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Abstract

This study sought to examine the effect of board of management strategic capacity on the performance of public primary schools in Juja Constituency, Kiambu County, Kenya. The specific objective of the study was to evaluate the capacity of the BOM to make structural changes for the school performance of public primary schools in Juja Constituency Kiambu County. The study was anchored on team theory. In this study, the descriptive survey design was adopted. The study adopted the descriptive survey design where the target population comprised of 264 board members in the 22 public primary schools in Juja Constituency. The Nassiuma (2000) scientific formula was used to derive a sample of 122 respondents from each board of management in Juja Constituency. Data was collected using a structured questionnaire and analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. The study revealed that the BOM members had the capacity to make good structural changes to enhance public primary school performance through the division of tasks. Another finding was that the BOM members had the capacity to delegate authority to relevant officers to promote efficiency of operations. The study concluded that there was a positive and significant relationship between organization structure and school performance. The study recommends that the Ministry of Education should organize more capacity development trainings to ensure that BOM members are fully equipped with strategic planning skills. Another recommendation is that the Ministry of Education should organize benchmarking sessions for the BOMs so that they can learn from each other of the best practices.

Key words: *Strategic Capacity, Structural Changes, School Performance*

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1.1 Introduction

Capacity development is a process, which gives people, organizations, and communities the tools they need to create and realize their own long-term goals for development (United Nations Development Programme, 2009). Building a critical mass of human resources through focused trainings is one of the broad components of the notion of capacity development. Other broad components include establishing a shared vision, operating framework, and policies. In order to maximize resources, it also requires building the necessary infrastructure, growing or forming collaborations, monitoring and evaluating actions to advance knowledge, and boosting both technical and financial resources (Blagescu & Young, 2006). As a result, capacity building enables both individuals and organizations to work more effectively (Ojukuku & Adegbite, 2014).

The Concept of Strategic Capacity

Strategic capacity development, according to Trott and Hartmann (2009), ensures that the planning procedures and the final products are intended to improve both individual capacities and the performance of organizations as a whole. Therefore, organizational, institutional, systemic, or participatory approaches to strategic capacity development are all possible. According to Rugumamu (2011), institutional approaches build on the capacity to develop, alter, enforce, and learn from the procedures and laws that govern society. On the other hand, organizational approaches concentrate on finding the organizational capacity's constituent parts. In addition, the participative method focuses on the appropriateness in the process of obtaining optimal capacity development. The system approach however focuses on institutional development. Therefore, leadership development, networking, collaboration and ongoing professional development are some of the parts of strategic capacity building at the organizational level (Teece, 2012).

Globally, in Pakistan, Wassem, Baig, Abrar, Hashim, Zia-Ur-Rehman, Awan, Amjad and Nawab (2019) note that strategic capacity building has a considerable impact on the performance of organizations. This is so that organizations can improve the abilities, skills, and knowledge of their board and so gain a competitive advantage. Harris and Kemp-Graham (2017) cite professional capacity development in leadership, improved school culture, student involvement, parental engagement, and external partner engagement as critical factors influencing how well American schools perform. Due to this, the Federal government has committed a sizable sum of money to funding capacity development, mostly on a short-term basis (Kutash, Nico, Gorin, Rahmatullah & Tallant, 2010).

In Africa, Igbaekemen (2014) demonstrates how the building of strategic capability is a tool utilized to improve performance in the Nigerian public sector. Having well-established capacity development initiatives also improves organizational performance, as Nwankwo, Taiwo, and Onwuchekwa (2017) point out. Yamoah (2014) makes the claim that strategic capacity development in Ghana is related to organizational performance because it gives employees the tools they need to execute at a higher level. By establishing a solid core of employees who are equally committed to school improvement, capacity development makes sure that competent leaders are in place to collaborate with teachers on school priorities. Choonara, Goudge, Nxumalo, and Eyles (2017) highlight that in South Africa, having a board with insufficient capabilities owing to a lack of training, frequent policy changes, and inadequate communication of the organization's strategic goals undermines the organization's ability to function effectively. Because these abilities

can be used to reshape an organization, it is imperative to develop board skills including planning, coordination, monitoring, and communication.

