

# Boards of Management Capacity Building Strategies for Effective School Governance in Wajir County, Kenya

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## ABSTRACT

This study sought to investigate various capacity building strategies that are established to assist school boards of management (SBoM) in governing schools in Wajir County, Kenya. Mixed Methods approach was utilized where explanatory sequential design was adopted. In the quantitative phase (phase 1) data was collected using a Likert-scale questionnaire and in the qualitative phase (phase 2) data was collected using open-ended questions in face-to-face semi-structured interviews and focus groups. The intention of this approach was to bring forth a more detailed explanation of the preliminary quantitative results using the qualitative data. The study relied on related literature review along with primary data collected through questionnaires (quantitative data) and semi-structured interviews and focus groups (qualitative data). Reliability of the instruments was determined through a test-retest method and a Cronbach Alpha coefficient of at least 0.70 was computed which was considered sufficient for use of the questionnaires in the actual study. While quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) version 22, qualitative data were analysed using verbatim transcripts. The target population incorporated board members of all 256 public primary schools and 53 public secondary schools in Wajir County, Kenya. A suitable sample size of 366 respondents was determined through the use of Yamane formula. Both quantitative and qualitative data revealed that capacity building among SBoM is a multifaceted process involving training workshops, mentorship and networking opportunities. Key areas of capacity building include financial literacy, strategic planning, policy development and conflict resolution. The study recommends for comprehensive orientation programs for new SBoM members and greater utilization of technology for training and communication. The study concludes that enhancing the skills and knowledge of SBoM through capacity building, is essential for effective school governance in Kenya.

**Keywords:** Boards of management, capacity building, strategies, effective school governance.

## INTRODUCTION

The idea of effective school governance has attracted considerable attention among educational practitioners, scholars and educational psychologists across the globe in the contemporary times. According to Fukuyama (2013), effective governance happens when a state has the capacity, legitimacy and authority to deliver public services, control the economy, maintain order and the rule of law, collect and use revenue and act in the public interest. Kadir and Nimota (2019) explain that effective governance encompasses a set of responsibilities and procedures exercised by an institution to provide strategic direction to ensure educational objectives are achieved through effective and efficient use of resources, accountability and participation of all stakeholders in decision-making. This means that effective school governance is responsible for quality educational outcomes. As Hutton (2015) indicated, good governance, expressed by effective management and accountability, is the most crucial underpinning factor for improving schools' and students' performance, mainly when implemented within a decentralised framework.

According to Joynes *et al.* (2019), the current governance of the educational system entails a complicated and extensive set of interrelationships amongst inter-dependent groups and individuals, thus necessitating the hiring of qualified and highly skilled school managers. This, therefore, demands capacity-building among school leaders since they are generally acknowledged as fundamental building blocks of any educational enterprise. Taking this argument, Daresh (2004) and Jacobson (1998) maintain that building the capacity of new administrators is the key to providing leadership for improved student achievement based on the common understanding that enhanced capacity of managers fosters a sense of ownership and empowerment among community partners. The effectiveness of a school governing body will be evidenced by a wide range of parameters, such as the degree of school improvement, increased attainment and improved educational outcomes (House of Commons Education Committee, 2013). In this context, effective school governance is hinged on recruiting governors with the correct skills, commitment, and willingness to undergo capacity-building programs such as training to strengthen their ability to govern their schools efficiently (Ofsted, 2002). Comparative suppositions are echoed by King and Newman (2001), who argue that heightened confidence, skills, resources and knowledge gained from capacity-building efforts can positively impact how schools are managed and controlled.

