

**COMMUNITY INVOLVEMENT AND MANAGEMENT OF PUBLIC  
SECONDARY SCHOOLS IN KUMI DISTRICT, UGANDA**

**BY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
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## DECLARATION

I, **Ekabot Simon**, hereby declare that this work is my original work and it has never been submitted to any other university or institution of higher learning for any award.

Signature 

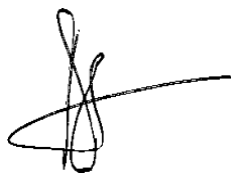
Date 10/9/2023

## APPROVAL

This dissertation entitled “Community Involvement and Management of Public Secondary Schools in Kumi District” has been done by Mr. Ekabot Simon Reg. No. RJ20MO6/012 and it was submitted with my approval as the supervisor.

Name: Dickson Tumuramye

Signature:

A handwritten signature in black ink, consisting of a vertical line that loops back to the left, followed by a horizontal line extending to the right.

Date: 10/9/2023

## **DEDICATION**

I dedicate this dissertation to my late parents: Papa Olinga Arestebulo and Toto Amagoro Majeri for raising me up and giving me appropriate education. My brothers and sisters for supporting spiritually and financially in the course of my academic life. Not forgetting my beloved wife, Agwete Esther and all my children: Olinga Elvis, Onyait Edwin Stephan and Ekabot Simon Elvin who sacrificed their time to miss the parental love as I was away for studies.

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May the Almighty God reward you abundantly.

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### **LIST OF ABBREVIATIONS**

BOG-            Board of Governors

DEO-	District Education Officer
DV-	Dependent Variable
EFA-	Education for All
IV-	Independent Variable
PTA-	Parents Teachers Association
SETB-	School Education and Training Board
SIC-	School Improvement Committee
SMC-	School Management Committee
SIP-	School Improvement Plan
SSA -	Sub-Sahara Africa
UCE-	Uganda Certificate of Education
UNEB-	Uganda National Examinations Board
USAID-	United States Agency for International Development

## **ABSTRACT**

The purpose of this study was to establish the influence of community involvement on the management of public secondary schools in Kumi district. The study objectives were to assess how the community is involved in management of public secondary schools in Kumi district, to examine the influence of community involvement on the management of public secondary schools in Kumi district and to investigate the challenges faced in community involvement in management of public secondary schools in Kumi district. A total of 211 respondents were used in this study and these included the head teachers, teachers, community members and DEO. The researcher used a descriptive survey design. Questionnaires and interview guides were used as data collection instruments. Study findings revealed that in most public secondary schools, community members are not involved in school management. Study findings also revealed that most community members do not offer financial and non-financial support to schools besides the school fees they pay. Findings of the study further revealed that community involvement has a great influence on school management because it increases students' enrolment and attendance, helps community members to air out their grievances, makes community members to demand for accountability and improves on the relationship between community members and school administration and increases students' performance. Study findings also revealed that community involvement in school management faces a lot of challenges: delayed remittance of capitation grant by government, reluctance of community members to participate in school activities, individual differences among community members and hostility of some community members. This has made it difficult to manage public secondary schools. Basing on study findings, it was recommended that Public secondary schools in Kumi District should fully involve community members in school management, the government ought to remit capitation grant to schools in time, there ought to be diversity management among community members such that individual differences among community members are ignored and there is need to create a cordial relationship between community members and school administration to curb down hostility of some community members

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study was conducted to establish the influence of community involvement on the management of public secondary schools in Kumi district, Uganda. This chapter presents the background to the study, statement of the problem, objectives of the study, research questions, and purpose of the study, scope of the study, significance of the study, justifications of the study, the conceptual framework and constraints.

#### **1.1 Background to the Study**

##### **1.1.1 Historical Perspective**

Community involvement in schools dates to the earliest days of the enterprise of schooling, largely acknowledged to be the common school movement of the 19<sup>th</sup> century (Tyack, 1981). Article 7 of the World Declaration on Education for All adopted in the World Conference on Education for All held in Jomtien Thailand in 1990 called for strengthening partnerships between government and communities in the provision of education for all. The same message was echoed six years later during the 1996 mid-decade implementation review in Amman, Jordan. The final report of that meeting observed that as governments seek ways to decentralize responsibility for education, equalize educational opportunities, and raise more funds, they need strong and innovative allies (Bray, 2000).

Community participation in, even control of, education pre-dates public compulsory schooling given that education was historically family and community based. Governmental responsibility for education started in the 19<sup>th</sup> century and became the norm in the mid-20<sup>th</sup> century. This was often done by taking control of or building on a system that was run by non-state actors (Bray, 2000). While Bray correctly identifies this practice as an illustration of the

long history of partnership in education, it also illustrates decentralized origin of education systems in many countries (UNESCO, 2009).

In many developing countries, historically, community involvement has played an important role in educational provision. In sub-Saharan Africa (SSA), for instance, community-based providers and faith-based organizations supported educational provisions even before independence, until the 1960s and 1970s when the governments in the region exerted their own influence on educational development. (Somerset, 2009).

World over, policymakers, educators and others involved in education are seeking for efficient and effective ways to utilize the limited resources in order to identify and solve problems in the education sector as well as providing quality education for children. In this effort, they have realized the significance and benefits of community involvement in education as one of the strategy to improve educational access and quality for children (Goos, Lowrie, & Jolly, 2007).

In Uganda just like elsewhere in the world, community participation in schools is ongoing. In the school system, management of schools is devolved by School Management Committees (SMCS) like Board of Governors (BOG) and Parents Teachers Association (PTA) as representatives of the community who hold service providers for example school leadership and staff accountable (Sabarwala, et al., 2018).

### **1.1. 2 Conceptual Perspective**

For any development program to be successful in any community requires full community involvement. A community is a group of people who share a place, religion, culture or identity. A community is also a group of people with different attributes that are connected by social bonds, share the same viewpoint and participate in joint effort in the locality (Ahmad, 2011).

A community can be a local group of persons with shared leadership, duty, awareness and ambitions who desire their values to be conveyed to their successors. Community members can

include parents, relatives, community workers, cultural leaders, religious leaders among others who are bound together by similar interests such as taboos, religion, music, education etc. The school as a channel for executing education initiatives operates around the community and therefore they should assist each other in planning, decision making and work as a team. They are to monitor their children's homework, school activities and challenges as well as discuss the career aspirations for their children (Ahmad 2011).

Nonetheless, community members should not be coerced to 'participate' in activities which upset them but instead should be given the opportunity to be involved in these arrangements. This is mostly crucial in matters where their help is imperative. This is similar to education where community involvement promotes learning (Ahmad, 2011).

Whichever growth arrangements to be implemented in any setting, it necessitates entire support from the community members. The involvement of community members in these arrangements fosters partnership and acceptability which helps to accomplish community development (Guthrie, 2018).

Fitrah (2012) stresses that community involvement is a pattern of commitment and encouragement which parents, teachers, leaders and locals in a school neighborhood give to facilitate school activities.

Referring to the raised points above, community involvement should maintain the engagement of people who have common ambitions in matters concerning them, in this case the effective management of schools. Similarly, Weyers (2011) noted that for any community initiative to prosper there should be complete participation of community members.

Learning happens both within schools, families, communities, and societies because children intercommunicate and assimilate with the world outside their families. Community members

should offer assistance in the nurturing, associating, and training of children to bring about progress in the society in which they stay by preparing them with credentials important in the society. Therefore, schools cannot be disassociated from the community (Johnson and Mbara, 2016).

Furthermore, Fitriah (2012) stressed that education needs the complete involvement of all its stakeholders because it is a complicated perspective. Countries globally have devoted themselves to engaging communities in education programmes and have come up with policies that enhance community involvement. Education is thus a democratic right that enhances community involvement to bring about sustainable growth and poverty reduction.

Other community members do not participate in school activities because of excuses like tight work schedules, transport costs, putting children in different schools and diversity reasons such as gender, tribe and economic status. Community involvement in school management in secondary schools in Uganda is insufficient and something should be done to scheme plans of improving it (Aliyu and Haruna, 2013).

Management is a discipline that consists of a set of general functions that include planning, organizing, staffing, coordinating, directing, reporting and budgeting. Therefore, players in management practice must execute the above tasks. Management is all the activities and tasks undertaken for archiving goals by continuous activities like; planning, organizing, leading and controlling (Tondear, 2013).

Additionally, management is a process of planning, decision making, organizing, leading, motivation and controlling the human resources, financial, physical, and information resources of an organization to reach its goals efficiently and effectively (Krether, 2015).

School management involves a number of activities carried out in the school setting aiming at uplifting the education system. Management of schools consists of planning, organizing, directing and controlling the activities of a school by fully exploiting human and material resources so as to properly enhance teaching, learning, expansion work and carry out research (Orodho, 2009).

More still, Skidmore, Kristen and Lownsborough (2012) stress that school management concentrates on the process of decision making, problem solving, effective communication strategies, team building skills, planning of curricular and co-curricular activities, proper school record keeping, assessment of students' performance, planning of the budgets of schools and proper allocation and utilization of resources.

Similarly, Bray (2010) points out that management of secondary schools consists of planning, organizing, directing, and controlling and evaluating to accomplish the predetermined objectives of a school through the coordinated use of human and material resource. School management has risen through years of age to become a central activity that transcends all human work in schools. The effective management of schools is normally decided by the collective power of the community and school administrators.

Schools need to be managed effectively because of the benefits they bring to individuals and the society. Schools are managed by school administrators, Board of governors, PTA Executive members among others, who ensure that students' learning outcomes are enhanced (Abdalla, 2017). This is essential because learning plays an important responsibility in human capital development and economic development (Abreh, 2017).

### **1.1. 3 Contextual Perspective**

The world forum on Education for All (EFA) of 1990 in Jomtien, Thailand and the signing of the Dakar Framework for action in Dakar, Senegal in 2000, opined that community

involvement in education functions is an educational development framework in developing countries. This framework claims that community members are in the right place to make appropriate decisions about how schools should be managed to handle the aspirations of native children (Fiore, 2011).

In the USA, it is noted that there is a positive and convincing relationship between community involvement and its importance to improving students' academic achievement regardless of student age or family background (Bray, 2010).

In Sub-Saharan Africa and south-east Asia, the relationships created as part of community involvement go a long way in determining the culture, pedagogy and general perceptions of students (Mozumder and Halim, 2006). Additionally, in Gambia, it is reported that increased community involvement in education, increased equity in access to education for marginalized students and reduced disciplinary problems (Colley, 2015).

Similarly, in Ethiopia, Edo, Ali & Perez (2012) reported improved relevance of learning and improved capacity of access for persons with disabilities to education as a result of community involvement. The greatest interest of community participation in education is diversifying the funding base and shifting some costs to the communities.

Community involvement in education administration initiates brighter ideas mostly during policy establishment and enforcement. That is why the government of Ugandan is supporting community involvement and partnership. Nevertheless, there is inadequate involvement of parents in school activities which has hindered the entire arrangement and the strain is left to government singlehanded especially in government aided secondary schools. The involvement of community members in school management has opened doors for dialogue and how issues can be resolved. The whole perception of community involvement is a personal right. It helps incoming students with educational arrangements that are sovereign and improves control to

the community level which allows school administrators to be accountable to the community members (Wunti, 2016).

Even though community- school collaboration in Uganda has been enhanced, some hindrances still affect additional advancement. Community members have a feeling that they are not much needed in the school management and everything should be done by school administrators because it is their responsibility (Onsomu and Mujidi, 2011).

#### **1.1.4 Theoretical Perspective**

This study was guided by System theory. This theory consists of four things. First, a system includes elements or variables within the system. Secondly, a system consists of the qualities of the system and its elements. Thirdly a system has internal relationships among its elements. Fourthly, a system exists in an environment. A system thus is a set of elements that influence each other within an environment and form a bigger pattern that differs from any of the parts (Ludwig Von, 1968).

The system theory was used in this study because education is composed of an open system working within a context where teaching and learning exercise is viewed as a process used to change inputs (learners) into output (graduates). This theory comprises more than just the total of its portion and is composed of three parts which are elements, interconnection and purpose (Meadow & Wright 2008). A school system is made of components such as students, teachers, head teachers, parents and community. Every educational institution whether public or private may be considered as a social subsystem which operates and connects to a larger social system called the community.

In secondary schools, the Parent Teachers Association (PTA) bridges the gap between community and school administrators and not only emphasizes teaching and learning, but also school management. Therefore, school being an open system, people in the community support

the achievement and wellbeing of the students. Specifically, community members should participate in the education of their children and should work hand in hand with the school administrators since they have an exceptional influence on the accomplishment of their children's education. However, in most secondary schools in Kumi district, community members end at taking their children to school and paying school fees but they are less concerned when it comes to management of schools. It was therefore against this background that the researcher conducted this research to establish the influence of community involvement on the management of selected public secondary schools in Kumi district.

## **1.2 Statement of the Problem**

The involvement of the community in enhancing educational management is powerful in all societies. The management of education in Uganda and Kumi district in particular is still challenging (UNEB, 2017). Education Act (2008) has a policy on formal community involvement in public secondary school management and school affairs through Board of Governors (BOG), school management committee (SMC) and Parents Teachers Associations (PTA) as representatives of the community but despite this policy, in most schools these bodies are not actively involved in whatever takes place in schools which has affected school management and academic performance. In secondary schools in Eastern Uganda and in Kumi district particularly, students' academic performance overtime is very poor (UCE UNEB, 2018 and 2019). The issues surrounding the poor performance of secondary schools are limited to poor school management and lack of stakeholders' involvement especially the community (Tondeur, 2013). It was against this that the researcher carried out this study to examine the influence of community involvement on school management in selected public secondary schools in Kumi district.

### **1.3 Purpose of the Study**

The purpose of this study was to establish the involvement of the community in school management and how this influences the management of selected public secondary schools in Kumi district.

### **1.4 Objectives of the Study**

The study sought to:

1. Assess the extent of community's involvement in the management of selected public secondary schools in Kumi district.
2. Examine the influence of community involvement on the management of selected public secondary schools in Kumi district.
3. Establish the challenges faced in community involvement in the management of selected public secondary schools in Kumi district.