Locally in Kenya, Nyamwega (2018) posit that participating in strategic capacity development through trainings and benchmarking occasions encourages leadership growth, which results in proactive hands-on administration of schools, hence boosting overall performance and effectiveness. Otibine (2016) also mentions that measures for building capacity, like human resource development and financial management, can help with accurate forecasting, efficient project management, and improved employer-employee interactions.

The process of mobilizing and directing the skills and efforts of educators, students, and parents toward accomplishing shared educational goals is known as school leadership. Defining the vision and overall direction, supporting and strengthening staff motivation, fostering relationships both inside and outside the school, and developing the environment for teaching and learning are all responsibilities of school leadership, according to Day and Sammons (2014). Since curriculum methods and material must be current, sensitive to a range of needs, and future-focused, the school leadership is also responsible for aligning resources to outcomes.

The term school culture describes a group of attitudes, connections, values, perceptions, and written and unwritten norms that define and affect every element of how a school operates. Additionally, it includes the way a school runs, the pupils' physical and mental safety, orderliness, and the way the school accepts cultural diversity. The viewpoints, attitudes, interactions, and practices that make up a school's culture are both conscious and unconscious, and the institutional history of a particular school has a significant impact on it. The school culture is also influenced by the administration, parents, students, teachers, and other staff members. The learning potential of pupils is enhanced by a supportive school environment and culture (Spicer, 2016). The focus of school structure is on the physical working environment of instructors as well as school and classroom design that should enable various learning. Schools must make sure that playground space is available and that environmental variables like lighting, air quality, and temperature are taken into account (Hanna, 2013). As a result, the organizational structure of the school specifies how tasks including job allocation, coordination, and monitoring are oriented towards the accomplishment of predetermined goals. These include organizational roles, duties, and standards that should govern how information is shared inside the institution (Kenton, 2019).

The funds raised by parents and teachers or granted by the government to run a school are collectively referred to as "school financing" (Pouncey, 2013). Public school funding varies from nation to nation; in some, the federal government contributes to the school budget, while in others, funding is determined by the enrollment of the school (Roser & Ortiz-Ospina, 2016). The process of allocating the state's contribution to schools, according to Chingos and Blagg (2017), is also complicated because it combines fundamental function, power equalization, local option, and categorical funding. Because of this, the proportion of money from federal and local sources varies from county to county.

School Performance in Public Primary Schools

The degree to which students, teachers, or institutions have accomplished their immediate or long-term educational objectives is referred to as school performance. It has also been emphasized that schools and their players play an important role in helping students reach their academic and

personal development goals, which depends on the involvement of school stakeholders (Lamas, 2015). The sector (public or private), location (urban or rural), school size, and socioeconomic status of the student intake are the elements that have an impact on educational achievement (Dzombo, 2015). The accessibility of learning resources and administrative procedures inside the school are other factors that affect academic success, according to Kieti (2017). Reche, Bundi, Riungu, and Mbugua (2012) add that teacher absences, a high teacher turnover rate, and a lack of motivation all have an impact on how well public primary schools function.

According to the Education Act of 2012, a public school in Kenya is one that receives support or maintenance from the government. Additionally, it oversees every elementary school that a local authority maintains. The Basic Education Act of 2013 mandates that every public primary school have a board of management (BOM), which is made up of six people chosen to represent the parents of the students enrolled there. The BOM is made up of a person chosen by the County Education Board, a teacher who represents the faculty at the school, three sponsors of the institution, a person who represents community special interest groups, a person who represents those with special needs, and a student council representative who serves as an ex officio member. The BOM is also permitted to occasionally add individuals to its membership who it determines have the knowledge and experience necessary to support it in carrying out its obligations.

The BOM's duties, according to Ongeru (2015), include managing and administering the school's resources, accounting for all funds accruing to the school, hiring and compensating non-teaching staff, advising on staff needs, determining discipline cases, promoting the spirit of cohesion, peace, and integration, and ensuring the development of the institution. The BOM must also create committees for audits, discipline, ethics, and integrity, finance, procurement, and general purposes, academic standards, quality, and the environment, as well as human rights and student welfare (The Basic Education Act, 2013).