The capacity of the education sector in Kenya, according to the National Education Sector Plan (NESP) (MoE, 2014), to deliver on national development goals depends on the effectiveness of education staff with knowledge and skills in response to changing circumstances with the intent of improving the quality of education and training. This conforms to the World Bank report (2008), which indicated that retention and education quality depend primarily on how schools are managed more than the abundance of available resources. To attain educational objectives in the Kenyan context, capacity development programs should aim to improve managerial skills and staff competence, thereby stimulating their attitudes to improve the quality of education in Kenya. The quality of leadership provided at the school level significantly impacts schools' ability to achieve their goals and objectives fully. Echoing similar sentiments, Orodho and Nzoka (2014) aver that a concerted effort to improve school leadership is one of the most promising points of intervention for increasing retention, quality and efficiency in basic education across Sub-Saharan Africa. The same argument is advanced by Derek (1999), who posits that school managers need vision, persistence, planning abilities, critical thinking, stress tolerance, leadership skills, positive self-image, interpersonal relationships and self-development capacity.

The focal point of building the capacity of school managers is to bolster them to discharge their duties effectively and efficiently. Joel, Ogola and Malusu, (2019) support this assertion by reiterating that a school manager must have interpersonal competency, the ability to get others involved in problem resolution, the ability to detect when a group requires direction and the ability to deal with a group effectively. With the changes in the educational sector, Kalai (2012) attests that school capacity-building initiatives are seen as a critical aspect in promoting transformative change in Kenyan public schools. Orodho and Nzoka (2014) studied school management and academic achievement in Embu North District, focusing on school managers' preparedness level to undertake management responsibilities. The study found that most board members lacked managerial abilities, most likely due to their relatively low level of formal education or lack of exposure to such relevant training. The findings of this study provide empirical evidence supporting the necessity for the Kenyan government through the Ministry of Education (MoE) to prioritize capacity building among SBOM to enhance their effectiveness in school governance as supported by Ngalo, Ogohi and Ibrahim (2023), who emphasizes that human capital investment is positively correlated with institutional efficiency and effectiveness.

In the Kenyan context, a number of studies have examined the concept of capacity building among school head teachers emphasizing the need for training programs to enhance their capacity to head schools. However, there is limited discussion on *how* capacity among school boards of management can be enhanced to improve their service delivery. This paper examines how the various capacity building strategies are conceptualized and expressed in the reviewed literature. The paper draws evidence from the literature to address the overarching question: How can capacity among school boards of management be built and maintained to enhance school governance in Kenya? The findings from this study inform recommendations geared towards creating a well-

equipped cadre of SBoM members capable of steering schools towards success and improvement in the evolving educational landscape.

### **Contextualizing capacity building of School managers in Kenya**

In Kenya, capacity building among educational managers is a prerogative of the Kenya Education Management Institute (KEMI), formerly the Kenya Education Staff Institute (KESI). KEMI is a Ministry of Education capacity-building service provider that acts as a springboard for promoting best management practices in the education sector (KEMI, 2002). The Kenyan government mandates KEMI to provide training programs, seminars and workshops and produce publications to promote managerial competency and integrity in the education sector (Ongori, 2021). According to the Ministry of Education (2013), KEMI serves as a management advisory, consultancy and resource centre for personnel involved in educational work. It also conducts research in relation to training needs assessments, quality assurance processes, training impact assessments, policy as well as emerging issues to design appropriate management training programs for educational managers. Additionally, KEMI serves as a venue for effective collaboration between the public and private sectors and other interested parties for capacity building in the education sector (KEMI, 2012).

The Ministry of Education has tasked KEMI with organizing and implementing staff training involved in monitoring and administrating educational programs, whereby the training has positively influenced principals' human resource management at the school level (Wekhuyi, 2014). In addition, KEMI provides an Induction Course in Education Management (ICEM), a Senior Management Induction Course for Educational Personnel (SICEM), a Professional Certificate Course in Educational Management (PICEM) and a Training of Trainers in Educational Management (TOTEM) (KEMI, 2008). Despite KEMI training of head teachers, studies point out a lack of capacity among many head teachers to oversee and account for the utilization of human resources under them (RoK, 2012).

### **Some capacity building strategies in education globally**

With regard to the concept of capacity building, training workshops, communities of practice, management consulting and mentorship programs are identified in this study from research literature as some of the major pathways for strengthening school managers' capacity for effective school governance.