### **1.5 Research Questions**

The study was guided by the following research questions: -

1. How is the community involved in the management of selected public secondary schools in Kumi district?
2. What is the influence of community involvement on the management of selected public secondary schools in Kumi district?
3. What are the challenges of community involvement in the management of selected public secondary schools in Kumi district?

### **1.6 Scope of the Study**

The study was conducted in six selected public secondary schools in Kumi district in Eastern Uganda. The area was chosen because the rate of students' academic performance, most especially at national level, is very poor compared to students in other districts. Also, the community seems reluctant to engage in school activities even when they are called upon by

school administration. The content scope was limited to community's involvement in school management, influence of community involvement on school management and the challenges of community involvement in school management in selected public secondary schools in Kumi district. The study took a period of eight months right from identifying a research topic up to writing a final dissertation and handing it in.

### **1.7 Justifications of the Study**

Schools need support most especially from community members. This support can be in all forms including providing them with financial and non-financial resources, guidance and counseling, encouragement, among others. Therefore, this study was carried out to know how the community is involved in school management.

Community involvement in school management is still low. This is evidenced when fewer community members attend school meetings when they are called upon and community failure to engage in school programmes. Schools need a lot of support from community members in order to be effectively managed. However, this is not realized as most community members are not involved in educational programmes.

### **1.8 Significances of the Study**

The findings of this study will be useful in a number of ways;

Findings will help the government through the Ministry of Education and Sports to fully implement educational policies in place that favor co-existence of the community in school management.

Findings of the study will be useful to Head Teachers and other education officials to appreciate the importance of involving the community in school management.

Study findings will help school stakeholders, especially head teachers, to know the challenges encountered in community involvement in school management and how they can be handled.

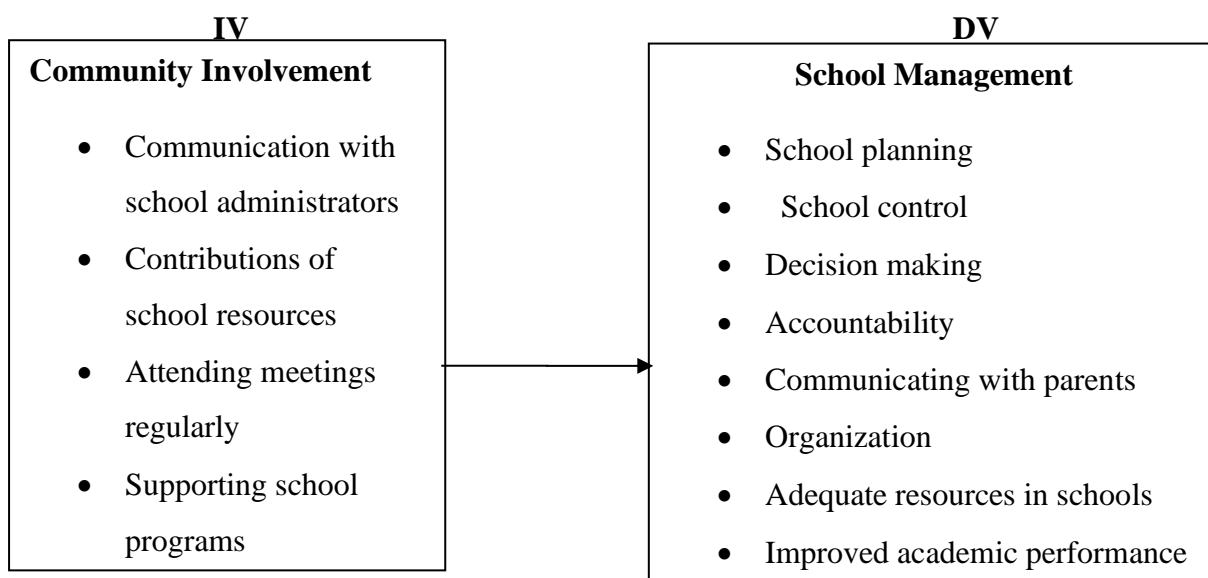
Findings of this study will be useful to future researchers who would wish to conduct a similar study by providing them a body of knowledge in their literature review.

### 1.9 Conceptual Framework

A conceptual framework presents the concepts or variables of the study and shows how they are connected (Funkeye and Nafiu, 2016).

Therefore, a conceptual framework is the broad structure of interrelated views, opinions, and borders that give the fundamental platform and limit of the research questions. This study was grounded on a conceptual framework illustrated in figure 1 below.

**Figure 1: The Relationship between Community Involvement and School Management**



**Source: Researcher, (2023)**

From the above figure, there is a relationship between community involvement and school's management. For example, when there is communication with school administrators, there will be proper planning for the school, when the community supports the school programs through volunteering, there will be adequate resources in schools, when the community members attend school meetings regularly, there will be proper planning, transparency, accountability and proper decision making. All this would lead to proper management of the school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of related literature to the topic under study. It gives the views of what other researchers and scholars have written about the topic under investigation.

The researcher reviewed the literature guided by the following sub-headings:

1. Community involvement in management of public secondary schools
2. Influence of community involvement on the management of public secondary schools
3. Challenges of community involvement in management of public secondary schools

#### **2.1 Community Involvement in Management of Public Secondary Schools**

Community involvement influences education transmission in different ways which consist of encouraging enrolment and education benefits, enhancing the motivation of school cultural information, volunteering and labor support and eagerly taking part in school activities to support classroom behavior (Abreh, 2017).

Community members together with school administrators motivate teachers to improve on performance. The teachers who are not motivated by school managers usually fail to actively teach students which leads to poor performance of students (Oakes and Lam, 2017).

To add on, in Germany, Gardner (2007) points out that members of the community can participate in school management by helping in disciplining students to understand the value of education. Further, community members may be involved in enhancing the well-being of the students by giving them time and being involved in their lives.

Additionally, the critical role of the community members in school management is to put up a detailed plan of its accountability for the advancement of service delivery. Through

accountability, community members will demand educational services that are linked to their needs by deepening their voices and demanding explanations of schools on their services. When a school management committee is formed consisting of representatives of parents and community members plus a head teacher, accountability is enhanced and they will dialogue on the school plan and hindrances facing the school and collaboratively improve quality of education (World Bank, 2003).

More so, Edobor (2006) notes that community involvement in school management should mean honest collaboration in planning, conveying as well as accepting different ideas. Community members should not be secluded from molding plans affecting their own schools. Similarly, Kambuga (2013) stresses that community members should generally be active in planning for the activities in their schools and to continuously check how schools are managed

The community members should be involved and encouraged to make decisions that directly influence the learning of their children. This creates the sense of ownership of the development process and they turn into an essential part of the community and assist the members to consider these development processes as their own. Community involvement in decision making also helps to promote sustainable school development. The success of a school is connected to how effective community members are involved in decisions made in that school (Njunwa, 2010).

Furthermore, community involvement means that community members are allowed to directly and ultimately take control in decisions affecting their schools. Community involvement in schools decision making is an important aspect of community involvement in school management (Kambuga, 2013). Community involvement in school management requires the willingness of people in supporting the development of school, sharing in the pains and achievements in regard to policies planned, formulated and implemented schools development programmes (Aref and Redzuan, 2009).

In its document about school management committees and parents–teachers’ councils, USAID stresses that the community may get involved in school programs by establishing committees such as Parent Teachers Association (PTA), School Education and Training Board (SETB), School Management Committee (SMC), School Improvement Committee (SIC) among others. These committees may participate in school activities and act to bridge the gap between school and the community. Members of the community may be involved openly in taking part in decision making of schools and monitoring school programmes. These members can also be involved in the budgeting of the school and as financial supporters (USAID, 2012)

Further still, the reason for community involvement in school planning and decision making is because citizens have a right and a duty to take part in identifying community needs, making priorities, and choosing suitable ways for proper allocation of community resources. As the community is involved in school management, it will participate in decision-making and objectives formulation which becomes their own aspirations and hence the urge to implement them successfully is great (Decker and Decker, 2004).

Likewise, Okendu (2012) carried out an investigation into how the community is effective in management of public secondary schools in Nigeria. He used questionnaires with survey research design to collect data. It was found out that community members perform a number of activities which are very important in school management like disciplining students, catering for the welfare of teachers, offering resources among others. It was also revealed that community members have a hand on recruiting employees in the school. In public secondary schools in Kumi district, most community members end up taking their children to school and paying school fees but are not so much involved in other school programmes.

More so, community involvement in schools is essential in proper management of schools and if communities are noninvolved in the education management, the state of education in terms of implementing management functions can be challenging (Wunti, 2006).

Similarly, every community has people who are knowledgeable and experienced to make an influence in schools. However, such people are not used fully. Schools that depend entirely on miss out on innovative ideas that some community members may have (Perrone, 2008). However, the author did not talk about how these knowledgeable people can be utilized in schools. The researcher therefore, established how experienced and knowledgeable people in the community are always involved in school management.

Furthermore, in order for school-community relationship to be well understood, teachers should understand how they can be part of the community and how they can work together with the community for school improvement (Fullon and Watson, 2013). Therefore, this study established how all the community members are involved in the school activities in selected public secondary schools in Kumi district.

## **2.2 Influence of Community Involvement on the Management of Public Secondary Schools**

There is a high chance of eliminating doubt and fears between indigenous people and schools by promoting clarity of information and collective appreciation of togetherness and upholding of school dream, activities, and outcomes when community members take part in school management (Alhassan, 2020).

It is necessary to include community members like local leaders, religious leaders, cultural leaders and parents/guardians of pupils in running the school. According to Cornwall (2008), community involvement leads to better service delivery to enhance learning and nurturing of students for the dynamic world. Many advantages come along with involving the community

in school management. Studies conducted reveal that this can enhance accountability in school (Ahiabor, 2017). In support of this, Burns and Wilkoszewski (2012) noted that involving community members in education, particularly in school administration, is a technique of demanding accountability for the resources obtained from the society. This has been observed in countries like England and Wales, Canada and the United States. This study therefore established whether secondary schools in Kumi district also give accountability to the community, especially on funds both from government and from parents through PTA.

Additionally, a report on “Save the Children” (2013) emphasizes the role of community involvement in school management. The report stipulates that a community founded viewpoint to educational administration intensifies possession, accountability, and productivity. Community involvement in education promotes the discovery of community based education affairs and finds strategies which can eliminate hindrances to standard education in that specific social unit.

Community members contribute necessary financial and non-financial resources to enhance educational provision and support the maintenance of the school (Kwashabawa and Oduwaiye, 2016). As well, in Madagascar for example, Government investments at the primary level are very low and community members are the ones that solicit money, labor and equipment so support in running of the schools (World Bank, 2003).

Similarly, Kusumaningrum, Maisyaroh, Ulfatin, Triwiyanto, and Gunawan (2017) stipulate that involving community representatives in school management is necessary in school management because community members can also offer resources like cheap labor and other help to their schools.

Community involvement maximizes their contributions in influencing children’s education (Mishra, 2015). He points out that the involvement of the community members in different

school programmes is essential for the growth of the school since it creates good relationships among the school stakeholders. Through community involvement, there will be a cordial relationship between schools and members of the community which will result in proper management and enhanced development.

Importantly, involving parents, religious leaders, cultural leaders and local leaders in school management can help to identify the factors that hinder students' enrolment, attendance and decline in academic achievement (Sharma, 2008). Furthermore, there is always the willingness of parents to offer any assistance needed to enhance the proper education of their children. Community involvement, especially parents in school management, helps to develop instructional aides that emulate day to day activities of their children in the environment they live in. It is very clear that children are able to understand what they study when they are able to link it with everyday situation. In Papua New Guinea for example, community schools came up with a target to relate the culture of the pupils with the school culture. However, there is no way this would have been done without community members taking part (Guthrie, 2018).

Additionally, school administrators regard the community as the center of knowledge acquisition as well as a focal point of schooling. Due to this, community schools have become essential to the national curriculum development that permits community activities, such as festivals, customs and musical instruments to be incorporated in the curriculum (Offorma, 2016). In addition, teachers, school administrators or principals who appreciate the major duties performed by the community in determining the learning of students, would basically form a curriculum which gives priority to community, family and student issues. However, much emphasis should be put on social settings (Laurence, 2010).

As well, when people are involved in projects, they are given the opportunity to decide the strategies the objectives can be achieved. This is because when people take part in the planning

and implementation, they will endeavor to see that there is purposeful spending of resources available. Community involvement in school management therefore is appropriate because there is a deliberate use of community resources to the wellbeing of all (Yang and Hui, 2020).

In a study conducted by Asare in 2011 in the Kwabre District of the Ashanti Region of Ghana on community involvement in basic school's management, the researcher established that a massive, 80.8% out of the sampled 146 community members approved and engaged in the construction of their community school by offering support. This covers the offering of labor and donating land for school enterprises. Asare found out that 16 out of the 24 sampled schools which were set up by the community had buildings which until now are in good condition (Asare, 2011).

Furthermore, when the community is involved in school management, their issues can be conveyed and this assists in generating favorable school mood and a constructive community-school corporation. This will help to minimize misunderstandings between schools and communities, schools and families, teachers and parents (Ceka and Murati, 2016).

In addition, involving community members in school management promotes a sense of commitment among community members to guarantee participation and enhancement in education becomes a reality. Several educational changes and innovations backslide because no one reveals to the community members why these transformations are imperative (Mosha, 2006). This is an implication that if public secondary schools in Kumi district want to come up with any educational reforms, the community members need to be involved such that it is easily implemented without any resistance.

Further still, Fehrman (2009) stressed that parents who are enthusiastic in the learning of their children, these learners perform better in terms of academics, reduce absenteeism, do their homework and have greater expectations than their other counterparts with less involved

parents. Parents give first education to their children and children always behave well when their parents are supporting them. Children endlessly learn when both in school and in family. This is an implication that if schools are to reduce students' absenteeism, indiscipline cases and improve students' academic performance, they should involve community members especially parents in the education of their children.

Additionally, Alatorre (2009) conducted a study on school and community relations in Kenya and discovered that when there is community involvement in school management, it will lead to:-

**Higher performance levels:** learners are not only left to teachers but also their parents and other family members in the community who offer them assistance in their remedial work and ensure that their assignment is timely done. This cordial relationship enhances students to work hard both at home and at school.

