

**INFLUENCE OF PUBLIC BENEFITS ORGANIZATIONS ON  
THE MANAGEMENT OF PUBLIC SECONDARY SCHOOLS  
IN MASHUURU SUB-COUNTY, KAJIADO COUNTY, KENYA**

<sup>1</sup>Partari Elisha Toipan & <sup>2</sup>Dr. Dorcas Wambugu Njeru

<sup>1\*</sup>Mount Kenya University, Kenya; Email: [partarielisha@gmail.com](mailto:partarielisha@gmail.com); ORCID ID:  
<https://orcid.org/0000-0002-2531-4722>; Tel No.:0714555478

<sup>2</sup>Mount Kenya University, Kenya; Email: [dnjeru50@gmail.com](mailto:dnjeru50@gmail.com); ORCID ID:  
<https://orcid.org/0009-0005-4061-3738>; Tel No.:0721534004

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**ABSTRACT**

**Statement of the Problem:** Public Benefits Organizations (PBOs), as education stakeholders, play an important role in school management. However, in many secondary schools in Mashuuru Sub- County, there have been cases of unhealthy staff relations, poor maintenance of facilities and under-utilization of instructional materials.

**Purpose of the Study:** The purpose of the study was to assess the influence of public benefits organizations on management of public secondary schools in Mashuuru Sub- County, Kajiado County, Kenya.

**Methodology:** A mixed research method and concurrent triangulation design were used. Target population was 314 respondents, including 10 principals, 197 teachers, 93 school BoM members, 13 PBO coordinators, and the sub-county director of education. Yamane's Formula determined a sample of 175 respondents. The study employed a multi-stage sampling approach in Mashuuru Sub- County and divide the area into two strata based on the number of zones using various sampling techniques. This resulted in a sample consisting of six principals, 150 teachers, 12 school Board of Management (BoM) members, six PBO coordinators, and one

Sub- County Director of Education. Descriptive frequencies and percentages and inferential Pearson's Product Moment Correlation Analysis were used to analyze quantitative data in SPSS 23 and present it in tables.

**Findings:** The study established that the levels of collaboration with different stakeholders such as BoM, government, parents and PBOs are still not fully exhausted.

**Conclusion:** It is concluded that there is a strong, positive, and statistically significant relationship between the frequency of collaboration with Public Benefits Organizations (PBOs) and the effective management of secondary schools. Specifically, schools that collaborate more frequently with PBOs tend to have better staff relations, improved physical facilities, and more frequent utilization of curriculum support materials.

**Recommendations:** School management should include directors of potential PBOs, which support education in the school management committees. The PBOs should fully undertake their tasks of creating awareness to schools on the value of offering quality education to students.

**Keywords:** *Public Benefits Organizations, management of public secondary schools, collaboration.*

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## **INTRODUCTION**

Public Benefits Organizations play a key role in the management of secondary schools. Public Benefits Organizations (PBOs), according to Klees (2014), collaborate closely with local communities to develop innovative programs that address local needs and contexts. Klees (2014) believes that PBOs play an important role as partners in supporting various academic activities in secondary schools. Auerbach (2013) found that through their network of dedicated activists, grassroots workers, and notable supporters, PBOs can make long-term beneficial changes to school management. PBOs accomplish this monumental task, according to Auerbach (2013), through their role in policy reform, on-the-ground change, and empowerment initiatives.

Smillie and Helmich (2015) established that in Venezuela, various charitable organizations and NGOs are constantly working to research, document, and showcase results from surveys of the impoverished class of citizens in this country. They do this with money donated by people who want to help make the world a better place. According to Smillie and Helmich (2015), NGOs

also work to build positive relationships with lawmakers, the media, and other civil society members in order to further their goals of lobbying for pro-children and pro-poor policymaking, which is critical for effecting change. Save the Children (STC) uses public campaigning, research, and dialogue to achieve positive legislation that benefits underprivileged children.

When there is a significant imbalance in the involvement of stakeholders in school management in many African countries, PBOs exist to balance the see-saw. In Nigeria, for example, Dietz and Whaley (2014) assert that PBOs play an important role in ensuring that every child, particularly the poor, has the opportunity to build a better future through education. According to Dietz and Whaley (2014), many PBOs, such as Save the Children, World Vision, and UNICEF, fund education management programs, work at the grassroots level to strengthen the education system, raise awareness about the importance of education, and enroll as many children as possible so that they can thrive in life.

Many secondary schools in Mashuuru Sub- County, in particular, face challenges related to school management and decision-making. Katundu (2017) discovered that 61.8% of public secondary schools in Kajiado County had received Ministry of Education warnings for imprudent school management in response to complaints from various stakeholders in secondary education. A study conducted in Kajiado County by Bandi (2011) discovered that PBOs such as Compassion, Girlchild Network, and Newlife Mission assist in identifying the most vulnerable children in Kajiado's poorest areas. According to Bandi (2011), they assist children in enrolling in school under the Right to Education Act of 2012, and for children who have dropped out and missed a few years of schooling, these PBOs provide them with gap classes that help them get enrolled in their age-appropriate grade and even pay their school fees. However, much work remains to be done because Bandi (2011) did not investigate how collaboration with PBOs influences the management of public secondary schools, thus the need for this study.