#### **Training workshops**

Training institutional personnel is an indispensable approach contributing to individual and institutional effectiveness. According to Nwokedi, Nwabueze and Edkpa (2018), training systematically develops employees' knowledge, abilities and attitudes to perform adequately and effectively on a specific assignment. Onderi and Makori (2013) argue that the tasks and responsibilities of school governing bodies have become more complicated over time, necessitating the development of specific skills for effective school governance. In light of this, Samwel (2018) asserts that effective management is characterized by staff training. Conversely, building the capacity of SBoM can be accomplished through a one-off intensive training course or a modular training course.

It is commonly acknowledged that in order for school managers to succeed in their role, they must receive specialized training. According to Joel, Ogola and Malusu (2019), there is a rising understanding that optimal performance and outcomes are dependent on the caliber of school management. If public schools are to succeed, they must have highly qualified school administrators. In support of this claim, Foskett and Hemsely (2002) contend that management training is essential to the growth of an organization because it increases employee motivation, which is necessary for success. School Governing Bodies (SGBs), according to Van Wyk (2007) suffer from a 'skills deficit' which affects their crucial role in school management. Similarly, Tsotesti, Van Wyk, and Lemmer (2008) affirm that educational goals cannot be actualized without the training of SGBs. Therefore, SBoM must possess the necessary traits, skills, and professional competence to pivot academic development effectively at the school level.

Hebriniak (2005) cites lack of training of school managers as the obstacle that hinders the effective implementation of strategic plans in schools. Similarly, Maluleka (2008) underlines the need for SGB member training to gain the requisite competence and technical know-how to accomplish their roles and responsibilities effectively. In this study, the researcher is of the opinion that induction training and induction packs for SBoM can help them attain their full potential and improve school outcomes. This conforms to a study by Price Water House Coopers (2007), which found that induction greatly benefits newly appointed school managers by allowing them to understand better their roles and expectations in line with the basic tenets of effective school governance. In Pakistan, Ahmad and Ullah (2014) state that the government funds Parents Teachers Associations (PTAs) training to equip them with organizational and management skills in preparation for them to carry out their leadership and managerial responsibilities. In Myanmar, Bray (2001) observed that the training of PTAs was sponsored by community-based non-governmental organizations (NGOs), thereby empowering them in terms of diversifying school management roles. In Kenya, the Ministry of Education conducts annual in-service training for deputy head teachers and head teachers to enhance quality education. However, the training of SBoM members has not been given prominence.

### **Communities of Practice**

The concept of Communities of Practice (CoPs) has received increased attention from school leaders looking for ways to foster school improvement (Blankenship & Ruona, 2007). CoPs, according to Mohajan (2017), is a group of people who share a passion, a concern or a collection of concerns about a specific topic and meet regularly to exchange their knowledge and skills and learn how to do things better. This line of inquiry contends that learning in CoPs is particularly effective since situated knowledge is shared among peers who engage in the same occupational practice (Lave & Wenger, 1991).

Sanchez-Cardona *et al.* (2012) asserted that CoPs have been recognized as social structures that help create explicit and implicit knowledge by allowing information sharing and collaboration among members of an institution. The focus of CoPs, according to Rimey (2021), is on the group members' collaborative work, which is shaped by their collective learning, with mutual involvement, joint effort and shared repertory as elements of a CoPs relationship. Mohajan (2017) concurs by explaining that CoPs are characterized by inseparable membership, shared practice, and joint exploration of ideas. Findings from a study by Beauchamp *et al.* (2014) echoed the results of the Duncan-Howell (2010) study, in that the most important professional development experiences for teachers entailed collaboration with peers. Beauchamp *et al.* (2014) noted that collaboration significantly impacted teacher participants' self- and collective efficacy. Similarly, Leithwood, Leonard and Sharratt (1998) offered empirical evidence of the advantages of collaborative approaches to professional development in autonomy, relevancy, authentic learning, group problem-solving, resource sharing and self-efficacy.