**Reduced levels of students' absenteeism:** regular school attendance is a crucial factor for improved learning for any student. When the community is cautious over their children, it reduces absenteeism levels.

**Increased motivation:** Community involvement raises encouragement of the learners as it brings them close to school and home. This indicates that they are cared for and they feel acknowledged in the pursuit of their studies.

**Reduced incidences of violent behavior:** Community involvement counteracts indiscipline among students in school like drug abuse, alcoholism, and sexual immorality among others that may interrupt learning. However, the study didn't highlight how community involvement assists in preventing violent behaviors among students. In this study therefore, the researcher will establish the role of community involvement in school management.

Likewise, community involvement strengthens and increases accountability particularly in school governance (Ahiabor, 2017). This has been witnessed in some places such as England, Wales, Canada and the United States (Burns and Wilkoszewski, 2012). Accountability can be achieved through organizing regular parents' meetings and having a reporting system on students' progress. When parents offer their time, labor, materials, land, and funds, they deserve to take part in school activities including monitoring teachers' and students' performance. School administration in turn will feel more obliged to offer better education to students as a way of responding to parents and community needs (Ahiabor, 2017).

Moreover, in the modern educational context, it may be a great oversight for the community to entirely leave the authority of managing schools to school administrators. Community members must be at the limelight of promoting efficiency and effectiveness in the running of the schools where their children study from. Since schools are found in communities, community members deserve an opportunity to determine their fate (Abdulkareem and Oduwaiye, 2011).

The community members have a very important role to play in supporting teachers to maintain discipline in public schools. They can assess the school rules and values to make sure they are clearly stated and can be understood by the students. They also ensure all students are treated fairly and without personal preferences or prejudice. Students should be encouraged by community members to ask questions and be counselled when they have problems or when they make mistakes (Geoffrey, 2014).

### **2.3 Challenges of Community Involvement in Management of Public Secondary Schools**

Community involvement is a symbol of different educational programs but there are various challenges that steer ineffective involvement. Community members seem not to mind about anything that concerns the school. They are hesitant to attend PTA meetings whenever called

upon. Parents of pupils in public schools are generally not motivated to actively take part in school level management (Ankomah and Hope, 2011).

When school administrators organize meetings for SMCs, PTAs, and other community members to dialogue on issues facing schools, members of such meetings do not fully attend and in some cases fail to form a quorum. This hinders addressing the issues of the schools for proper management (Abreh, 2017). This study will establish whether community members attend school meetings whenever they are invited by school management and if not, what could be the reasons behind that.

Furthermore, most school administrators in schools of African countries rarely entertain community involvement in school activities. Various schools give different meeting times schedules and poor communication methods. In most cases the community is not offered a chance to take part in determining school matters (Onsomu and Mujidi, 2011).

Involving communities in the education delivery requires handling a number of challenges. Asare (2011) articulates that collaborative approaches tend to dominate complexities and questions of power and disagreements within communities. They are designed following speculations about community, group, or household as fixed or as with mutually compatible interests. Diversities are due to age, gender, economic status, ethnicity, language, culture, race and so on. Even the minority groups (such as female, landless, or lower-caste people, disabled) should be granted equal chances like others when it concerns community involvement in school management. However, this study did not show how these groups of people should be involved in school management. Therefore, this study established whether minority groups among community members in Kumi district are given opportunities to take part in public secondary school management.

Additionally, Abreh (2017) states that there is a delay in the remittance or unavailability altogether of the capitation grants by the government to its schools and therefore these schools are unable to implement planned school activities mostly those that involve the community. In the selected public secondary schools in Kumi district, the situation was not different because sometimes the capitation grant is not remitted on time on top of it being little. This has prompted school administrators not to involve community members in school management, especially organizing the annual general meetings.

In addition, lack of interest from community members hinders their involvement in school management. School administrators minimize community involvement in school activities because they fear hostility and criticism from them (Bray, 2010). Education organizations for many reasons are hesitant to share their authority with the community (Mishra, 2015). He further notes that lack of clear roles for community members makes them lose interest in school activities. This is true because some community members are really quarrelsome and when called at school will criticize everything. Due to this, school administrators opt not to involve them in school undertakings.

Inadequate training of community members can be one of the hindrances of community involvement in school management (Cohen, Marrison, and Manion, 2000). They assert that training community members is among the critical issues in the collaboration between the school and the community. This is because it helps in improving the relationship and interaction of the parents. The hindrance to cordial relationship between community members and school administrators is the lack of experiences and skill by some community members to conduct expected duties of the schools.

Some community members do not understand school protocol, feel out of place and feel that schools are not friendly (Corner, 2009). In the same way, schools view community members

as not concerned about school involvement. Additionally, there is psychological distance between some community members and school administrators. School personnel isolate themselves from the community members around them (Gwendolyn, 2014). This was also observed in Kumi district because some community members are ignorant about school activities and do not see the need of involving themselves in what they are not conversant with. Some are from very far and have to move long distances to reach their children's schools and therefore do not get involved whenever they are called upon.

Furthermore, Onsomu and Mujidi (2011) stressed that in East and Central Africa the school leadership does not create a partnership with the parents, thinking that parents are ignorant to the schooling process and do not have knowledge on what is taught. Most community members are illiterates, possess low educational levels, exhibit negative attitudes and are intimidated by anything to do with schools. The long distances between home and schools which increases the transport cost also hinders parents from visiting their children at school as a way of participating in school activities. Some community members further believe that teachers can entirely perform all the school activities (Onsomu and Mujidi, 2011). Due to a busy schedule, especially the working class, they fail to get time to involve themselves in school activities. This is therefore, not different from what is already happening in some public secondary schools in Kumi district.

Finally, Abreh (2017) noted that some community members especially those with children in different schools normally have other personal engagement which hinders them from fully taking part in management of schools. When the calendar of activities in various schools is on the same day, members find the situation challenging and they will choose to go to only one school. This is therefore, the same as what is already happening in some schools in Kumi district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the study design, area of study, information sources, population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, quality/ error control, strategy for data processing, analysis and interpretation and ethical consideration.

#### **3.1 Study Design**

In this study, the researcher used a descriptive survey design. In this design, information is collected by interviewing or administering a questionnaire to a sample of individuals. Therefore, the researcher used both questionnaires and interview to collect data.

The researcher used both qualitative and quantitative research methods. Qualitative technique was used to analyze descriptive data while quantitative technique was used to analyze statistical data from questionnaires inform of frequency counts and percentages. Qualitative method was used on information from interviews while quantitative method was used on data from questionnaires. However, this research was more of quantitative than qualitative.

#### **3.2 Area of the Study**

The researcher carried out this study in six out of the eight selected public secondary schools in Kumi district. Six schools were selected using stratified sampling to avoid bias and because they are a representative sample of the population. They include both mixed and single schools, day and boarding and urban and peri- urban schools. The area was chosen in order to establish community involvement in management of selected public secondary schools. The remaining two schools were not used in the study because the researcher is an employee in one school

and in the other school he is SMC member. The researcher therefore, wanted to avoid being biased.

### 3.3 Information Sources

The researcher used both primary and secondary information sources during the study. Primary sources included information the researcher obtained from experience, personal analysis, observation and constructed research instruments like questionnaires and interviews for respondents. For secondary information, the researcher used documented information which included textbooks, journals, dissertations, internet sources and magazines.

### 3.4 Population and Sampling Techniques

#### 3.4.1 Study Population

Fraenkel and Wallen (2003) stress that population is a group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. In this research, the study population included head teachers, teachers, community members and DEO. These are the key people involved in school management. The community members comprised of parents, guardians, religious leaders, local leaders and cultural leaders. In order to get reasonable representative sample that gave reliable findings, Krejcie and Morgan (1970) table was used in sample size determination from the target population.

The population of the study is as shown in the table below.

**Table 1: Respondents that the researcher used in the Study**

Category of Respondents	n	S	Sampling technique
DEO	01	01	Purposive sampling
Head teachers	08	06	Purposive sampling
Community members	455	120	Stratified random sampling
<b>Teachers per school</b>			

School A	19	14	Simple random sampling
School B	24	18	Simple random sampling
School C	18	14	Simple random sampling
School D	15	14	Simple random sampling
School E	13	10	Simple random sampling
School F	18	14	Simple random sampling
<b>Total</b>	<b>471</b>	<b>211</b>	Simple random sampling

**Source: Self Constructed Basing on Krejcie & Morgan (1970)**

### **3.4.2 Sample, Sampling Techniques and Sample Size**

The researcher used purposive sampling techniques to select head teachers and DEO since they are the ones that deal with school management and were able to provide him with important information (Amin, 2005). Simple random sampling technique was used to select teachers because it provided equal chances to every member in the population to be included in the study (Leedy and Ormrod, 2013).

Stratified random sampling technique was used to select the number of community members to be used in the study. Stratified sampling is a probability sampling technique where the researcher divides the entire population into different subgroups or strata and then randomly selects the final population proportionally from the different strata (Mugenda and Mugenda, 2003). This technique was used by grouping community members in subgroups like religious leaders, cultural leaders, local leaders, parents, guardians, religion and gender in order to achieve desired representation from various sub groups from the population. Stratified random sampling was used to select schools that were used in the study by dividing them into subgroups like boys only schools, girls only schools and mixed schools and therefore each subgroup was represented.

### **3.5 Data Collection Methods and Instruments**

The instruments that the researcher employed to gather information included questionnaires and semi- structured interviews.

#### **3.5.1 Questionnaires**

In this study, questionnaires were administered to community members and head teachers. Questionnaires were used because they ensured confidentiality of the responses, they were time saving and they were easy to use on a large population like community members. For all the head teachers and some of the community members who knew how to read and write, they were picked through stratified random sampling. The researcher gave them questionnaires and gave them time to fill them then after, the researcher picked the filled questionnaires. For community members who did not understand English, the researcher read for them questions, translated in a language they understood and they ticked appropriately. Where it needed writing like in the semi- structured questions, the researcher read and translated for them the questions and the researcher filled in their responses.

#### **3.5.2 Interview**

The researcher used structured questions to obtain data. An interview guide was followed in order to reduce bias and maintain consistency. An interview was conducted in order to get more and detailed information that respondents may have not included on the questionnaire. Questions to be asked were structured and the researcher also used observation method to gauge reactions of the respondents. Only DEO and teachers were interviewed. The researcher moved with a notes taker with a note book and when the interviewees were responding to the questions, he was noting the answers down. A recorder was also used so that no information from the respondents was lost. Such responses were transcribed verbatim. Interviewing each person lasted for 30 minutes. The DEO was interviewed from his offices while teachers were interviewed from their staffrooms. The researcher reached data saturation because enough data

was collected to draw the necessary conclusions since the researcher got a chance to interview all the intended interviewees.

### **3.6.Variables and Indicators**

Pertaining this study, the independent variable was community involvement and the dependent variable was school management. Kothari (2013) notes that an indicator is something that shows that something will happen, is true or exists

Public secondary school management is dependent on various factors. The extent to which teachers, head teachers, parents, religious leaders, students, cultural leaders, Ministry of Education officers and other community members are involved in school processes, influences on public secondary school management. The indicators of community involvement are, communicating, volunteering, planning, participation in decision making, meetings and collaborating with the community. Indicators of school management are enhanced discipline, quality education, transparency, planning, budgeting, organizing, accountability, decision making, and adequate resources among others.

### **3.7 Measurement Levels**

In this study, at best three measures of responses were used; specifically, nominal, ordinal and interval levels. In nominal, data was designated, in ordinal data was arranged and in interval data was given equivalent numbers.

### **3.8 Procedure for Data Collection**

The researcher designed data collection instruments and reviewed them with the supervisor. The researcher got an introductory letter from the Dean School of Education of Uganda Christian University that he presented for authorization to gather data. The researcher conducted a pilot study in one school that was not part of the targeted schools to guarantee validity and reliability of data collection instruments. Once the instruments were proved valid,

the researcher asked for authorization from the head teachers of the selected schools to gather information. A good relationship was established by explaining to the respondents the intention of the study and sought their consent. After that, the researcher gave out questionnaires to the respondents. For community members who were illiterate and did not know how to read and write, the researcher read for them the questions, interpreted for them in their local language and depending on the answers they gave him, he filled them in the questionnaire. After respondents had completed filling the questionnaires the researcher gathered them. He thereafter made arrangements with interviewees on the time they were free and interviews were administered. Interviews helped the researcher to get more information that had not been given using questionnaires. While conducting the interview, the researcher noted down the major points and used an audio recorder to record the information given were later used in data analysis.

### **3.9.0 Quality/ Error Control**

The phrase control in research is employed to mean the prohibition of experimental situations (Kothari, 2013). The researcher minimized bias by using two methods of data collection i.e. questionnaire and interviews to promote quality information for the research. To guarantee data quality, the researcher double checked the data carefully to remove all the disparities.

### **3.9.1 Validity**

Validity relates to the quality that a method applied in the research is precise, error free, exact, relevant and right (Amin, 2005). Validity is the magnitude to which the instrument quantifies what it is designed to measure (Leedy and Ormrod, 2013). To safeguard validity, data collection instruments were pre-tested for precision before applying them in the study. The researcher ensured that the instruments were relevant and measured what they were intended to measure.

More so, the instruments were validated by focusing on the questions that the researcher asked experts in the school of education. After which a content validity index was calculated using the following formula;

$$\text{CVI} = \frac{\text{Number of items rated relevant}}{\text{Total number of items}}$$

Ten questionnaires were pilot-tested in a secondary school that was not to participate in the study. The instrument were found to be valid since most of them were above 0.7 which is the recommended value for validity. Those that were below 0.7 were discarded.

### **3.9.2 Reliability**

Reliability is how consistent a research instrument is. It is the degree of consistency displayed in a study. Reliability implies dependability of an instrument in order to get data. Specifically, reliability is the consistent results that an instrument yields when the unit being quantified has remained the same (Leedy and Ormrod, 2013). In order to ensure reliability of the study, the researcher selected schools without personal preference through using stratified sampling technique and not involving his school in the study. Additionally, the researcher designed questionnaires in an easy and understandable language appropriate for the respondents.