Kiambu County, which located in Central Kenya, has 576 public primary schools with a 99.7% enrollment rate that is credited to the Free Primary Education program. The current ratio of teacher to pupil is 1:38 and the gross enrollment in the County stands at 109.6%, which could be attributed to the introduction of Free Primary Education programme (www.kiambu.go.ke). One of the eight wards of Kiambu County is called Juja, which has a total 22 public primary schools. The best performing public primary schools in the ward are private. This could be due to insufficient funding for school activities and a rise in student enrollment, which affected the student to teacher ratio, the implementation of free primary education presented difficulties. In addition, it could be due to an increase in the number of students attending school, educational resources, particularly school infrastructure, are also insufficient (www.kiambu.go.ke). This is true even after devolved funds like the Constituency Development Fund and Local Authority Transfer Fund have been allocated as it has been noted that the County still needs to invest in the provision of additional education facilities because of the increasing number of school going population. It has been highlighted that ineffectiveness of BoM members in diverse counties may contribute to low academic achievement (Muthiani, 2014).

Schools with highly qualified Board of Management members, however, do better. This has been observed in places like Kisii, Machakos, and Kajiado counties (Ongeru, 2015). This has been accomplished thanks to a program run by the United States Agency for International Development (USAID) and the Ministry of Education to build the capacity of the Body of Members and improve

members' knowledge and understanding of their roles and responsibilities as outlined in the Basic Education Act of 2013 (GoK-AHADI, 2017). According to Wambui (2015), there is poor participation by the stakeholders, poor management and governance in public primary schools in Kiambu County. This is a result of BOMs' insufficient capacity development, which is the Ministry of Education's responsibility (Muthiani, 2014). This study therefore sought to examine how the strategic capacity of BOM members could affect the performance of public primary schools in Juja Constituency, Kiambu County.

1.2 Statement of the Problem

The provision of services in schools should be improved via a comprehensive strategy for strategic capacity development that takes into account empowering and strengthening BOMs (UNDP, 2009). However, according to Day and Sammons (2014), regulating conduct and attendance as well as ensuring continuity in good instruction are among the issues faced by school administration.

The composition of the members of BOM in public primary schools in Kiambu County varies as is the case in other counties. As noted by Mbii, Magoma and Waweru (2020), school performance is affected due to situations where there is breach of guidelines in the appointment of school boards. This has led to some members appointed to the board with only primary school education qualifications and thus are not able to interpret policies effectively. In addition, Baaru (2020) found that not giving priority to the capacity development of BOM members as required by policy to have regular trainings affects their performance as they are not equipped with requisite management and governance skills. This in turn hampers the academic success of most public primary schools.

According to existing research, various scholars have undertaken studies on BOM strategic capacities and school performance. Hagoug and Abdallah (2021) examined the relationship between strategic capacities and school performance in higher education of Sudan. The study looked at the dimensions of human resources and physical resources used cluster sampling method. The study found that there was a relationship between strategic capacities and school performance. Baaru, Gachahi and Mbugua (2019) assessed the effectiveness of BOM in public primary schools in Nyeri County. The study looked at the dimensions of financial management and HR management. It was found that BOM were not effective in overseeing the use of the finances provided by the Ministry of Education and HR management and this affected the performance of the schools.

These studies show that there were some gaps that could be filled by other studies. The studies were carried out in different contexts where Hagoug and Abdallah (2021) study was in higher education of Sudan while Baaru, et. al. (2019) was in Nyeri County. The studies also looked at different dimensions of strategic capacity that is human resources, physical resources and financial resources. The studies also used different methodologies where Hagoug and Abdallah (2021) used cluster sampling. This study therefore sought to fill this gap as it was carried out in a different context that is in Juja Sub-County and looked at school leadership, school culture, school structure and school finances. The study also used a different methodology, which was stratified sampling method.

1.3 Objectives of the Study

The general objective of this study was to examine the effect of board of management strategic capacity development on the school performance of public primary schools in Juja Constituency, Kiambu County, Kenya, whereas its specific objectives was:

- i. To evaluate the capacity of the BOM to make structural changes for greater school performance of public primary schools in Juja Constituency, Kiambu County.