Gonzalez, Lugo and Cardona (2012) explain that CoPs are social structures that facilitate the generation of explicit and tacit knowledge by encouraging information sharing and collaboration among their members. Similar sentiments reverberate via Saint-Onge & Wallace (2012), who acknowledge that through CoPs, members of the community can pool their knowledge, share their experiences, try out new ideas, improve past processes and procedures, and come up with solutions that result in increased capabilities and enhanced performance. In the context of this study, the researcher is of the opinion that board members drawn from various schools can utilize CoPs to pool their skills, ideas and share their experiences with regard to school governance to embolden their effectiveness.

### **Management consultancy**

Building the capacity of school governing structures can undoubtedly be achieved by applying management consultancy. According to Hermel-Stanescu and Svasta (2014), management consultancy entails providing objective advice and assistance relating to an organization's strategy, structure, systems, management and operations to achieve its long-term goals and objectives. This conforms to Hanisch (2012), who describes management consultancy as an advisory service contracted for and provided by experienced and competent professionals to analyze managerial challenges and support organizations, business enterprises, and the general public. Kubr (2002) argues that management consultancy has long been recognized as a valuable professional



service that helps managers analyze and solve practical problems confronting their organizations, improve organizational performance and learn from the experiences of other managers and organizations. As explained by Nuorkivi (2009), management consulting's fundamental goal is to develop management practices and achieve this goal; management consulting competes with academic institutions while simultaneously cooperating with them, creating a part of the knowledge management industry.

Acknowledging the value of consultancy in South African schools, Du Plessis (2019) proposes that the school consultants' function be seriously considered. Complementing this perspective, Hollinger (2017) maintains that external school consultation should receive more attention because of its precious aspect, which concerns significance and relevance in the advice that can be beneficial to the schools so that they can identify areas in need of improvement, determining best solutions and ensuring success. Hargreaves *et al.* (2010) hold similar views, claiming that many schools worldwide rely on external school-based consultants to implement innovation and transformation.

In the United States, for instance, the federal government's competitive award program *Race to the Top* encourages collaborations (Mohammed, Welch & Hazel Bussey *et al.*, 2015), and a growing number of institutions are emerging to provide consulting services to school leaders in the quest for comprehensive school reforms. Similar programs have been initiated across the globe. For example, the new Research Councils UK (RCUK, 2012) in the United Kingdom set out to create an organized and strategic structure for Higher Education institutions to work in conjunction with secondary schools to facilitate systematic improvements at the school level. Similarly, in Germany, Dederling (2018) underscores that external consultancy goes hand in hand with the belief that external experts may favorably affect internal school development processes and outcomes. As expounded by Sahlberg (2011), educational change literature is primarily technical discourse produced by academics or change consultants, emphasizing that they should be active in education policy and reform. This implies that external consultants have a significant role to play in assisting schools to achieve their objectives. For example, Saint-Martin (2017) mentions that the Institute of Management Consultants (IMC) USA aims to give independent and objective counsel to diagnose and solve problems and opportunities and support the implementation of solutions to help firms define and accomplish their goals. A similar approach can be adapted to upscale managerial skills and competencies among school managers for effective school governance.

## Mentoring programs

School managers should undergo mentoring processes to attain managerial potential at the school level. As argued by Smith (2013), mentoring originates in Homer's *Odyssey*. According to Greek mythology, Odysseus entrusted his only heir, Telemachus, to Mentor, his wise and trusted friend while he (Odysseus) prepared to fight in the Trojan War. In light of this context, Lunsford (2021) defines *mentoring* as the process by which an experienced and empathetic person knowledgeable in his or her content area (mentor) teaches and coaches another individual (mentee) in person and virtually, to ensure competent workplace performance and provide ongoing professional development.