### **3.10 Strategy for Data Processing, Analysis and Interpretation**

According to Orodho (2009), data analysis is scrutinizing what the researcher has collected in the survey or experiment and making decisions. It involves unveiling hidden information; eliciting important variables, discovering any irregularities and testing any fundamental assumptions. Data processing, analysis and interpretation was guided by the objectives of the study and the research questions. Data collected was arranged following classifications of the respondents, edited and coded for accuracy and completeness of the information given. Numerical data from the questionnaires was analyzed through descriptive statistics. The frequencies and percentages were presented in tables and graphs for data interpretation.

Descriptive data from interviews was transcribed and analyzed besides that from the questionnaires.

### **3.11 Ethical Consideration**

The researcher got information from respondents after seeking their consent to be used in the study. Each respondent was asked to sign on the questionnaire to confirm their consent. The researcher clarified to the participants the purpose of the study and ensured confidentiality of the information given. The information obtained was only employed in educational objectives. The names of the respondents were not included in the dissertation to enhance confidentiality. This helped the researcher to get valid and reliable information since respondents were assured of confidentiality. It was also made clear to the respondents that they could withdraw from the study if they were not feeling comfortable without being coerced.

### **3.12 Limitations**

The researcher faced the following limitations:

1. Some respondents asked for incentives before participating in the study. This was counteracted by emphasizing to them that the research was purely voluntary and no incentives would be given to participants.
2. Some of the respondents postponed appointments due to their busy schedules. To overcome this, the researcher made a programme with the respondents according to when they had free time.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

In this chapter, the researcher presents and analyzes results of the study. The presentation and analysis of data was done following the objectives of the study under the following sub headings:

1. Community involvement in management of public secondary schools
2. Influence of community involvement on the management of public secondary schools
3. Challenges of community involvement in management of public secondary schools

#### 4.1 Background Information

There were two categories of schools i.e. basing on the type and nature of schools.

**Table 2: Background Information**

<b>Type of school</b>	<b>f</b>	<b>%</b>
Mixed school	4	66.7
Single school	2	33.3
<b>Nature of schools</b>		
Day school	1	16.7
Boarding school	2	33.3
Boarding and day	3	50
<b>Categories of Respondents</b>		
Head teachers	6	3
Religious leader	27	13
Local leader	34	16

Parent	125	59
Cultural leader	8	4
Others	11	5
<b>Respondents' Educational level</b>		
Masters degrees	9	4.3
Bachelor's degrees	11	5.2
Diploma	13	6.2
Certificate	19	9
Secondary level	35	16.6
Primary level	121	57.3
Others	3	1.4
<b>Respondents' Marital Status</b>		
Married	158	74.9
Single	28	13.3
Others	25	11.8
<b>Respondents' Age</b>		
20-30	17	8.1
31-40	41	19.4
41-50	51	24.2
51-60	92	43.6
Above 60	10	4.7

Study findings from the above table indicate that in the type of schools, 66.7% of the schools used in the study were mixed schools, the other 33.3% were single schools while in the nature of schools, 50% were both boarding and day schools, 33.3% were only boarding schools, 16.7% were only day schools.

Study findings from the above table also indicate that 59.2% of the respondents were parents, 16.1% were local leaders, 12.8% were religious leaders, 5.2% were others which included students, DEO etc, 3.8% were cultural leaders and 2.8% were head teachers.

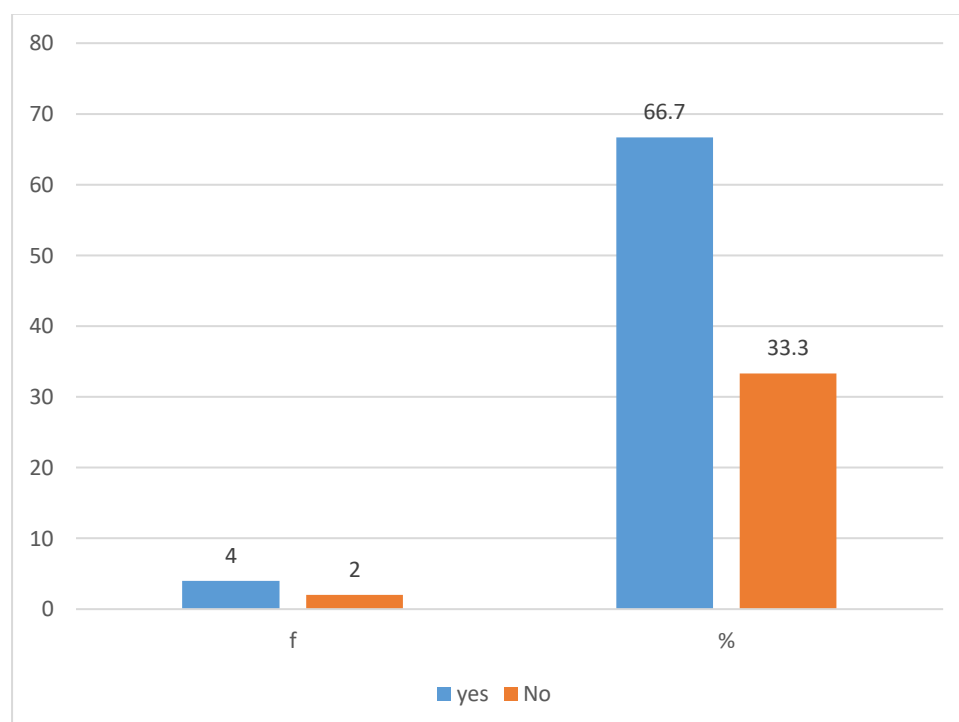
Study findings from the table above show that 57.3% ended at primary level, 16.6% ended at secondary level, 9% had certificates, 6.2% had diplomas, 5.2% had bachelor's degrees, 4.3% had masters degrees and 1.4% belonged to others.

Study findings from the above table further indicate that the majority (74.9%) of the respondents were married, 13.3% were single while 11.8% belonged to the other options

Additionally, findings from the above table indicate that 43.6% of the respondents were between the ages of 51-60, 24.2% were between the ages of 41-50, 19.4% were between the ages of 31-40, 8.1% were between the ages of 20-30 and 4.7% were above 60 years of age.

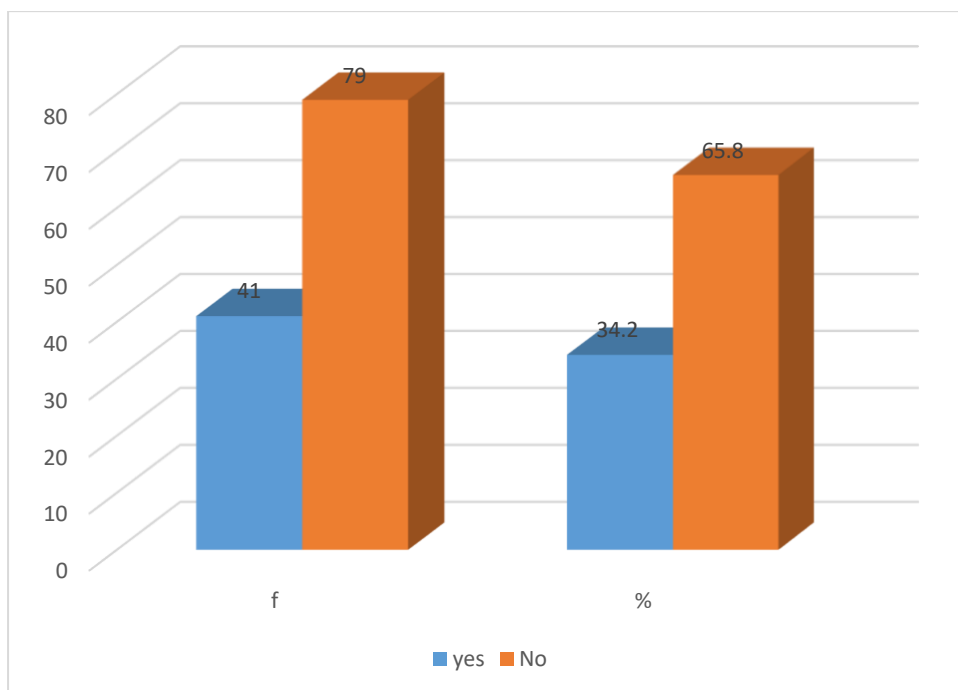
#### 4.2 The Community Involved in Management of Public Secondary Schools in Kumi District?

**Figure 2: Head Teachers' Responses on Whether They Involve Community Members in School Management**



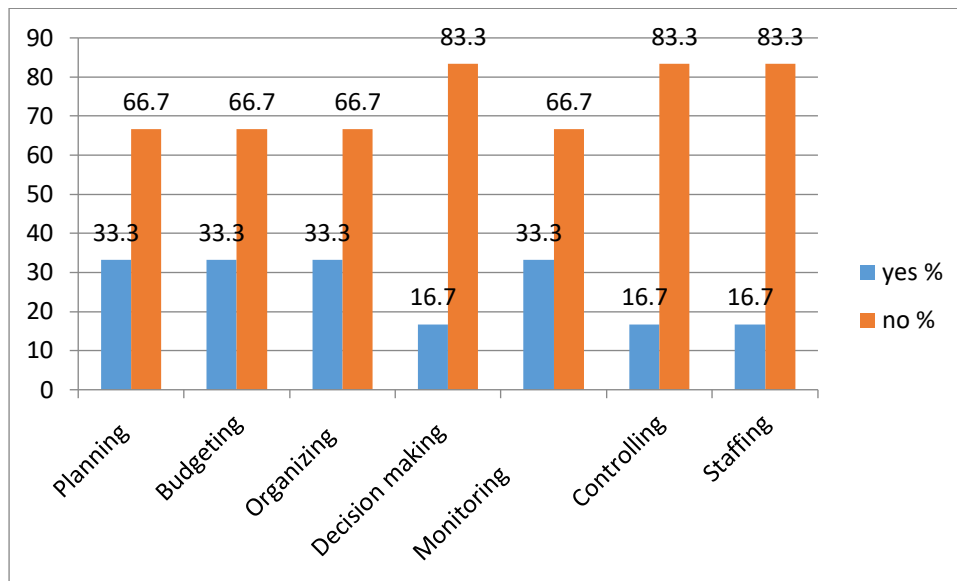
Research findings from the table above show that 66.7 % of the respondents indicated that they involve community members in school management while 33.3% indicated that they do not involve community members in school management.

**Figure 3: Community Members' Responses on whether they are Involved in School Activities**



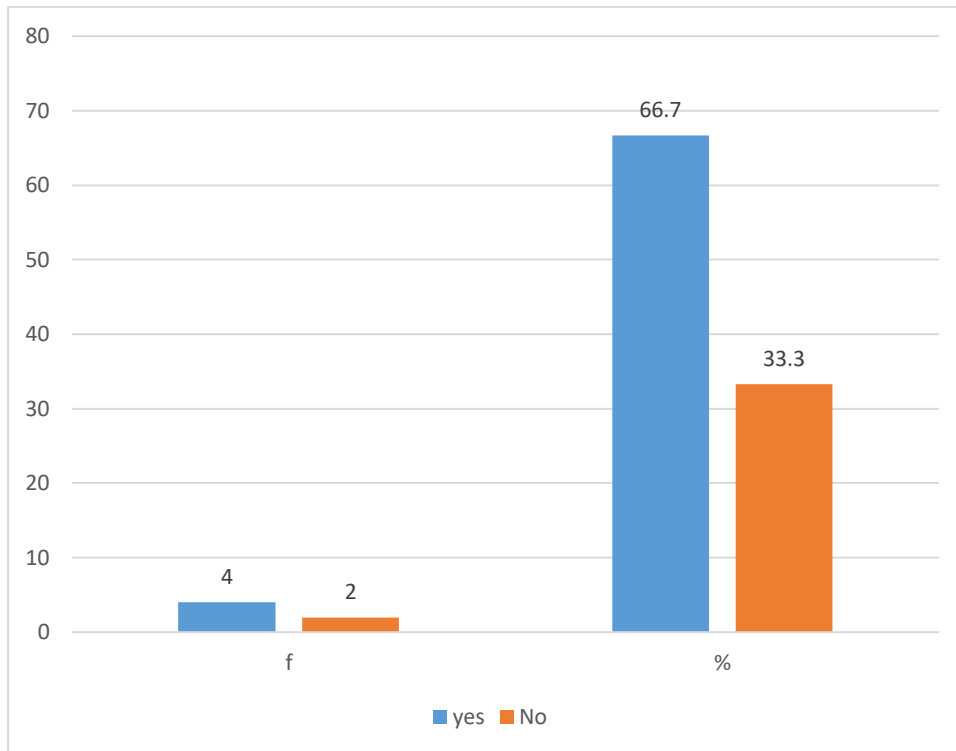
Findings from the above figure indicate that 65.8% of the respondents indicated that they are not involved in school activities while only 34.2% indicate that they are involved in school activities. This contradicts with the findings of head teachers where the majority of them (66.7%) showed that they involve community members in school activities.