Significance of the Study

The board of management of the public primary schools in the Juja Constituency of Kiambu County would benefit greatly from this study because they would learn how adopting a strategic capacity building approach would improve their performance in ensuring that public primary schools perform better. As they would be educated on the significance of strategic capacity development in their service delivery, other boards of management of public primary schools and even public secondary schools in Kenya would benefit from the study. The results of this study would also be significant to decision-makers, particularly the government, as they would provide information that might be utilized to design policies for the capacity building of board members of public primary schools. The study would also be important for academics and researchers because it would provide resources for further research on the topic.

Conceptual Framework

The study was guided by the following conceptual framework.

Independent Variables

Dependent Variable

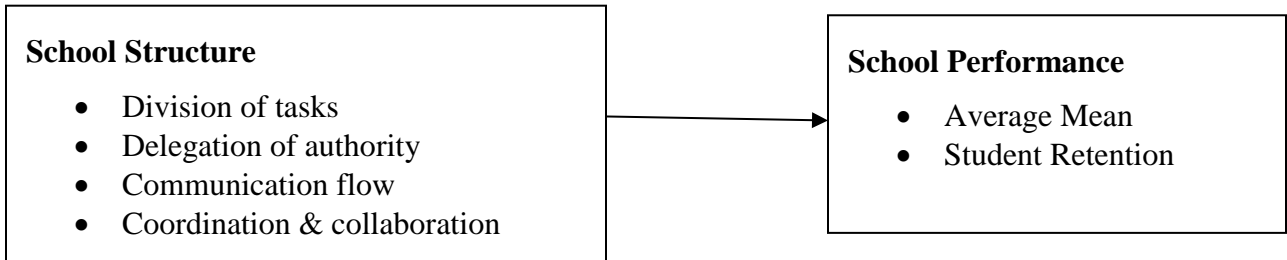


Figure 1: Conceptual Framework

Source: Adopted from literature review

The conceptual framework demonstrated that capacity development in school structure would ensure that the BOM members had in place a hierarchical design to ensure that there was division of tasks, clear delegation of authority and the communication flow was adequate to promote school performance. This could be supported by the organization culture model, which explains the concept of culture and the way it affects organizations (Schein, 2004). In addition, the school structure ensured that the BOM had the capacity to respond to changing demands in the education industry, which was achieved through coordination and collaboration with all the stakeholders to ensure all the school activities were running smoothly and had been aligned to the new changes. This would in turn ensure that the school conditions had improved thus promoting greater

academic performance where the academic mean would improve and ensure there was no confusion and thus more students would be retained in the schools. This could be collaborated by the institutional theory, which showed that organizations usually adopt structures that are prevalent in their environment for example the procedures, job titles and roles (DiMaggio & Powell, 1983).

2.1 Literature Review

Theoretical Framework

Team Theory

Tuckman first put up the concept of team theory in 1965. The five stages of team development are described as forming, storming, norming, performing, and adjourning. Tuckman's Theory provides a clear picture of what most teams experience. These phases are said to begin when the group first meets and continue until the project is completed. Each of these rhyming stages is appropriately titled and contributes significantly to the formation of a highly effective business team (Tuckman, 1965). The team has just been acquainted to one another during the forming stage, and the mission has been assigned. Due to the tendency of team members to act autonomously at this point, it is an interesting psychological situation. Even though there may be good intentions and good spirits, there won't be any trust. The goals of the project, the timetable, the duties that each team member will play, and any rules or regulations are frequently discussed during this stage of team development (Jones, 2019).

When the initial exhilaration and good grace have worn off, the second stage, which is storming, begins, according to Bonebright (2010). Most likely, by this point, the project's weight and realism had struck in. At this point, egos might start to emerge and tempers might flare. The group may disagree on the best way to do a specific task or express any concerns. Things tend to calm down during the third stage, which is the norming phase. The group can settle into the routine of cooperating to achieve a common objective. However, there may be a few overlaps between storming and norming during the norming stage. There may still be some instances of conflict as new tasks are introduced. The team might get into its stride on the stage when performing (Tuckman, 1965).

Each team member is aware of the skills and shortcomings of the others and is comfortable enough with them to offer assistance. At this point, each team member is motivated and self-assured. They can also work there without being watched. Some teams fail to go past this point. Every group will strive to reach this level because that is when you can produce your best work. As a result, having a cohesive team can foster creativity because everyone will be motivated (Miller, 2003).