According to Arnesson and Albinsson (2017), mentorship is a method that is used both in professional education and training and in working life to introduce new employees to their workplace. In the school context, experienced board members' knowledge, abilities and skills can be passed on to newly appointed novice members to develop their efficiency and effectiveness. Similar views are echoed by Allen *et al.* (2004), who argue, based on empirical research, which has demonstrated that mentored individuals advance more rapidly in the organization, are less likely to leave the organization and express more favorable work attitudes than those not mentored. In contrast to their developing counterparts, developed countries have recognized the necessity of mentoring and embraced it for enhanced school management (Ongek, 2016). In Malaysia, for example, Tahir *et al.* (2016) investigated the benefits of headship mentoring among Malaysian schools and received positive feedback from principals. According to the latter, mentoring improved their professional value as leaders and broadened their knowledge base through sharing. In South Africa, structured mentoring is frequently utilized in organizations to assist employees at various stages of their careers, and it is often used to facilitate induction, career promotion, skill acquisition and problem-solving. In addition, structured mentoring

aids in developing organizational capacity by offering chances for contextualized learning (Department of Education, RSA, 2008).

In the United States, Shaw (2016) indicates that the Kansas Educational Leadership Institute provides high-quality mentoring and induction for new superintendents and principals in Kansas. Mentoring and induction provided by veteran superintendents familiar with leadership difficulties are offered through on-site visits. In addition, through regional cohort networks, participation at professional organizations' state meetings, and professional learning seminars, new superintendents participate in activities to enhance their capacity. In Missouri, USA, Gettys, Martin and Bigby (2010) conducted a study to develop instructional leadership skills as supported through mentoring. The study found that mentoring programs provide continual professional development for leaders to help them become more effective.

The findings of Gettys, Martin and Bigby (2010) confirm the findings of Gilles and Wilson (2004), who reported that mentoring is a form of professional growth that allows mentors to gain insights into their mentoring duties and the intricacies of the education system. In this regard, Fieldman *et al.* (2012) articulate that successful mentorship necessitates skilled mentors and rigorous mentorship training to navigate the mentor–mentee relationship and provide guidance on obtaining institutional support. Thus, it is evident from the preceding discussion that mentorship programs can potentially build the capacity of school leaders in developing and developed countries.

### Statement of the problem

Despite the existing legal and constitutional provisions for effective School Boards of Management (SBoM), schools in Kenya are generally experiencing problems of poor governance (Mutinda, 2015). This is manifested by records of minimal proficiency among learners in national examinations that are attributed to the appointment of unskilled, unqualified and inexperienced people to the school governing structures who are prone to manipulation by unscrupulous head teachers (Onderi & Makori, 2013). In concert with this assertion, Orodho and Nzoka (2014) explain that most SBoM members lack managerial skills since some of them are primary school leavers raising the question as to whether such members possess requisite competencies to interpret policy documents in regard to school management. These challenges point to the lack of capacity on the part of SBoM – an issue that warrants an examination in this study if learners' performance in Kenyan schools is to be improved. This study therefore sought to find out which capacity-building strategies are put in place to assist SBoM in governing schools in Kenya.

## RESEARCH METHODOLOGY

The research design adopted for the study is a descriptive survey design for the quantitative aspect within the explanatory sequential design of the Mixed Methods approach, alongside focus group discussions and structured interviews for the qualitative phase. The target population for the study comprised board members of all 256 primary schools and 53 secondary schools in Wajir County, Kenya (CDE statistics section, 2022). In terms of composition, there were 742 secondary school board members and 3584 board members in primary schools, respectively. Accordingly, the objective populace for this study was 4326 people. For the quantitative phase, probability sampling method (also known as simple random sampling) was applied in the selection process of participating schools and SBoM members. In this phase of the study, the sampling of SBoM required a two-pronged strategy whereby a sample of schools was drawn first followed by a sample of SBoM members. For the qualitative phase, the researcher employed convenience non-probability sampling to select the eight schools due to the geographically expansive nature of Wajir County.

A suitable sample size of 366 school board members was determined through the use of Yamane formula. Thus the units of analysis were 366 SBoM members for quantitative data as well as 16 SBoM chairpersons and 32 head teachers for the qualitative phase. Reliability was determined through a test-retest method and a Cronbach Alpha coefficient of at least 0.70 was computed. Similarly, the services of a certified statistician were utilized to affirm that the data analysis process satisfies the guidelines set out for conclusion validity.

## RESULTS AND DISCUSSION (QUANTITATIVE PHASE)

The findings in the study are based on a response rate of 86.33%.