**Figure 4: Head Teachers' Responses on Whether They Involve Community Members in the Following Activities**



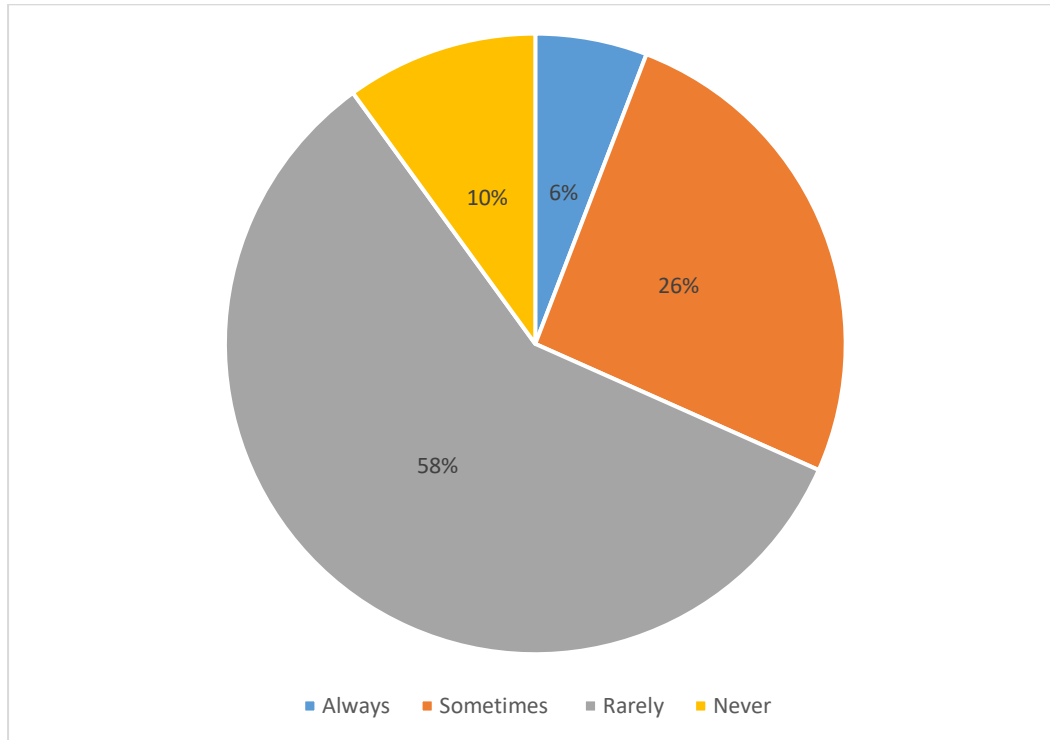
Findings from the figure above show that 83.3% of the respondents indicated that they do not involve community members in decision making, in controlling and in staffing as activities of the school while 16.7% indicated that they involve community members in these activities.

Research findings also indicate that 66.7% of the respondents revealed that they do not involve community members in planning, budgeting, organizing and monitoring school activities while 33.3% involve them in these activities.

**Figure 5: Head Teachers' Responses on Whether They have functional PTAs and BOGs**

Study results from the figure above indicate that 66.7% of the respondents revealed that they have functional PTAs and BOGs while 33.3% respondents indicated that their PTAs and BOGs are not functional.

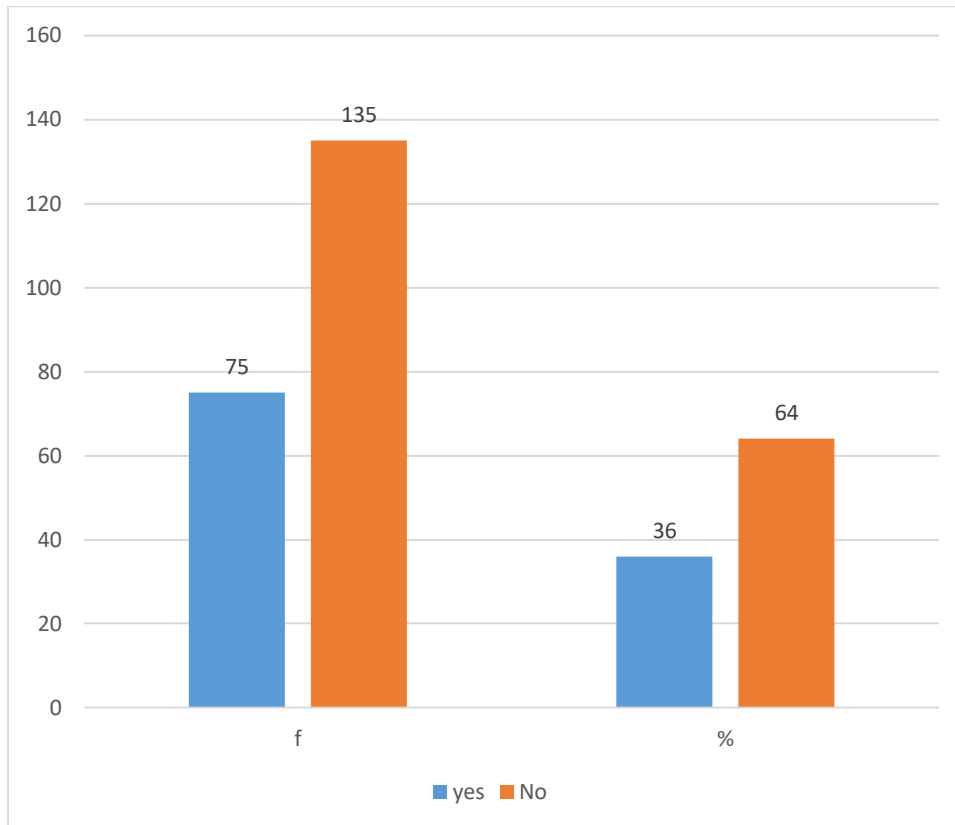
**Figure 6: Community Members' Responses on How Often They are Involved in School Management**



Findings from the above pie chart indicate that 58% of the respondents indicated that they are rarely involved in school management, 26% indicated that they are sometimes involved, 10% indicated that they are never involved while 6% indicated that they are always involved in school management.

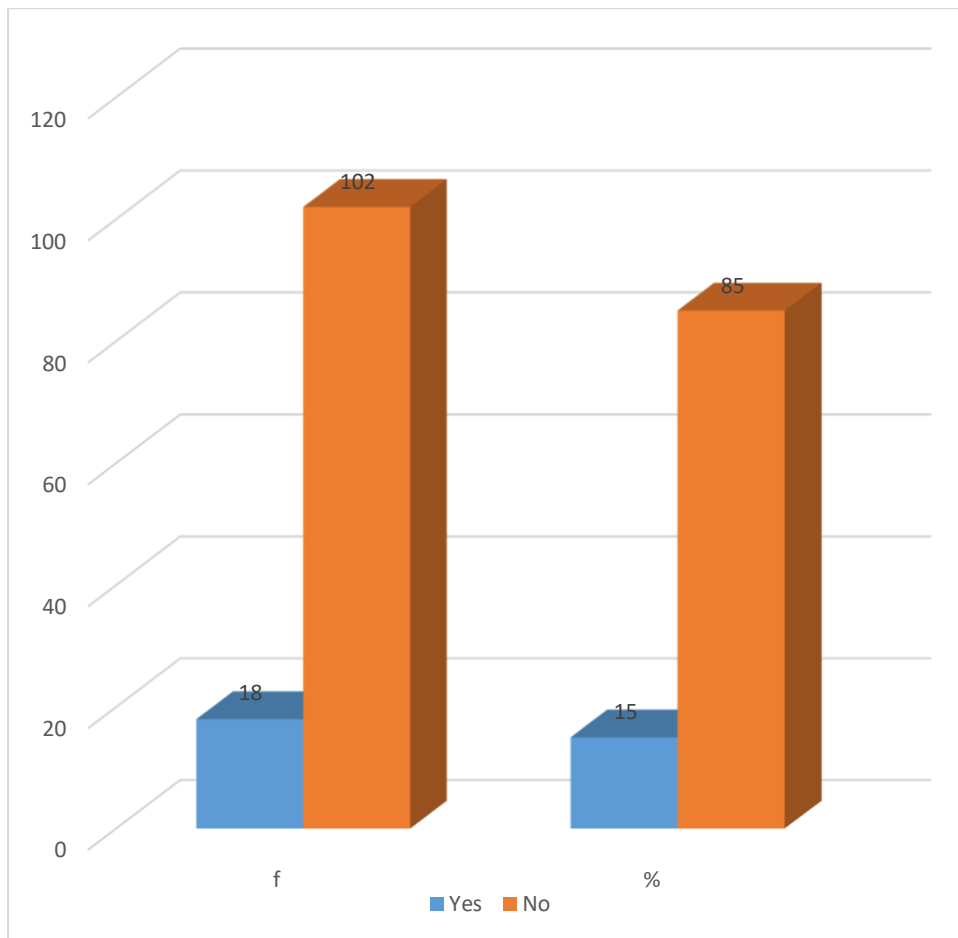
This implies that community members are rarely involved in matters of schools and the few that are sometimes involved are PTA or BOG members as representatives of the community.

**Figure 7: Community Members' Responses' on Whether They Provide Material Support to the School**



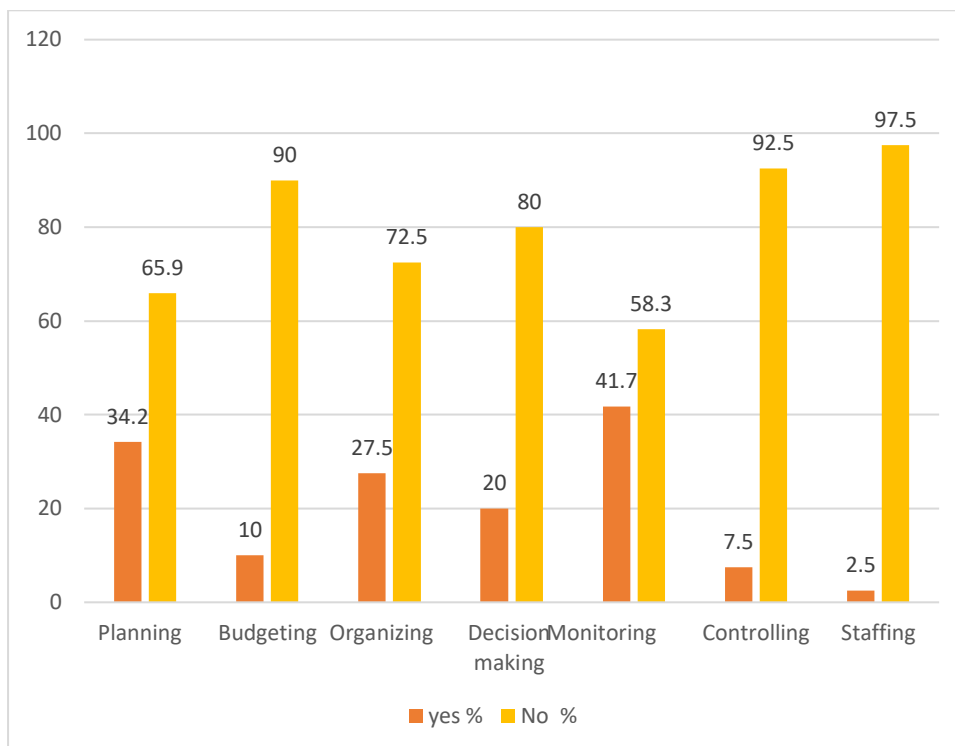
Research findings from the above figure 11 indicate that 64 of the respondents revealed that they do not provide material support like firewood, stationary to the school while 36 indicated that they provide material support to the school.

**Figure 8: Community Members Responses' on whether they Provide Financial Support to the School**



Study findings from the above figure show that 85% of the respondents indicated that they do not provide financial support to the schools while only 15% revealed that they provide financial support to the schools.

**Figure 9: Community Members’ Responses on Whether They are Involved in the Following Activities**



From the above figure, the majority of the respondents (97.5%) indicated that they are not involved in staffing while 2.5% are involved. This is because staffing of the school, especially teachers, is done by the ministry of education and sports, not the school administration. It is only teachers on PTA that are recruited by the head teachers and sometimes in consultation with the PTA and BOG executives.

Findings of the study also show that 92.5% of the respondents indicated that they are not involved in controlling school activities and 7.5% indicated that they are controlled. During interview with the DEO, he pointed out that;

*“It is normally the BOG and PTA executive members that take part in controlling the school activities on behalf of the community but not all community members”.*

Findings of the study further showed that 90% of the respondents indicated that they do not involve community members in budgeting and only 10% of the respondents are involved. This is because the budget is made by the school bursar in consultation with the head teacher and teachers then presented to the BOG and PTA for approval. During interviews with the DEO, it was pointed out that;

*“The BOG oversees capitation grant while the PTA oversees parents’ contributions”.*

Findings of the study further indicate that 80% of the respondents showed that they are not involved in decision making while 20% are involved. The DEO, further pointed out that;

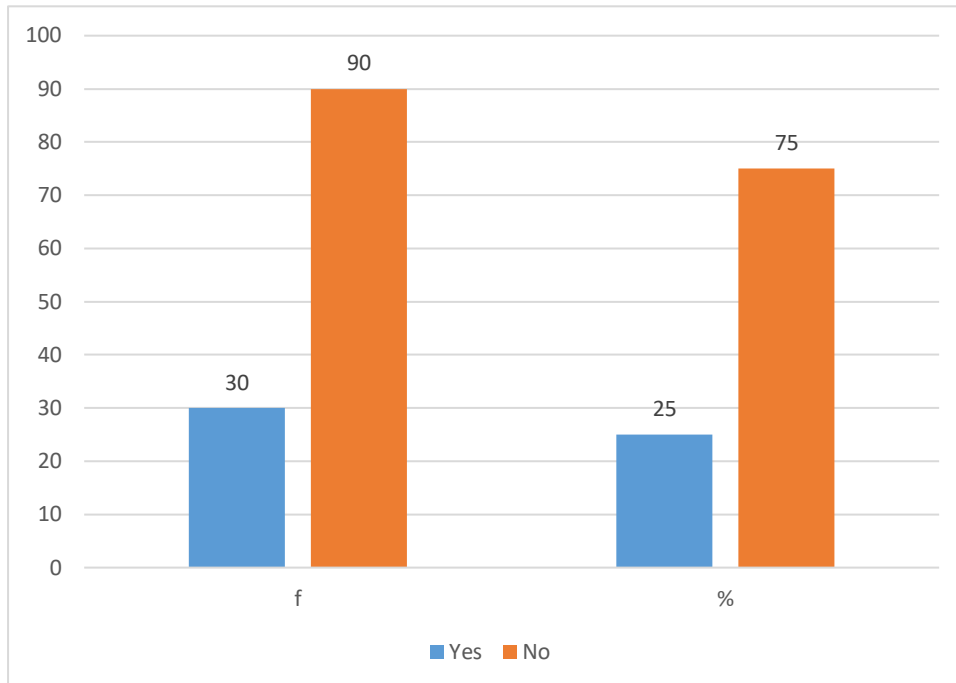
*“It depends on the decision that the school is taking. There is where they involve the community through their representatives (BOG and PTA) and there is where they do not need to involve them”.*

Study results also showed that 72.5% of the respondents indicated that they are not involved in organizing while 27.2% indicated that they are involved.