The adjourning stage, which was later introduced, is the last stage of the team theory (Tuckman & Jensen, 1977). The team will break up after the project is finished. If they have become close and are at the performance stage, there can be a sense of loss. However, it will be simpler to collaborate with some of these folks once more if you have had fruitful shared experiences. Jones (2019) asserts that because teams can go back and forth between phases, the notion is not a one-way highway. For instance, a new team member can alter the dynamic of the group, or a change in corporate strategy might need the group to reassess its objectives and roles. Managers may therefore get ready for what is ahead and figure out the best way to handle it by studying this theory and learning to recognize the stages in the strategic planning process.

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Because school boards of management are teams that are required to collaborate in order to improve the performance of public schools, this notion was relevant to the study. Because they will be more aware of the developmental stages they experience as they interact with others in a group context, BOM members as teams will perform better as a result of the theory. This was due to the fact that as team members, they would comprehend the necessity of evolving via discrete phases from Ministry of Education appointment as BOM members to cohesive, task-focused teams. They will be better able to understand their duties and each other's strengths by comprehending the phases of team formation, which will help the team improve the performance of the school.

2.2 Empirical Studies

School Structure and School Performance

In Swaziland, Nyathi and Bhebhe (2019) conducted research on the relationship between academic achievement and school organization. The flexible school structure component and its impact on academic performance were the subjects of the study. Purposive sampling was used in the qualitative study to demonstrate that schools with high levels of flexibility outperformed those with rigid systems. Therefore, the study came to the conclusion that having a flexible structure improved staff motivation and encouraged creativity, which in turn improved school performance. Gershenson and Langbein (2015) also looked into the connection between North Carolina's educational performance and school organization. To determine how class size and the climate of the school affected student performance, the study utilized the estimations of particular linear temporal trends. The results demonstrated a favorable correlation between school organization and academic achievement.

Ariani and Mirdad (2016) also looked into the physical learning space, unrestricted views, and functional perspectives of schools when examining the relationship between school structure and academic success in Iran. The School Design and Planning Laboratory Model was utilized in the study to explore the aspects of school design and how they relate to academic success. The findings indicated a favorable correlation between school organization and academic achievement. This led to the conclusion that the architecture had an effect on the indoor and outdoor spaces, which in turn affected performance. According to Nyathi and Bhebhe's 2019 study, flexible organizational structures should be adopted by schools in order to increase performance. This study was enlightening although it was carried out in Swaziland while the current study was carried out in Kenya thus a contextual gap.

Similar to this, Gershenson and Langbein (2015) advised schools to make sure that class numbers are manageable as this would encourage a positive school climate and improve school performance. This study was inconclusive as it only looked at school structure in terms of class size and school climate, the current study looked at school structure in terms of division of tasks, delegation of authority, communication flow, coordination and collaboration thus a conceptual gap. Additionally, Ariani and Mirdad (2016) advised schools to make sure that the school's main building and surrounding landscape are conducive as this will enhance academic achievement. While this study was enlightening, it left a chance for another study to use a different methodology as it used the school design and planning laboratory model.

In another study, Earthman (2017) assessed the impact of school structure on school performance. The study used the school structure variables on proper illumination, equipment, thermal environment and space. The study noted that the conditions of school buildings and involving parents in the structural process enhanced school performance. This study was enlightening as it conceptualized school structure in terms of proper illumination, equipment, thermal environment and space. The current study on the other hand conceptualized school structure in terms of division of tasks, delegation of authority, communication flow, coordination and collaboration, thus a conceptual gap. Lam (2005) conducted a different study to ascertain how Hong Kong's school structures affected students' academic achievement. The study specifically examined the impact of school structure flexibility on academic performance. The results of the study showed a link between improved school performance and structural flexibility. Higher motivation, more control, and ensuring that staff have learning opportunities were identified by the study as the structural factors that improved school performance.

Additionally, in Bomet County, Kenya, Kirui and Ongiti (2016) investigated the effect of school organization on academic achievement. For the school structure, the study used the aspects of centralization, formalization, strictness, norms, hierarchy, and authority as well as departmental decisions. The study's findings indicated a favorable correlation between academic success and school organization. Additionally, Kirui and Ongiti (2016) discovered that there was centralization at the school, as well as that there was a clear hierarchy and authority, teachers participated in departmental decisions, jobs were codified, jobs were specialized, and rules were enforced, all of which were crucial for achieving high academic performance.