### Descriptive Statistics

To choose the best strategies that can assist SBoM in governing schools in Kenya, participants were asked to indicate their measure of agreement with the following statements regarding capacity building strategies implemented to assist SBoM in governing schools in Wajir County, Kenya. (The following scale was adopted: 1=strongly disagree; 2=disagree; 3=not sure; 4=agree; 5=strongly agree). The results are presented in **Table 5.17** below.

Table 5.17: Capacity Building strategies.

Statement	N	Min	Max	Mean	Std. Dev
Our school strengthen the capacity of school boards through training and professional development	316	1.00	3.00	1.92	0.68
The school provides training and development programs that focus on the essential aspects of school governance, such as school finance, policy formulation and implementation and school improvement.	316	2.00	5.00	3.92	0.77
There is provision of accessibility to resources and technical assistance to school boards to ensure they can effectively manage and lead their schools.	316	1.00	4.00	2.23	0.92
There is a promotion of collaboration and networking to develop opportunities for school boards to collaborate and network.	316	3.00	5.00	4.11	0.45
School management strives to develop an effective communication strategy to ensure school board members are informed about relevant issues and decisions.	316	3.00	5.00	4.28	0.56
There is increased involvement of local communities by establishing advisory boards and committees comprised of local stakeholders and allowing them to have a say in decision-making.	316	2.00	5.00	4.17	0.83
Establishing a support network, including mentoring and coaching opportunities, professional development programs, and resource access.	316	2.00	5.00	4.05	0.98
Developing a unified data collection and analysis system to track school performance, evaluate school policies' impact, and identify improvement areas.	316	3.00	5.00	4.10	0.66
Valid N (listwise)	316				

The school management strives to develop an effective communication strategy to ensure school board members are informed about relevant issues and decisions (Mean = 4.28 Std Dev =0.56).

It emerged from analysing data from questionnaires that there is provision of accessibility to resources and technical assistance to school boards to ensure that they can manage their schools effectively (Mean = 4.23 Std Dev =0.92). By providing accessibility to resources and technical assistance, school boards can enhance their effectiveness, make informed decisions, and contribute to improving educational outcomes for students; this support is crucial for ensuring that school boards can fulfil their governance roles with competence and confidence. These findings echo the need to establish technical assistance programs that offer guidance, training, and mentoring to school board members.

As illustrated in **Table 5.17**, respondents agreed that local communities have increased involvement by establishing advisory boards and committees comprised of local stakeholders and allowing them to have a say in decision-making (Mean = 4.17 Std Dev = 0.83). From these findings, it is evident that most participants affirmed that increased involvement of local communities through establishing advisory boards and

committees comprised of local stakeholders is an excellent way to promote community engagement and collaboration in school governance. In the same spirit, participants agreed that there is a promotion of collaboration and networking to develop opportunities for school boards to collaborate and network with each other (Mean = 4.11 Std Dev = 0.45). These findings corroborate the study findings by Slater (2004) that the ability to work collaboratively with others is becoming an essential component of contemporary school reform.

It emerged that schools under the steering of SBoM were developing a unified system of data collection and analysis to track school performance, evaluate the impact of school policies, and identify areas for improvement (Mean = 4.10 Std Dev = 0.66). Respondents reported that school boards should implement data analysis tools and software to effectively process and analyse the collected data. Participants revealed a need to establish a support network, including mentoring and coaching opportunities, professional development programs, and resource accessibility (Mean = 4.05 Std Dev = 0.98). School boards and education leaders can strengthen their knowledge, skills, and effectiveness in governance and leadership roles by establishing a comprehensive support network, which, in turn, enhances the overall quality of education and students' success. Data obtained from participants indicated that some schools provide training and development programs that focus on the essential aspects of school governance, such as school finance, policy formulation and implementation and school improvement. (Mean = 3.92 Std Dev = 0.77). However, the study noted the provision of accessibility to resources and technical assistance to school boards to ensure that they can effectively manage and lead their schools (Mean = 2.23 Std Dev = 0.92).