Research results also revealed that 65.9% of the respondents indicated that they are not involved in planning while 34.2% of the respondents are involved.

Findings of the study also showed that 58.3% of the respondents indicated that they are not involved in monitoring school activities while 41.7% indicated that they are involved.

**Figure 10: Community Members' Responses' on Whether They are Normally Called for Meetings at School**



Findings from the above figure indicate that 75% of the respondents indicated that they are not normally called for meetings at school while 25% are called. This contradicts with interview responses from teachers where most of them pointed out that whenever there is a parents meeting, all of them are informed to attend.

**Table 3: Head Teachers' Responses on How They Involve the Community Members in School Management**

Items rated	Responses									
	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Involving them in school planning	1	16.7	1	16.7	0	0	3	50	1	16.7
Participating in school decision making	0	0	2	33.3	0	0	3	50	1	16.7
Disciplining students	2	33.3	1	16.7	0	0	3	50	0	0
Mobilizing school resources	0	0	3	50	0	0	2	33.3	1	16.7
Attending school meetings	2	33.3	3	50	0	0	1	16.7	0	0

Research findings from the above table indicate that 50% of the respondents disagreed, 16.7% strongly agreed, another 16.7% strongly agreed and the other 16.7% agreed that they involve community members in school management by involving them in school planning.

Findings of the study also indicated that 50% of the respondents disagreed, 16.7% strongly disagreed while 33.3% agreed that community members are involved in school management by participating in school decision making.

Findings of the study further revealed that 50% of the respondents disagreed, 33.3% strongly agreed while 16.7% agreed that community members are involved in school management by disciplining students. During interviews with teachers, most of them pointed out that

disciplining students is normally done by the disciplinary committee and school administrators but there are some times when parents are called upon especially when indiscipline is so high.

Research results also showed that 50% of the respondents agreed while 33.3% and 16.7% disagreed and strongly disagreed respectively that community members are involved in school management by mobilizing school resources.

Finally, 50% of the respondents agreed, 33.3% strongly agreed while 16.7% disagreed that community members are involved in school management by attending school meetings. During interviews with teachers, they pointed out that community members are always called upon whenever there is a parents' meeting at school though there are those parents who decline the invitation.

### 4.3 What is the Influence of Community Involvement on the Management of Public Secondary Schools in Kumi District?

**Table 4: Head Teachers' Responses on the Influence of Community Involvement in the Management of Public Secondary Schools**

Items rated	Responses									
	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Demanding for accountability	4	66.7	2	33.3	0	0	0	0	0	0
Leads to improved relations between community members and school administration	5	83.3	1	16.7	0	0	0	0	0	0
Contributes to increased students' enrolment and attendance	3	50	2	33.3	0	0	1	16.7	0	0
Provides financial and material support	1	16.7	3	50	0	0	2	33.3	0	0
Leads to a sense of ownership by parents	6	100	0	0	0	0	0	0	0	0
Increases students' performance	4	66.7	1	16.7	0	0	1	16.7	0	0
Creates a sense of responsibility among parents	3	50	1	16.7	0	0	2	33.3	0	0
The community caters for teachers' welfare	3	50	2	33.3	0	0	0	0	1	16.7

Research findings from the above table indicate that 100% of the respondents strongly agreed that community involvement in the management of public secondary schools leads to a sense of ownership by community members. One teacher during interviews had this to say;

*“When community members are given a chance to take part in school management they feel that they are valued and they take part in whatever goes on in the school”.*

Findings of the study also showed that 83.3% of the respondents strongly agreed while 16.7% agreed that when the community is involved in school management, it leads to improved relations between community members and school administration. One teacher during interviews pointed out that;

*“Cordial relationship between the community and school management leads to better school management”.*

Results of the study further indicated that 66.7% of the respondents strongly agreed and the other 33.3% agreed that community involvement in school management leads to demanding for accountability. When community members have a right to demand for accountability, the school administration will do everything rightly because they know that they are accountable to the community.

Study results also indicated that 66.7% of the respondents strongly agreed, 16.7% agreed while the other 16.7% disagreed that involving community members in school management increases students' performance. When the community is involved in school management, they will support the school and ensure that whatever is needed to make students perform better is in place.

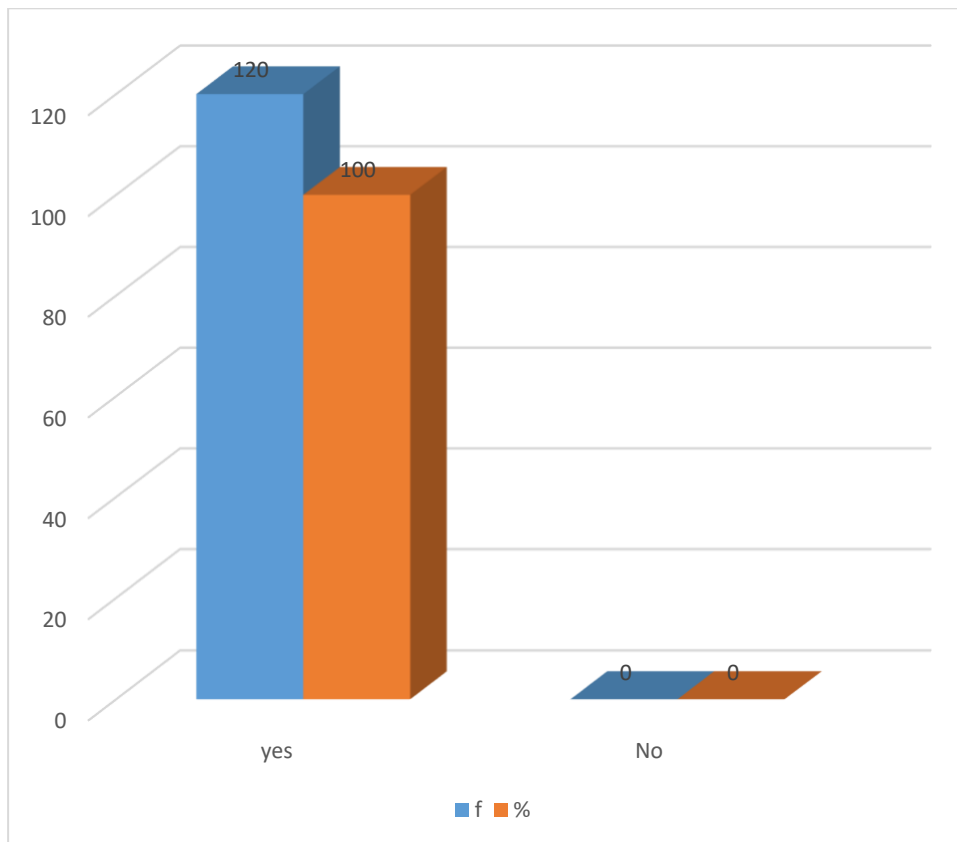
Research findings further revealed that 50% of the respondents strongly agreed, 33.3% agreed while 16.7% disagreed that community involvement in school management contributes to increased students' enrolment and attendance. This is due to the ownership and love that community members will develop when involved.

Findings of the study also showed that 50% of the respondents agreed, 16.7% strongly agreed while 33.3% disagreed that involving community members in school management leads to provision of financial and material support. Members of the community who are involved in school activities normally pull resources whenever there is an activity that needs to be supported in the school.

Findings of the study also showed that 50% of the respondents strongly agreed, 16.7% agreed while 33.3% disagreed that community involvement in school activities creates a sense of responsibility among community members. Due to this, they will always support the school to ensure that it attains its goals.

Finally, 50% of the respondents strongly agreed, 33.3% agreed while 16.7% strongly disagreed that involvement of the community in school management makes the community cater for teachers' welfare. This has majorly been seen on PTA allowances given to teachers in most secondary schools.

**Figure 11: Community Members Responses' on Whether Their Involvement in School Management has any Influence**



Research findings from the above figure indicate that all (100%) of the respondents indicated that their involvement in school management has any influence in school management. This implies that they should always be involved in the school management.

**Table 5: Community Members' Responses on the Influence of Their Involvement in the Management of Public Secondary Schools**

Items rated	Responses									
	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
We demand for accountability	69	57.5	32	26.7	0	0	12	10	7	5.8
Leads to improved relations with school administration	25	20.8	64	53.3	4	3.3	17	14.2	10	8.3
Contributes to increased students' enrolment and attendance	93	77.5	27	22.5	0	0	0	0	0	0
We provide financial and material support to schools	28	23.3	9	7.5	0	0	43	35.8	40	33.3
Leads to a sense of ownership	75	62.5	45	37.5	0	0	0	0	0	0
Increases students' performance	43	35.8	58	48.3	0	0	14	11.7	5	4.2
Community members can air out their grievances	71	59.2	49	40.8	0	0	0	0	0	0
Community members cater for teachers welfare	41	34.2	49	40.8	0	0	20	16.7	10	8.3

Research findings from the above table indicate that 77.5% of the respondents strongly agreed and 22.5% agreed that community involvement in school management contributes to increased students' enrolment and attendance.

Findings of the study also showed that 62.5% of the respondents strongly agreed and 37.5% agreed that community involvement in school management leads to a sense of ownership.

Research results further revealed that 59.2% of the respondents strongly agreed and 40.8% agreed that community involvement in school management helps community members to air out their grievances. Teachers during interviews pointed out that normally when community members are called for meetings in the school, they are given an opportunity to air out any issues they have such that they can be discussed and be worked upon.

Findings of the study also indicate that 57.5% of the respondents strongly agreed, 26.7% agreed while 10% and 5.8% disagreed and strongly disagreed respectively that community involvement in school management makes community members to demand for accountability.

Research results further showed that 53.3% of the respondents agreed, 20.8% strongly agreed while 14.2% and 8.3% disagreed and strongly disagreed respectively that community involvement in school management leads to improved relations with school administration.

Findings of the study revealed that 48.3% of the respondents agreed, 35.8% strongly agreed while 11.7% disagreed and 4.2% strongly disagreed that community involvement in school management increases students' performance.

Research findings also showed that 40.8% of the respondents agreed, 34.2% strongly agreed while 16.7% disagreed and 8.3% strongly disagreed that community involvement in school activities makes community members to cater for teachers' welfare.

Lastly, 35.8% of the respondents disagreed, 33.3% strongly disagreed while 23.3% and 7.5% strongly agreed and disagreed respectively that community members provide financial and material support to schools.

#### 4.4 The Challenges of Community Involvement in Management of Public Secondary Schools in Kumi district

**Table 6: Head Teachers' Responses on the Challenges of Community Involvement in Management of Public Secondary Schools**

Items rated	Responses									
	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Reluctance of community members to participate in school activities	4	66.7	1	16.7	0	0	1	16.7	0	0
Inactive BOGs and PTAs in school management	0	0	4	66.7	0	0	2	33.3	0	0
Individual differences among community members	1	16.7	3	50	0	0	2	33.3	0	0
Delayed remittance of capitation grant by government	5	83.3	0	0	0	0	1	16.7	0	0
Hostility of some community members	0	0	3	50	0	0	1	16.7	2	33.3
Inadequate training of school administrators	0	0	1	16.7	0	0	4	66.7	1	16.7
Illiteracy of some community members	4	66.7	1	16.7	0	0	1	0	0	0
Long distance to schools	3	50	2	33.3	0	0	1	16.7	0	0
Parents having children in different schools	0	0	2	33.3	0	0	4	66.7	0	0

Study findings from the above table indicate that 83.3% of the respondents strongly agreed while 16.7% disagreed that delayed remittance of capitation grant by government is a challenge of community involvement in management of public secondary schools. In support of the above, the DEO during interviews had this to say;

*“When the school has no money, they will not be able to facilitate meetings and involve the community members in school management”.*

Findings of the study also showed that 66.7% of the respondents strongly agreed, 16.7% agreed while the other 16.7% disagreed that reluctance of community members to participate in school activities is a challenge faced in involving the community in school management. The DEO during interviews pointed out that;

*“Even when schools organize parent meetings, there are those who don't always attend and they only end up sending their children to school and paying school fees”.*

Findings of the study also revealed that 66.7% of the respondents strongly agreed, 16.7% agreed while the other 16.7% disagreed that illiteracy of some community members is a challenge faced in involving the community in school management.

Research results also indicated that 66.7% of the respondents agreed while 33.3% disagreed that inactive BOGs and PTAs in school management is a challenge faced in involving the community in school management. This is because PTAs are representatives of parents and BOG oversees government programmes and funds in the school and therefore if they are not functional, it means the general community will not be represented.

Results of the study further indicate that 66.7% of the respondents disagreed, that inadequate training of administrators is a challenge in school management while 16.7% strongly disagreed and only 16.7% agreed that inadequate training of school administrators is a challenge faced in involving the community in school management. Majority of the respondents disagree, implying that most school administrators are trained enough to handle the management of schools.

Study results further showed that 66.7% of the respondents disagreed while 33.3% agreed that parents having children in different schools is a challenge faced in school management. Majority of the respondents disagreed because schools do not normally schedule their activities like meetings, visitation days among others on the same day.

Research findings also indicated that 50% of the respondents strongly agreed, 33.3% agreed while 16.7% disagreed that long distance to schools is a challenge faced in involving the community in school management. During interviews with the DEO, he had this to say:

*“A community is where the school is located and even most parents from the locality or within this region. Therefore distance is not a reason enough to hinder community members to take part in school activities”.*

This implies that long distance to schools does not affect community members' involvement in school management.

Research results also showed that 50% of the respondents agreed, 16.7% strongly agreed while 33.3% disagreed that individual differences among community members is a challenge faced in involving the community in school management. During interviews with the teachers, one of them had this to say;

*“Given that there is a lot of diversity among community members, some of them feel inferior to the extent that when they are called upon at school for some activities, they don't come”.*

Another teacher had this to say;

*“Individual differences especially on education levels and economic status has limited many community members to participate in school management due to fears that they will be under looked”.*

This is an implication that individual differences are a great challenge toward community involvement in school management.