## **OBJECTIVES OF THE STUDY**

The study was guided by the following objectives;

- i. To assess the status of management of public secondary schools in Mashuuru Sub-County.
- ii. To establish the influence of public benefits organizations on the management of public secondary schools in Mashuuru Sub- County.

## **THEORETICAL FRAMEWORK**

This study was guided by the stakeholder involvement theory which was postulated by Freeman in the year 2000. The origins of stakeholder involvement theory can be traced back to four key academic disciplines: sociology, economics, politics, and ethics, with a focus on corporate planning, systems theory, corporate social responsibility, and organizational theory. Freeman (2000) depicted his model as a diagram in which the company is at the center and is involved with stakeholders related to the company. The theory focuses on the nature of these relationships in terms of processes and outcomes for the company and stakeholders; the interests of all legitimate stakeholders are intrinsically valuable, and it is assumed that no single set of interests predominates. The theory focuses on school management decision making and explains how stakeholders attempt to influence school decision making processes in order for them to be consistent with their needs and priorities. Thus, management is carried out over three levels: the identification of stakeholders, the development of processes identifying and interpreting their needs and interests, and the construction of relationships with the entire process structured around the organization's respective objectives.

The study was also guided by the school management theory which was postulated by Kuo in 2009. This theory addresses how managers and administrators relate to their organizations in the knowledge of its goals, the implementation of effective means to get the goals accomplished and how to motivate employees to perform to the highest standard. The central focus of this study is that although school managers in different parts of the world could have achieved managerial success without having basic theoretical knowledge in management, those managers, who have adopted this theory in their day-to-day practice, have had better chances of managing their organizations effectively by considering communication to ensure prudent management of schools. This theory holds that the interaction between different stakeholders incorporates allocation of resources for appropriate course. Thus, the rationale of using this theory in this study is that, to enhance prudent management of schools, the role of stakeholders such as school BoM, government, parents and PBOs cannot be overlooked and thus, school managers such as principals ought to understand how to organize resources and effectively communicate to different stakeholders within and outside the schools.

## RESEARCH METHODOLOGY

A mixed research methodology was used and adopted concurrent triangulation research design. The target population consisted of 314 respondents, including 10 principals, 197 teachers, 93 members of school boards of management, 13 coordinators of PBOs, and the sub-county director of education, from which a sample of 175 was drawn using Yamane's Formula. Based on the number of zones in Mashuuru Sub- County, stratified sampling was used to create two strata. Purposive sampling was used to select three principals, six members of school boards of management, three coordinators of PBOs, and the sub-county director of education from each zone. However, 75 teachers were chosen from each zone using simple random sampling. Six principals, 150 teachers, 12 members of school boards of management, six PBO coordinators, and one Sub- County Director of Education participated in these procedures. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Sciences (SPSS 23) and presented using tables.

## RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

**Table 1: Response Rates**

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	6	5	83.3
Teachers	150	147	98.0
Members of School BoM	12	11	91.7
Coordinators of PBOs	6	6	100.0
Sub-county Director of Education	1	1	100.0
Total	175	170	97.1

**Source: Field Data (2023)**

Table 1 shows that principals registered a response rate of 83.3%, teachers registered 98.0%, Members of School BoMs registered 91.7%, all (100.0%) Coordinators of PBOs participated in the study as well as the Sub- County Director of Education (100.0%). This yielded an average response rate of 97.1% which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was critical because it enabled the researcher to generalize the study's findings to the target population.

### Status of Management of Public Secondary Schools

The study sought to establish the status of management of public secondary schools. Descriptive data were collected from teachers and results are shown in Table 2;

**Table 2: Teachers' Views on Status of Management of Public Secondary Schools**

Indicators of School Management	Good	Not Good	Not Sure
	%	%	%
Human resource relations	44.0	21.2	34.8
Maintenance of physical facilities	24.9	39.9	35.2
<b>Utilization of curriculum support materials</b>	<b>53.4</b>	<b>23.8</b>	<b>22.8</b>

**Source: Field Data (2023)**

Table 2 shows that 65(44.0%) of the teachers indicated that human resource relations in public secondary schools is good, 31(21.2%) indicated not good whereas slightly more than a third, 51(34.8%), indicated that human resource relations in schools were not sure. These findings point to the fact that human resources such as teachers, pupils and staff form a major component of school management and thus, the nature of their relations is key to the success of any secondary school.

A small proportion of teachers, 37(24.9%), stated that maintenance of physical facilities in public secondary schools is good, 59(39.9%) of them indicated that maintenance is not good whereas 52(35.2%) indicated that maintenance they were not sure. However, 78(53.4%) of the teachers noted that utilization of curriculum support materials is good, 35(23.8%) indicated not good whereas 34(22.8%) were not sure. These findings concur with the assertions of Durosaro (2015) that the idea behind management practices is to ensure that resources which are used in educational activities are adequately provided. Okumbe (2014) also asserts that most secondary schools are provided with enhanced flexibility and autonomy in managing their operation and instructional resources for the benefit of learners. Hence, these findings point to the fact that, despite the challenges with management of different aspects in secondary schools, prudent management of school resources has been key to the success of such schools. In other words, success in achieving school objectives is positively associated with planning detail, suggesting that prudent management is a key component in improving school discipline, managerial efficiency and learners' performance.

