Any other (specify).....

12. Use the key below to indicate the effectiveness of PTAs in your District on the various designated roles.

V.E –Very Effective

E – Effective

S.E – Slightly Effective

N.E–Not Effective.

V.I Very Ineffective

- Provision and maintenance of school physical facilities
- Maintenance of student discipline
- Motivation of school staff
- Financial management
- Curriculum implementation
- Cultivation of good school community relations.

H.E	E	S.E	NE	V.I

13. Your opinion, how can the effectiveness in school management be enhanced?

.....

.....

.....

.....

.....

14. What challenges do BOGs and PTAs face in the management of schools in your Districts try?

.....

.....

.....

.....

.....

### APPENDIX III

## PRINCIPALS' QUESTIONNAIRE ON EFFECTIVENESS OF BOGs AND PTAs IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN THIKA DISTRICT (H2)

Feel free to answer all the items in this questionnaire. Your responses will be kept confidential and will be strictly used for the purpose of this study. You may or may not write your name and that of the school.

### A. GENERAL INFORMATION

Put a tick [] in some of the responses given below or fill as appropriate.

1. When did your school start? 19..... or 20.....

2. For how long have you been a principal in this school to date?

a) 1 year or less [

b) 2 years [

c) 3 years [

d) 4 years [

e) 5 years and above [

2. What are your highest academic/ professional qualifications?

M.Ed [

B.Ed [

BA/BSc and PGDE [

DIP. Ed [

Others? Specify .....

.....

3. Does your school have the following in operations?

BOGs

PTAs

4. Who is the sponsor of your school?

Church

Community

DEB

Others? Specify.....

.....

5. Your type of school is

District

Provincial

National

6. The size of the teaching staff is

Below 10

Between 10-14

Between 15-20

Above 20

**SECTION B.**

The following initials have been used in this section

VE – Very Effective

E - Effective

SE – Slightly Effective

NE – Not Effective

VI- Very Ineffective

You are required to tick in the box that best represents your response after each statement

What is your opinion on the effectiveness of the following:

7. a. BOG's role in the management of the school facilities

VE []      E []      SE []      NE []      VI []

b. PTA's role the management of the school facilities

VE []      E []      SE []      NE []      VI []

a) a. BOG's role in the management of school finances

VE []      E []      SE []      NE []      VI []

b. PTA is involved in the management of school finances

VE []      E []      SE []      NE []      VI []

8. a. BOG is positively support teachers

VE []      E []      SE []      NE []      VI []

b. PTA is positively support teachers

VE []      E []      SE []      NE []      VI []

9. a. BOG's role in the management of students discipline

VE []      E []      SE []      NE []      VI []

b. PTA's role in the management of students discipline

VE []      E []      SE []      NE []      VI []

10. a. BOG is involved in developing good school – public relations

VE [] E [] SE [] NE [] VI []

b. PTA is involved in developing good school – public relation

VE [] E [] SE [] NE [] VI []

11. a. BOG's role in provision of school facilities

VE [] E [] SE [] NE [] VI []

b. PTAs role provision of school facilities

VE [] E [] SE [] NE [] VI []

12. level of cooperation between PTA and the BOG in school management

VE [] E [] SE [] NE [] VI []

13. a. BOG's role in recruitment and deployment of staff in the school

VE [] E [] SE [] NE [] VI []

b. PTA's role in recruitment and deployment of staff in the school

VE [] E [] SE [] NE [] VI []

14. a. BOG's role teachers' and students' discipline

15. VE [] E [] SE [] NE [] VI []

b. PTA's role teachers' and students' discipline

VE [] E [] SE [] NE [] VI []

16. a. The BOG's role in advice on suitability of teachers

VE [] E [] SE [] NE [] VI []

b. The PTA's role in advice on suitability of teachers

VE [] E [] SE [] NE [] VI []

17. a. The BOG's involvement in establishment of good school-community relations

VE []    E []    SE []    NE []    VI []

b. The PTA's involvement in establishment of good school-community relations

VE []    E []    SE []    NE []    VI []

**SECTION C**

Indicate your response in the space provided after each question.