Finally, 50% of the respondents agreed, 16.7% disagreed and 33.3% strongly disagreed that hostility of some community members is a challenge faced in involving the community in school management. During interviews with teachers, one of them had this to say;

*“There is when we had a parents meeting at school and some people ended up exchanging blows because of supporting divergent ideas that were brought up by the head teacher”*

Due to such incidences and much more, some school administrators find it challenging to involve the community members in school management.

**Table 7: Community Members' Responses on the Challenges of Their Involvement in Management of Public Secondary Schools**

Items rated	Responses									
	SA		A		UD		D		SD	
	f	%	f	%	f	%	f	%	f	%
Reluctance of community members to participate in school activities	67	55.8	43	35.8	0	0	10	8.3	0	0
Inactive BOGs and PTAs in school management	38	31.7	56	46.7	0	0	17	14.2	9	7.5
Individual differences among community members	76	63.3	29	24.2	0	0	15	12.5	0	0
Delayed remittance of capitation grant by government	7	5.8	19	15.8	82	68.3	9	7.5	3	2.5
Hostility of some community members	27	22.5	51	42.5	14	11.7	20	16.7	8	6.7
Illiteracy of some community members	14	11.7	30	25	5	4.2	23	19.2	21	17.5
Long distance to schools	25	20.8	49	40.8	0	0	32	26.7	14	11.7
Parents having children in different schools	11	9.2	26	21.7	0	0	59	49.7	24	20

Study findings from table 7 above indicate that 68.3% of the respondents were undecided on whether delayed remittance of capitation grant by government is a challenge faced in involving community members in school management, 15.8% agreed, 5.8% strongly agreed while 7.5% and 2.5% disagreed and strongly disagreed respectively that delayed remittance of capitation grant by government is a challenge faced in involving community members in school management.

Findings of the study also show that 63.3% of the respondents strongly agreed, 24.2% agreed while 12.5% disagreed that individual differences among community members affects effective decision making in management of schools.

Other findings further show that 55.8% of the respondents strongly agreed, 35.8% agreed while 8.3% disagreed that reluctance of community members to participate in school activities affects the implementation of the decisions raised during meetings and resource mobilization which are key in management.

Results of the study also indicate that 46.7% of the respondents agreed, 31.7% strongly agreed while 14.2% and 7.5% disagreed and strongly disagreed respectively that inactive BOGs and PTAs in school management is a challenge that is faced in involving community members in school management. This is because these committees are a bridge between the school and the community and therefore if they are not fully functional, there will be poor connection and involvement of community members.

Findings of the study also revealed that 42.5% of the respondents agreed, 22.5% strongly agreed, 11.7% were undecided while 16.7% and 6.7% disagreed and strongly disagreed respectively that hostility of some community members threatened the administrators, teachers and students. This is done by the communities near the school which affects management.

Finally findings further show that 41.6% of the respondents disagreed, 17.5% strongly disagreed while 11.7% strongly agreed, 25% agreed and 4.2 were undecided how illiteracy affects management. This is because during this study it was found out that the majority of the respondents are not illiterates. Most of them have degrees, diplomas, certificates, secondary education and with very few who are below primary education level.

## **CHAPTER FIVE**

### **DISCUSSION OF RESULTS**

#### **5.0 Introduction**

In this chapter, the research findings were discussed. The discussion was in line with the objectives of the study and research questions. Each research question was discussed independently and correlated to the existing literature.

#### **5.1 The Extent to Which the Community is Involved in the Management of Public Secondary Schools in Kumi District**

Studies reveal that most schools have functional PTAs and BOGs. This finding is in agreement with the USAID (2012) in its document about school management committees and parents–teachers councils, which stresses that the community may get involved in school management by establishing committees such as Parent Teachers Association (PTA), School Management Committee (SMC), and Board of Governors (BOG) among others. These committees participate in school activities and act to bridge the gap between school and the community.

Findings from the study show that school administrators do not involve community members in decision making by not inviting them for regular meetings. This is in disagreement with Njunwa (2010) who noted that the community members should be involved and encouraged to make decision that directly influence the learning of their children. Community involvement in decision making also helps to promote sustainable school development. The above author further noted that the success of a school is connected to how effective community members are involved in decisions made in that school. He stressed that community members should be involved and encouraged to make decision that directly influence the learning of their children. Community involvement in decision making also helps to promote sustainable school

development and the success of a school is connected to how effective community members are involved in decisions made in that school.

Additionally, Kambuga (2013) stressed that community involvement means that community members are allowed to directly and ultimately take control in decisions affecting their schools and that community involvement in school's decision making is an important aspect of community involvement in school management.

Findings of the study show that school administrators do not involve community members in staffing. It was revealed that staffing of schools is normally done by the government through the education service commission and those not on government payroll are recruited by administrators alone. This finding disagrees with that of Okendu (2012) who carried out an investigation into how the community is effective in management of public secondary schools in Nigeria and found out that community members have a hand in recruiting employees in the school.

Research findings also indicate that most schools do not involve community members in planning so as to keep them unaware of administrative issues in school management. This finding contradicts with that of Edobor (2006) who provides that community involvement in school management should mean honest collaboration in planning and conveying as well as accepting different ideas. Community members should not be secluded from molding plans affecting their own schools. Similarly, Kambuga (2013) stresses that community members should generally be active in planning for the activities in their schools and to continuously check how schools are managed.

Research findings also indicate that most schools do not involve community members in budgeting. However, it was revealed that only school management committees like PTAs and BOGs are always involved. This is in agreement with USAID (2012) in its document about

school management committees and parents–teachers councils, which provides that committees such as Parent Teachers Association (PTA), Board of Governors (BOG) among others may be involved openly in taking part in the budgeting of the school and as financial supporters (fundraising).

Research findings also indicate that most schools do not involve community members in monitoring school activities. This contradicts with Abdul kareem and Oduwaiye (2011) who opined that in the modern educational context, it may be a great oversight for the community to entirely leave the authority of managing schools to school administrators. Community members must be at the limelight of promoting efficiency and effectiveness in the running of the schools where their children study from. Since schools are found in communities, community members deserve an opportunity to determine their fate.

Findings of the study further in selected schools in Kumi revealed that community members are not involved in disciplining students at school because most parents defend and support the indiscipline. This contradicts with the findings of Gardner (2007) who points out that in Germany, members of the community can participate in school management by helping in disciplining students to understand the value of education. Additionally, Abreh (2017) notes that community involvement influences education transmission by taking part in school activities to support students' classroom behavior.

Research results also showed that some community members are involved in mobilizing school resources. In agreement with the above findings, Fitriah (2012) noted that community involvement in school management aids resource mobilization that schools cannot generate themselves. When there is corporation between the community and schools, they combine efforts to mobilize resources that are needed in the education of their children. Additionally, Kwashabawa and Oduwaiye (2016) noted that parents and other community members are

important resources to be effectively exploited in monetary and non-monetary help. The absence of adequate government assistance means that additional school infrastructure and equipment supplies are left to be provided by parents and the community.

## **5.2 The Influence of Community Involvement on the Management of Public Secondary Schools in Kumi District**

In Kumi, research findings reveal that community involvement in school management contributes to increased students' enrolment and attendance. This was evidenced in schools which have good enrolment due to regular meetings of stakeholders. Findings is in line with that of Sharma (2008) who provides that involving parents, religious leaders, cultural leaders and local leaders in school management can help to identify the factors that hinder students' enrolment and attendance. Similarly, Abreh (2017) notes that community involvement in school management influences education transmission in different ways which comprise of encouraging students' enrolment.

Findings of the study also showed that community involvement in school management leads to a sense of ownership. Once the community members own the school, they do everything needed to ensure that it achieves its set targets. This finding is in support of Njunwa (2010) who noted that community involvement in school management creates the sense of ownership and this helps to promote sustainable school development.

Research results further revealed that community involvement in school management helps community members to air out their grievances. Normally when they are called for meetings in the school, they are given an opportunity to air out any issues they have such that they can be discussed and be worked upon. The above finding is in line with that of Ceka and Murati (2016) who noted that when the community is involved in school management, their issues can be conveyed and this assists in generating favorable school mood and a constructive

community-school corporation. This helps to minimize misunderstandings between schools and communities, schools and families, teachers and parents.

Findings of the study also indicated that community involvement in school management makes community members demand for accountability. This finding is in line with that of Ahiabor (2017) who provides that community involvement strengthens and increases accountability particularly in school governance. Additionally, Burns and Wilkoszewski (2012) stress that involving community members in education, particularly in school administration, is a technique of demanding accountability for the resources got from the society. The above authors further add that accountability can be achieved through organizing regular parents' meetings and having a reporting system on students' progress.

Similarly, the World Bank (2003), provides that when a school management committee is formed consisting of representatives of parents and community members plus a head teacher, accountability is enhanced and they will dialogue on the school plan and hindrances facing the school and collaboratively improve quality of education. Additionally, Sabarwala, *et al.*, (2018) pointed out that in Ugandan school systems, management of schools is steered up by school Management committees (SMCS) like Board of Governors (BOG) and Parents Teachers Association (PTA) who hold service providers like school leadership and staff accountable.

Research results further showed that community involvement in school management leads to improved relations with school administration. In agreement with the above findings, Mishra (2015) noted that the involvement of the community members in different school programmes is essential for the growth of the school and that through community involvement, there will be a cordial relationship between schools and members of the community which will result in proper management and enhanced development.

Findings of the study revealed that community involvement in school management increases students' performance. In agreement with the above findings, Fehrman (2009) stressed that students perform better in terms of academics when their parents are enthusiastic in their learning. Additionally, Alatorre, (2009) conducted a study and discovered that when there is community involvement in school management, it will lead to higher performance levels because students are not only left to teachers but also their parents and other family members in the community who offer them assistance in their remedial work and ensure that their assignment is timely done. This cordial relationship enhances students to work hard both at home and at school.

Findings of the study revealed that the majority of community members do not provide financial and material support to schools. This finding contradicts with Kwashabawa and Oduwaiye (2016) who note that community members contribute necessary financial and non-financial resources to enhance educational provision and support the maintenance of the school. Similarly, in a study conducted by Asare in 2011 in the Kwabre District of the Ashanti Region of Ghana on community involvement in basic schools management, the researcher established that a massive, 80.8% out of the sampled 146 community members approved and engaged in the construction of their community school by offering support in form of labor and donating land for school enterprises (Asare, 2011). This is what was done by the communities of Ongino and Mukongoro who offered land and labor during the establishment of their schools.

### **5.3 The Challenges of Community Involvement in Management of Public Secondary Schools in Kumi District**

Study findings revealed that delayed remittance of capitation grant by government is a challenge of community involvement in management of public secondary schools. This is because when the school has no money, they will not be able to facilitate meetings, purchase stationary and run administrative programs like continuous professional development (CPD)

which requires resource persons. In agreement with the above findings, Abreh (2017) noted that there is a delay in the remittance or unavailability altogether of the capitation grants by the government to its schools and therefore these schools are unable to implement planned school activities mostly those that involve the community.

Findings of the study also showed the reluctance of community members to participate in school activities. Some parents never spare time to attend school meetings and even when called upon for disciplinary actions of their children. In support of the above findings, Ankomah and Hope (2011) provide that community members seem not to mind about anything that concerns the school. They are hesitant to attend PTA meetings whenever called upon. The above authors claim that parents of students in public schools are generally not motivated to actively take part in school level management.

Similarly findings of the study also revealed that illiteracy of some community members is a challenge faced. Some parents interviewed confessed that it is useless to go for meetings at school since they do not know how to read and write which causes embarrassment to them. In agreement with the above findings, Corner (2009) noted that some parents do not understand school protocol and feel out of place whenever they are called to take part in school activities. Additionally, Onsomu and Mujidi (2011) stressed that in East and Central Africa the school leadership does not create a partnership with the parents, thinking that parents are ignorant to the schooling process and do not have knowledge on what is taught. In the Ongino community which is near the lake, most parents are illiterate and have a lot of fear of reaching the school premises.

Research results also revealed that inactive BOGs and PTAs in school management is a challenge faced in involving the community members in management of public secondary schools. In Kumi, most members of BOG and PTA do not supervise school activities but mind

the allowances. This finding contradicts Sabarwala *et al.*, (2018) who assert that in Ugandan school systems, management of schools is steered up by School Management Committees (SMCS) like Board of Governors (BOG) and Parents Teachers Association (PTA) who hold service providers like school leadership and staff accountable. The Ugandan education system however, continues to face challenges related to the limited capacity of School Management Committees to enforce strong school management because they are not regular at school. They come once or twice for meetings and some issues when called upon.

Research results also showed that individual differences among community members like political differences, economic status and education level difference is a challenge faced in management in schools. In support of the above, Asare (2011) articulates that diversities are due to age, gender, economic status, ethnicity, language, culture, race and so on. The above authors add that minority groups (such as female, landless, or lower-caste people, disabled) should be granted equal chances like others when it concerns community involvement in school management. Additionally, Gwendolyn (2014) provides that because of diversities in financial status, education level and culture, there is a feeling that the school is not friendly.

Findings of the study revealed that hostility of some community members is a challenge faced in involving the community members in management of public secondary schools. In Kumi when most parents are called for meetings, they end up quarrelling with administrators other than planning for the development of the schools. School administrators minimize community involvement in school activities because they fear hostility and criticism from them. The above finding is in line with that of Mishra (2015) who provides that education organizations for many reasons are hesitant to share their authority with the community because some parents are really quarrelsome and when called at school will criticize everything. Due to this, management does not involve them in school undertakings.

## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

In this chapter, conclusions and recommendations basing on research findings are presented and areas for further research suggested.

#### 6.1 Conclusions

Basing on the findings of the study, the following conclusions were made.

1. It can be concluded that many public secondary schools do not involve community members in most activities of school management.
2. It can be concluded that community involvement has a great influence on school management because it increases students' enrolment and attendance, leads to a sense of ownership, helps community members to air out their grievances, makes community members to demand for accountability, improves on the relationship between community members and school administration and increases students' performance.
3. It can be concluded that there are several challenges of community involvement in management of public secondary schools in Kumi district and these include; delayed remittance of capitation grant by government, reluctance of community members to participate in school activities, illiteracy of some community members, inactive BOGs and PTAs in school management, individual differences among community members and hostility of some community members.