Further, the study established that schools took no measures to strengthen the capacity of school boards through training and professional development (Mean = 1.92 Std Dev = 0.68). In their view, the government, through the Ministry of Education, should consistently offer leadership development programs that focus on effective governance, decision-making, and leadership skills. Such training should also include training on education policy development and implementation. This is because when SBoM members clearly understand how policies impact schools and students, this can ultimately lead to improved educational outcomes.

## Correlation Results

This section investigates the correlation between capacity building strategies and effective governance in Kenyan schools.

**Table 5.18** displays the results of the correlation test analysis between the dependent variable (capacity-building strategies) and the independent variable (effective governance in Kenyan schools).

Table 5.28: Correlation between capacity building strategies and effective governance in Kenyan schools.

Variable		Effective governance in Kenyan schools	Capacity building strategies
Effective governance in Kenyan schools	Pearson Correlation	1	.235**
	Sig. (2-tailed)		.000
	N	316	316
Capacity building strategies	Pearson Correlation	.235**	1
	Sig. (2-tailed)	.000	
	N	316	316

\*\* . Correlation is significant at the 0.01 level (2-tailed).

A correlation value of 0.235 indicates that the study's findings about capacity-building techniques and effective governance in Kenyan schools are favourable; the significant value was 0.000, or less than 0.05.

## Regression Test

Finding a link between good governance in Kenyan schools and initiatives for capacity building was the main goal of the fourth regression test. The final regression test involved regressing capacity development techniques as a composite of independent factors onto the index of effective governance in Kenyan schools, which served as the dependent variable.



## Model Summary

Table 5.193: Regression Test.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.235 <sup>a</sup>	.055	.052	.61936		
A. Predictors: (Constant), X <sub>4</sub> _ Capacity building strategies						
<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.051	1	7.051	18.381	.000 <sup>b</sup>
	Residual	120.454	314	.384		
	Total	127.505	315			
a. Dependent Variable: Y_ Effective governance in Kenyan schools						
a. Predictors: (Constant), X <sub>4</sub> _ Capacity building strategies						
<b>Coefficients</b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.251	.283		15.031	.000
	Capacity Building Strategies (X <sub>4</sub> )	.557	.130	.235	4.287	.000
a. Dependent Variable: Y_ Effective governance in Kenyan schools						

The regression equation obtained from this output was:

Effective governance in Kenyan schools = 4.251+ 0.557 capacity building strategies + error margin.....equation (4)

Test regression results in the table above show that the adjusted R square value for the regression of capacity-building strategies and effective governance in Kenyan schools is 0.036, which means that capacity-building strategies explain 5.2 % of the variation in effective governance in Kenyan schools.

From the ANOVA results, the f calculated (18.381) is greater than the F critical (2.49). Similarly, the P Value 0.000 < is less than 0.05, which indicates that the model significantly predicts the outcome of capacity building strategies and effective governance in Kenyan schools.

The Beta unstandardized coefficient for capacity-building strategies is -0.557, significant at P value < 0.000, which implies that when capacity-building strategies change by one unit in the assessment scale, effective governance in Kenyan schools will also positively change by 0.557 units. The constant term value is 4.251, implying that effective governance in Kenyan schools has a default value of 4.251 when capacity-building strategies are zero. Therefore, the null hypothesis that no significant relationship exists between capacity-building strategies and effective governance in Kenyan schools is rejected. The alternative hypothesis states that a significant positive relationship exists between capacity capacity-building and effective governance in Kenyan schooling to data collected via questionnaires.