According to the study of Ariani and Mirdad (2016), schools should create a supportive environment to improve student performance. The Boards of Management should benchmark with schools that are performing well in order to take best practices, adapt them to their schools, and implement them in order to increase performance, continued Kirui and Ongiti (2016). This study was informative and motivated the researcher to carry out a study on different dimensions of school culture to compare results on how they affect performance especially in public primary schools. In support of this, Lam (2005) recommended that schools should consider their internal environment as this would improve school performance. While study was helpful to the researcher, it only focused on the flexibility of the school structure, the current study looked at school conditions and changing demands thus a conceptual gap.

3.1 Research Methodology

The descriptive research design was employed in this study. This research design was suitable for this study since it allowed the researcher to investigate the variables using a wide range of research methods (Turner, 2013). The 22 registered public primary schools in the Juja Constituency were the unit of analysis for this study, and the 264 members of the school board of management constituted the study's unit for population. The Ministry of Education states that there are 12 members on each BOM for public primary schools. The study employed the Nassiuma (2000) formula to get a sample of 122 respondents. Stratified sampling and simple random sampling methods were used to select the respondents from the population.

This study used both primary and secondary data sources. A structured questionnaire was

employed by the researcher to gather primary data from the respondents in this study. The study also extracted secondary data using a template from the Ministry of Education reports on the academic performance of the public primary schools in Juja Constituency from 2019 to 2021. The specific data obtained was on the average mean score for each school in the Kenya Certificate of Primary Education results. This was to check on the performance of the BOM's from the three years they are appointed to identify whether strategic capacity development in that period influenced the academic mean score. The researcher received authorization from the Ministry of Education to distribute the questionnaire to the respondents.

The study used the Scientific Package for Social Sciences (SPSS) version 25 for inferential statistics, which included correlation and regression analysis. The goal of correlation and regression statistics was to see if there was a relationship between strategic capacity and school performance.

4.1 Results and discussion of findings

The following are the findings on how to assess the BOM's ability to implement structural changes for improved public primary school performance in Juja Constituency, Kiambu County.

Table 1: Effect of School Structure on School Performance

Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
BOM members have the capacity to oversee the division of tasks to enhance performance	-	-	23	62	15
BOM members have been enabled to delegate authority to relevant officers to promote efficiency of operations	-	-	-	64	36
BOM members are able to ensure there is effective communication flow to avoid delays	-	-	5	62	33
BOM members have the capacity to empower teachers to perform their tasks better	19	51	23	6	-
BOM members are able to engage parents and community in decision making	-	38	12	50	
BOM members ensure that proper work flow processes are in place to enable flexibility of policies, rules, regulations and procedures	-	-	5	63	36

Source: Research data, 2022

The BOM members have the ability to oversee the allocation of work, as indicated by the majority of respondents (77%), according to Table 4.3. 23%, however, are unsure. This demonstrates that

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the BOM members have the information necessary to supervise how duties are distributed in primary schools, which is essential for improved performance. All respondents agreed that the BOM members' ability to assign authority to the proper officers had helped to increase the efficiency of operations in the schools. This shows that the capacity building workshops' coverage of the material on operational efficiency was thorough. Additionally, as reported by 95% of the respondents, while 5% are unsure, there is good communication flow in the public elementary schools that has been enabled by the BOM members to avoid delays.

As was already said, the BOM members are capable of carrying out the communication capacity development that was provided by the Ministry of Education. However, the majority of respondents (70%) believe that the BOM members lack the ability to give teachers the authority they need to carry out their duties. 6% agreed, and 23% were unsure. This shows that following the capacity building trainings, awareness of the function that BOM members have in approving instructors to carry out their duties has not been adequately assimilated.

38% of respondents say they are unable to involve parents and the community in decision-making, while 50% of respondents say they can do so as BOM members. Nevertheless, 12% are unsure. This demonstrates some understanding of the information on participation in decision-making, but more work has to be done to guarantee that all BOM members have the necessary skills. The majority of respondents (95%) have made sure that suitable workflow mechanisms are in place to allow flexibility in policies, rules, regulations, and procedures; 5% of respondents are unsure. This is evidence that the flexibility of the policies put in place by the BOM Members helps the operations in the public schools work well.