#### 6.2 Recommendations

Basing on the findings of the study, the following recommendations were made;

1. Public secondary schools in Kumi District should fully involve community members in school management and PTAs and BOGs should be empowered by the ministry of education to fully get involved in school management since this has a bearing on effective school management.
2. Community members ought to be encouraged to offer support to schools by government and political leaders.
3. There should be diversity in management i.e. to strengthen different management bodies e.g. PTA and BOG and their committees such that individual differences among community members are ignored and there is need to create a cordial relationship between community members and school administration by the DEO's and politicians so as to curb down hostility of some community members as ways of managing the challenges of community involvement in school management.

### **6.3 Suggested Areas for Further Study**

1. The role of school management committees in school management.
2. Influence of parental involvement on students' academic performance
3. This study was conducted in selected secondary schools in Kumi district. Similar studies could be conducted elsewhere in the country for comparison purposes by other students doing education management courses.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR COMMUNITY MEMBERS

Dear Respondent,

My name is Ekabot Simon, a study of UCU pursuing a degree of Master of Education in Administration and Planning. You have been selected to take part in this study on the influence of community involvement on management of public secondary schools in Kumi district. You are requested to answer the questions honestly and give your views about the topic. The responses given are only for academic purposes and will be treated with confidentiality.

Thank you.

Tick or fill in where applicable.

#### KEY

SA : Strongly Agree    A: Agree    UD : Undecided  
D : Disagree            SD: Strongly Disagree.

#### SECTION A: BACKGROUND INFORMATION

1. Type of school .....
2. Period as a community member of this school .....
3. Title (parent, guardian, religious leader, local leader, cultural leader etc).....
4. Education level.....
5. Marital status.....
6. Age.....

#### SECTION B: HOW THE COMMUNITY IS INVOLVED IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS

7. As a community member, are you involved in school activities?

Yes     No

1. If yes, how?

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

2. How often are you involved in school management?

Never  Rarely  Sometimes  Usually   
 Always

3. As a community member, do you provide material support to the school Yes   
 No

4. If yes, which kind of material support do you give.....

5. As a community members do you provide financial support to the school Yes   
 No

6. Are you normally called for meetings at school? Yes  No

7. If yes, how often.....

8. Indicate if you are involved in the following school management functions

Planning Yes  No   
 Budgeting Yes  No   
 Organizing Yes  No   
 Decision making Yes  No   
 Monitoring Yes  No   
 Controlling Yes  No   
 Staffing Yes  No

9. Why do you think some schools do not involve community members in school management?.....

.....  
 .....

**SECTION C: INFLUENCE OF COMMUNITY INVOLVEMENT ON THE  
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS**

10. As a community member, do you think your involvement in school management has any influence?      Y       No

**Please tick appropriately for the following questions.**

**KEY**

SA : Strongly Agree    A: Agree    NS : Not Sure  
D : Disagree            SD: Strongly Disagree.

<b>Items rated</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>D</b>	<b>SD</b>
When community members are involved in school management, they will demand for accountability					
Community involvement in school management leads to improved relations with school administration					
Community involvement in school management contributes to increased students' enrolment and attendance					
When the community members s are involved in school management they provide financial and material support to schools					
Community involvement in school management leads to a sense of ownership					
Community involvement in school management increases students' performance					
community members air out their grievances					
community members participate in decision making of the school					
Community involvement makes community members to get involved in school budgeting					
Community involvement makes community members participate in planning for the school					
Community members cater for teachers welfare					

11. As a community member, how else do you think your involvement influences on school management?

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

**SECTION D: CHALLENGES OF COMMUNITY INVOLVEMENT IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS**

**KEY**

SA : Strongly Agree A: Agree NS : Not Sure  
 D : Disagree SD: Strongly Disagree.

**Please use a tick to answer the following questions**

Items rated	SA	A	NS	D	SD
Reluctance of community members in school management					
Inactive SMCs and PTAs in school management					
Individual differences among community members					
Delayed remittance of capitation grant by government					
Hostility of some community members					
Illiteracy of some community members					
Long distance to schools					
Parents having children in different schools					

12. As a community member, give other challenges that you think are faced in involving the community in school management

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

**Thank you.**

## APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

Dear Respondent,

My name is Ekabot Simon, a study of UCU pursuing a degree of master of education in administration and planning. You have been selected to take part in this study the influence of community involvement on management of public secondary schools in Kumi district. You are requested to answer the questions honestly and give your views about the topic.

Thank you.

Tick or fill in where applicable.

### KEY

**SA** : Strongly Agree    **A** : Agree    **NS** : Not Sure  
**D** : Disagree            **SD** : Strongly Disagree.

### SECTION A: BACKGROUND INFORMATION

1. Name of the school.....
2. Period of service in this school -----
3. Education level.....
4. Marital status.....
5. Age.....

### SECTION B: WAYS OF COMMUNITY INVOLVEMENT IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS

6. As a head teacher, do you involve the community in school management?

Yes     No

7. If no, give reasons

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

8. If yes, how?

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

9. As a head teacher, do you involve community members in the following school management functions

- Planning Yes  No
- Budgeting Yes  No
- Organizing Yes  No
- Decision making Yes  No
- Monitoring Yes  No
- Controlling Yes  No
- Staffing Yes  No

3. As a head teacher, do you have functional PTAs and BOGs Yes  No

4. If no, why.....  
 .....  
 .....

5. What are some of the innovative ideas that the community bring on board in the management of the school?.....  
 .....  
 .....

**Please tick appropriately depending on how you involve the community in school management.**

Items	SA	A	NS	D	SD
Involving them in school planning					
Participating in school decision making					
Disciplining students					
Mobilizing school resources					
Attending school meetings					

10. As a head teacher in which other ways do you involve the community in school management?

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

**SECTION C: INFLUENCE OF COMMUNITY INVOLVEMENT ON THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS**

Items	SA	A	NS	D	SD
Demanding for accountability					
Leads to improved relations between community members and school administration					
Contributes to increased students' enrolment and attendance					
Provides financial and material support					
Improves morale of staffing increases employees' skills and knowledge					
Leads to a sense of ownership by parents					
Increases students' performance					
The community caters for teachers' welfare					

10. Give other ways in which community involvement influences school management.....  
 .....  
 .....  
 .....  
 .....

**SECTION D: CHALLENGES OF COMMUNITY INVOLVEMENT IN MANAGEMENT OF PUBLIC SECONDARY SCHOOLS**

Items	SA	A	NS	D	SD
Reluctance of community members to participate in school activities					
Inactive BOGs and PTAs in school management					

Individual differences among community members					
Delayed remittance of capitation grant by government					
Hostility of some community members					
Inadequate training of school administrators					
Illiteracy of some community members					
Long distance to schools					
Parents having children in different schools					

13. Give other challenges that are faced in involving the community in school management

.....

.....

.....

.....

**Thank You**

**APPENDIX III: INTERVIEW GUIDE FOR DEO AND TEACHERS**

1. Are community members involved in school management?
2. If yes, on (1) above, give ways in which schools involve the community in management of schools
3. How does community involvement enhance students' discipline?
4. How does community involvement influence school management?
5. Give the challenges that schools face in involving the community in the management of schools.

**Thank you**

**APPENDIX IV: CONSENT FORM**

I am Ekabot Simon, a student of Uganda Christian University pursuing a master's degree in education planning and administration. This research study is being conducted to establish the influence of community involvement on management of public secondary schools in Kumi district.

I therefore, request you to first consent to participant in this study (fill the consent form).

The answers you will provide shall be confidentially treated. It shall only be used for study purpose and authorized people may be only to access them. This study has no anticipated risks that may occur as a result of your involvement in the research. Your participation in this study is fully out of your good will. This study will be fully carried out when you accept. No legal implication or any other form of punishment that may be given to you when you decline to take part in this research.

**Consent Statement:** I, the respondent, has been well informed about this research and its purpose. I am willing to participate in fully by giving the required information. I am well informed of the voluntary participation, confidentiality and other concerns related to voluntary consent.

Participants' Name ----- Signature -----

**APPENDIX V: INTRODUCTORY LETTER****UGANDA CHRISTIAN  
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

23<sup>rd</sup> September, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER FOR EKABOT SIMON.**

Warm greetings from Uganda Christian University!

This serves to introduce the above named; **Ekabot Simon**, as a Uganda Christian University Student pursuing a Mastersdegree of Education Administration and Planning. Ekabot is conducting a research as a requirement for the award of the above mentioned degree entitled; **Impact of Community Involvement in the Management of Public Secondary\_Schools in Kumi District.**

He has fulfilled all clearance requirements such as getting Research Ethics Approval from UCU-REC which is accredited and regulated by Uganda National Council for Science and Technology (UNCST).

Any assistance given to his in achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,


for  
Dr. Owor Joseph Jakisa  
Directorate of Postgraduate Studies,  
Uganda Christian University  
[jowor@ucu.ac.ug](mailto:jowor@ucu.ac.ug)



cc. Executive Secretary, Uganda National Council Science & Technology  
cc. Chairperson, UCU-Research Ethics Committee

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## APPENDIX VI: APPROVAL NOTICE



**UGANDA CHRISTIAN UNIVERSITY**

A Centre of Excellence in the Heart of Africa

UG-REC-026 Approval Version 4.0 24th February, 2022

24<sup>th</sup> October, 2022

**Ekabot Simon**  
 C/o Makerere University,  
 P. O. Box 6135, Kampala  
 Tel. +256 782934743  
[ekabotsimon@gmail.com](mailto:ekabotsimon@gmail.com)

**UG-REC-026 APPROVAL NOTICE**

To: Ekabot Simon, Principal Investigator

Re: UCUREC Application titled; *The Impact of Community Involvement on Management of Public Secondary Schools in Kumi District*

Application Number: UCU REC-2022-395-6

Version: 4.0

Type:  Initial Review  
 Protocol Amendment  
 Letter of Amendment (LOA)  
 Continuing Review  
 Material Transfer Agreement  
 Other, Specify:


---

I am please to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 24<sup>th</sup> October, 2022, to 24<sup>th</sup> October, 2023.

This research is considered minimal risk category.  
 As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.



1 of 2

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[Ugandachristianuniversity](#) [@UCUniversity](#), Founded by the Province of Church of Uganda, Chartered by the Government of Uganda.

REC-026 Approval Version 4.0 24th February, 2022

3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 24th October, 2023 in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Research Proposal	English	1.0	19th October, 2022
2.	Informed Consent Form	English	2.0	19th October, 2022
3.	Data Collection Tools	English	1.0	19th October, 2022

Signed and Stamped

  
 Prof. Peter Waiswa.  
 UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)





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**UGANDA CHRISTIAN UNIVERSITY**

**SCHOOL OF RESEARCH & POSTGRADUATE STUDIES**

**DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)**

**Date: 8, 9, 2023**

**Name of Candidate: EKABOT SIMON Reg. No: RJ20M06/012**

**Title of Dissertation: COMMUNITY INVOLVEMENT AND MANAGEMENT OF PUBLIC  
SECONDARY SCHOOLS IN KUMI DISTRICT, UGANDA**

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The candidate should consider adding on the Title, Uganda for the readers to have insight of the country where the study was carried out.	It was added	Cover page
2	Approval section need revision.	It was revised	Page ii
3	Table of Content need serious revision. The Tables and Figures are not supposed to be presented within the Table of Content. List of Tables and List of Figures each must be presented on a separate page.	It was revised	Pages v-viii
4	The candidate in chapter one , need to first have one or two sentences to inform the reader what the Study is all about and then tell him or her what the chapter presents.	It was done	Page 1
5	The candidate should include both conceptual and contextual perspectives in the study background section.	They were included	Pages 2-7
6	Discard the Intervening Variable box and the associated variables since you do have an objective or hypothesis concerning them.	It was discarded	Page 11
7	Numbering of chapter one sub-sections need revision.	It was revised	Pages 1-11
8	Information in section 1.10 pages 10 -11 is best suitable in the methodology chapter. Adjust accordingly.	It was adjusted	Page 31
9	On page 29, the candidate again indicate head teachers!!! And the teachers are not indicated anywhere?	It was corrected	Page 27
10	The candidate should improve on the interview protocol by showing how many interviews were conducted? From where and the duration for each interview.	It was improved	Pages 27-28

11	The candidate should make sure that all tables are presented within acceptable page margins.	It was corrected	Chapter four
12	There is need for the candidate make the conclusions and recommendations based on the study objectives.	It was done	Pages 67-68
13	The candidate should make sure that the appendices start with study tools e.g. questionnaire, interview guide, consent forms research approval letters then the rest can follow.	It was done	Pages 74-86
<b>SN</b>	<b>COMMENTS BY VIVA VOCE PANNEL</b>	<b>ACTION TAKEN</b>	<b>INDICATOR</b>
1	The dissertation is full of grammatical errors and typos that the candidate needs to work upon.	They were worked upon	The whole dissertation
2	Need to define management in this research.	It was defined	Page 4
3	Unnecessary spaces are left for instance at the beginning of chapter three which reveals that the document needed technical editing which was not done.	It was deleted	Page 24
4	The candidate has duplicated or made unnecessary repetitions. This is specifically reflected in the data presented in tables and then presenting the same data inform of a figure such as a pie chart as seen in the background information. Here the candidate should choose one and go by that.	They were corrected	Chapter four
5	Background information could also be presented in one solid table then followed by the explanation of the data indicated in the table.	It was done	Pages 32-34
6	The candidate failed to protect the identities of the research sites where he collected data as observed from the way he revealed their real identities, contrary to the ethics of research yet he promised to protect their identities in subsection 3.11 of his dissertation.	It was corrected	Page 31
7	Mentioning schools like “Wiggins SS. And Nyero Rock High School” on page 67, subsection 5.2 was a breach of a contract the researcher had with the schools which is unethical.	They were deleted	Page 62
8	there are noted missing references yet revealed in the intext citations such as Crejcie & Morgan 1970,	They were included	Page 71
9	The informed consent form documents used to seek approval from participants is not included among the appendices. This is key and the candidate ought to add them to the final document.	It was included	Page 83

*EKABO Simon*  
Candidate's Name Signature

*Dickson Tumuranyi*  
Supervisor's Name

*AS* 8/7/2023  
Signature