18. a. In which areas is the BOG involved in school management .....

.....  
.....

b. In which areas is the PTA involved in school management.....

.....  
.....

19. a. Should the BOG be more involved than they already are? Give reasons for your response.....

.....  
.....

b. Should the PTA be more involved than they already are? Give reasons for your response.....

.....  
.....

20. a. How can the BOG be more effectively involved in the school management.....

.....  
.....

b. How can the PTA be more effectively involved in the school management.....

.....  
.....

21. How can cooperation between the BOG and PTA be enhanced for better performance in management.....

.....  
.....

22. a. What challenges do you face when working with the BOG?

.....  
.....  
.....

b. What challenges do you face when working with the BOG?

.....  
.....  
.....

23. Give your suggestions on how they can be addressed.....

.....  
.....

## APPENDIX IV

### BOGs/PTAs QUESTIONNAIRE ON EFFECTIVENESS OF BOGs AND PTAs IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS (B/P)

Feel free to answer all the items in this questionnaire. Your responses will be kept confidential and will be strictly used for the purpose of this study. You may or may not write your name and that of the school.

#### A. GENERAL INFORMATION

Instructions: Tick in the box that best represents your response in each statement.

1. My gender is

Female  Male

2. My age is

30-39  40-49  50 & above

3. My level of education

Below O-level  Below University  University  Masters & above

4. I have served as BOG/PTA Chairman for

1 – 2 years  3 – 4 years  5 – 6 years  More

5. Currently am serving as BOG/PTA Chairman in..... institution(s)

1  2  3  More

## SECTION B

The following initials have been used in this section

VE – Very Effective

E - Effective

SE – Slightly Effective

NE – Not Effective

VI- Very Ineffective

You are required to tick in the box that best represents your response after each statement

What is your opinion on the effectiveness of the following:

6. BOG/PTA's involvement in planning, development, provision and maintenance of physical facilities for the purpose of teaching/learning in the school.

VE []      E []      SE []      NE []      VI []

7. BOG/PTA's involvement in sourcing, management and control of school finances.

VE []      E []      SE []      NE []      VI []

8. BOG/PTA's involvement in organizing, directing and supervising approved projects and programmes of the school.

VE []      E []      SE []      NE []      VI []

9. BOG/PTA's role in recruiting and deployment of school staff.

VE []      E []      SE []      NE []      VI []

10. BOG/PTA's in discipline of students and teachers.

VE []      E []      SE []      NE []      VI []

11. BOG/PTA's involvement in administration of students.

VE []      E []      SE []      NE []      VI []

### SECTION C

Indicate your response in the space provided after each question.

12. Do you feel fully involved in the management of this institution? Give reason for your response.

.....

.....

.....

.....

.....

.....

.....

.....

13. What challenges do you face in the performance of your roles of BOG/PTA Chairman?

## APPENDIX V

### RESEARCH BUDGET

<u>TASK</u>	<u>COST IN (Kshs)</u>	
<u>Proposal Writing: and Presentation</u>		<u>Sub-Total</u>
<u>Total</u>		
Purchase of Stationery, Typing and Printing	1,000	
Binding 400	400	
Traveling and Subsistence	600	<b>2,000</b>
<u>Pilot Study</u>		
Photocopying of Instruments	500	
Traveling and Subsistence	3,000	<b>3,500</b>
<u>Data Collection</u>		
Travelling and Subsistence	5,000	
Questionnaires and Photocopying	10,000	
Contingencies	5,000	<b>20,000</b>
<u>Report Writing:</u>		
Data Analysis Using SPSS Computer Program	10,000	
Binding of Final Report	5,000	<b>15,000</b>
<b>GRAND TOTAL</b>		<b>40,500</b>