These results show that the majority of the organizational structure information provided by the Ministry of Education to the BOM members has been internalized as they are able to make structural modifications for improved school performance. This is because they can efficiently supervise work division, assign authority, and guarantee an open line of communication. The BOM members can also establish appropriate workflow procedures and involve parents and the community in decision-making. However, there appears to be an issue with their ability to enable teachers to carry out their duties more effectively, which may be related to other variables like low compensation.

The results are in line with those of Ariani and Mirdad (2016), who found that schools should make sure that the main building and surrounding landscape are conducive since doing so will enhance academic achievement. Involving stakeholders in the structural process improved school performance, according to Earthman's 2017 study. The results concur with those of Lam (2005) who stated that increased motivation, more control, and presenting learning opportunities for employees were structural conditions that improved school performance. According to Kirui and Ongiti (2016), achieving high academic performance also required having a clear hierarchy of power, teachers participating in departmental decisions, job codification, job specialization, and rule enforcement.

4.2 Coefficient Correlation Analysis

The coefficient correlation matrix for the school structure and school performance variables is shown in Table 2 below.

Table 2: Correlation Matrix of the School Structure Variable and Sales Performance

		School Structure
School Performance	Pearson Correlation	.0253(**)
	Sig. (2-tailed)	.000
	N	111

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

Source: Research data, 2022

The correlation matrix Table 2 revealed that school structure and school performance had a favorable relationship. The findings are in tandem with those of Ariani and Mirdad (2016) which revealed that school structure and academic achievement had a positive correlation.

4.3 Regression Analysis

Regression Model

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.738 ^a	.609	.575	.27203

a. Predictors: (Constant), school structure

Table 3 shows that the R value of 73.8% showed that there was a relationship between the independent variable and the independent variable. The R square value of 0.609 indicates that the model's independent variable accounts for 60.9% of the variance in the dependent variable, with the remaining proportion assigned to random fluctuations on other unspecified components. At p 0.05, the model was statistically significant.

Coefficients

Table 4: Model of Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	T
1	(Constant)	1.235	0.282		4.383
	School structure	0.316	0.081	0.225	3.899

a Dependent Variable: School performance

In this study, the coefficient results indicated school structure had a statistically significant relationship with school performance ($\beta = 0.316$, $P = 0.000 < 0.05$). This revealed that an increase in school structure would lead to a 0.316 improvement in academic achievement. These results are in line with those of Gershenson and Langbein (2015), who found a connection between school structure and school performance.

4.4 Summary of Findings

Effect of School Structure on School Performance

The coefficient results showed that the first and most important independent variable was school structure ($p = 0.000$; $\text{Beta} = 0.316$; $t = 3.899$). The correlation matrix, school structure had a positive correlation with school performance (0.253^{**}). The majority of respondents, 62%, agreed that BOM members may supervise the assignment of duties to improve performance, and 64% said that BOM members might delegate authority to pertinent officers to increase operational effectiveness. Additionally, 62% of respondents concurred that BOM members could ensure effective communication flow to prevent delays, but 51% of respondents disagreed that BOM members could empower teachers to carry out their duties more effectively. Additionally, according to 50% of respondents, BOM members were successful in involving parents and the community in decision-making, and 63% of respondents said BOM members made sure that the right workflow processes were in place to allow for the flexibility of policies, rules, regulations, and procedures.

5.1 Conclusion

The study concluded that school structure and school performance had a positive significant relationship. It was also concluded that the BOM members had the capacity to make good structural changes to enhance public primary school performance. Another conclusion was that the BOM members oversaw the division of tasks and delegate authority to relevant officers to promote efficiency of operations. In addition, the study also concluded that the BOM members did not have the capacity to empower teachers to perform their tasks better but they engaged parents and community in decision making.

6.1 Recommendations

Based on the finding the study recommends that the Ministry of Education should organize more capacity development trainings to ensure that BOM members are fully equipped with strategic planning skills. Another recommendation is that the Ministry of Education should organize benchmarking sessions for the BOMs so that they can learn from each other of the best practices.

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