## Results and discussion (qualitative phase)

With respect to capacity building among SBOM, qualitative data established that school board members are well-informed about relevant issues and decisions by developing an effective communication strategy. By implementing these strategies and fostering a culture of open and effective communication, school boards can ensure that their members are well-informed, engaged, and able to make informed decisions that benefit the school and its students. According to data collected during interviews, some school board members and education leaders are encouraged to participate in peer learning networks, which can be formal or informal groups, to share experiences, challenges, and solutions about aspects of school governance. One of the principals stated, "...interactions with other school board members can expose us to innovative solutions to common challenges" (SSP7). This was confirmed by the school board member participant, "participating in

*professional learning communities with board members from other schools can lead to the adoption of new approaches that can improve the performance of our boards and schools” (SBoMM8).*

Interviews with school board chairpersons established that exposure to different governance practices and approaches from other boards could encourage school boards to adopt more effective and efficient governance practices. In their views, participants reiterated that collaboration and networking provide opportunities for school boards to share knowledge, experiences, and best practices. One chairperson stated that, ... *“sharing challenges and successes with peer boards can create a sense of camaraderie and mutual support and knowing that others face similar issues can be reassuring and help us feel more connected to a larger educational community”* (SBoMC5). Complementing this perspective, a primary school head teacher mentioned that, *“collaboration and networking efforts can demonstrate that as school board members we are actively seeking to improve educational outcomes through collaboration”* (PSH6).

Quantitative and qualitative findings conclude that when SBoM members learn from each other, they can implement successful strategies in their schools, leading to more effective school governance. By establishing advisory boards and committees comprised of local stakeholders, schools can harness the community's collective expertise, perspectives, and energy to enhance educational quality, foster community engagement, and create a more inclusive and responsive educational system. As one of the SBoM chairperson participants emphasized, *“networking opportunities, mentorship programs, and continuous professional development initiatives significantly contribute to a culture of ongoing learning amongst us as school managers (SBoMC6).*

### **Contributions of study findings on educational policy in Kenya.**

This study can contribute to policy when the Ministry of Education realizes that the ability of school governing structures ought to be bolstered in order to govern schools effectively. It is possible to alter current policies to make them more sensitive and accommodating to the idea of developing capacity within Kenya's school governance systems. Furthermore, the Ministry of Education and other stakeholders must recognize the critical role played by SBoM in managing schools in Kenya, hence the need to support them through capacity-building initiatives. Conversely, there should be national, regional, county, and school policies on embedding the capacity of SBoM for effective governance in Kenyan schools.

## **CONCLUSION**

Based on the findings from this study, the researcher concluded that the development of an effective communication strategy, provision of accessibility to resources, and technical assistance to school boards are identified as some of the capacity-building strategies that embolden SBoM's capacity to govern schools effectively. Further explored, increased involvement of local communities through the establishment of advisory boards, development of a unified system of data collection and analysis, promotion of collaboration and networking, establishment of a network of support including mentoring and coaching opportunities, professional development programs, and access to resources for SBoM were also identified as other capacity building strategies put in place to enhance the ability of SBoM to govern schools effectively. The study revealed that the level of capacity of SBoM to govern schools influences effective school governance and that there is a strong positive correlation between capacity building strategies among SBoM and effective governance in Kenyan schools.

## **RECOMMENDATIONS**

From the findings of this study, the researcher makes the following recommendations: SBoM members should be encouraged to participate in educational conferences, technology integration programs, and conflict resolution training, further enhancing their understanding and skills and contributing to more effective school governance. Similarly, the County Education Board (CEB) in liaison with the County government may come up with a framework where SBoM members can participate in peer learning networks within the county and in the wider national landscape. In a nutshell, the researcher holds that the implementation of these recommendations will create a well-equipped cadre of SBoM members capable of steering schools towards success and improvement in the evolving educational landscape.

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### Suggestions for further research

Following the limited scope of the study in terms of geographical specificity, that is, public primary and secondary schools in Wajir County, it is imperative that further research is conducted with other schools in other counties, both nationally and internationally among other school governing structures to examine their capacity building strategies for effective school governance.

Additionally, it would be interesting to see the responses of SBoM members of private schools too. This approach could make the results more generalizable to the study location.

### Ethical considerations

Prior to data collection, the researcher acquainted himself and fully complied with University of South Africa's code on research ethics expressed in the UNISA policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. Therefore, ethical approval was sought from and granted by the Research Ethics Committee in compliance with the University of South Africa policy standards which were duly followed.

### Conflict of Interest

No potential conflict of interest

### Data availability

Data will be made available upon request and in strict adherence to the Standard Operating Procedure.

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