### **Thematic Analysis on the Status of Management of Public Secondary Schools**

Qualitative findings were also obtained by interviewing the principals, members of school Board of Management, Sub- County Director of Education and the Coordinators of Public Benefits Organizations (PBOs). During the interviews, unlike teachers, principals responded in favour of the view that human resource relations in public secondary schools is good. Principal, P1, noted;

*In my secondary school, there has been healthy relations amongst members of staff and learners. We have had very few cases which border unhealthy interpersonal relationships among staff members and pupils*

Similar views were expressed by members of school Board of Management. However, on their part, a large number of interviewees indicated that management of public secondary schools has been a challenge. There have been cases of unhealthy human relations, fights among staff and school heads and staff indiscipline. These contradictions underscore the fact that management of human relations in public secondary schools is bedeviled with numerous challenges. Just as noted earlier, these views also indicate that human resources such as teachers, pupils and staff form a major component of school management and thus, the nature of their relations is key to the success of any secondary school. On maintenance of physical facilities, the principals, school BoM and sub-county director of education concurred with teachers that there have been sustained efforts to improve the status of physical facilities. On further probing, principal, P2, noted;

*In my secondary school, though resources are limited, we have put up new classrooms and repaired old and dilapidated ones. New furniture has been bought and old ones repaired to cater for the influx of new students.*

The coordinators of PBOs also stated that, albeit the challenges, there have been concerted efforts to improve physical facilities in public secondary schools. Similar views were expressed by all the interviewees with regard to utilization of curriculum support materials. They concurred with teachers that use of instructional materials has improved as a strategy of improving students' academic performance. These qualitative findings, just like quantitative findings, indicate that, though often a challenge to many secondary schools, management of public secondary schools has been taking place.



### Public Benefits Organization and Management of Public Secondary Schools

The study further sought to establish how collaboration with public benefits organizations (PBOs) influences management of public secondary schools. Results are shown in Table 3;

**Table 3: Teachers' Views on the Influence of Collaboration with Public Benefits Organizations on Management of Public Secondary Schools**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, PBOs collaborate with school management by sponsoring needy students	61.1	9.8	4.7	17.1	7.3
PBOs have collaborated with public secondary schools as advocates for students' rights to education	69.4	20.7	1.1	3.6	5.2
To improve school management, PBOs have funded school activities	50.8	13.5	4.7	25.4	5.7
In public secondary schools, PBOs have created awareness to schools on the value of offering quality education to students	38.6	9.8	5.2	32.1	16.1
To enhance prudent school management, PBOs plays a major role	71.5	8.8	3.6	10.4	5.7

Table 3 shows that half of the teachers, 90(61.1%), strongly agreed with the view that, in public secondary schools, PBOs collaborate with school management by sponsoring needy students whereas 14(9.8%) agreed, 7(4.7%) were undecided, 25(17.1%) disagreed whereas 11(7.3%) strongly disagreed. This supports the assertions of Auerbach (2013) that PBOs support school programmes through its role in policy reform, on-ground change and empowerment initiatives. The study also revealed that 75(50.8%) of the teachers strongly agreed with the view that, to improve school management, PBOs have funded school activities while 20(13.5%) were in agreement, 7(4.7%) were undecided, 37(25.4%) disagreed whereas 8(5.7%) strongly disagreed. These findings further support those of a study carried out in Venezuela in which Smillie and Helmich (2015) established that various charitable organizations and NGOs are constantly working to help the impoverished class of citizens from this country. For this, they use the money that is donated by those who want to do their bit for a better world. A study carried out in Nigeria by Dietz et al (2014) also revealed that PBOs play a significant role in ensuring that every child especially the poor receive the opportunity to build a better future through education. According to Dietz et al (2014), many PBOs like Save the Children, World Vision and UNICEF among others fund education management programmes, work at the grass-



root level to strengthen the education system, spread awareness about the importance of education and enroll as many children as possible so they can thrive in life.

These findings further corroborate the findings of a study carried out in Kajiado County by Bandi (2011) which also established that PBOs such as Compassion, Girlchild Network and Newlife Mission help in identifying the most vulnerable children in the poorest parts of Kajiado. Bandi (2011) revealed that they help enroll children in school under the Right to Education Act, 2012 and for, children who have dropped out and missed few years of schooling, these PBOs provide them with gap classes which help them get enrolled in their age-appropriate grade and even pays their school fees. This indicates that contribution of PBOs cannot be overlooked in promoting and funding the education of needy students through empowerment programmes.

The study found that 102(69.4%) of the teachers strongly agreed with the view that PBOs have collaborated with public secondary schools as advocates for students' rights to education whereas 30(20.7%) agreed. However, 2(1.1%) were undecided, 5(3.6%) of the teachers disagreed whereas 8(5.2%) strongly disagreed. These findings also support those of Smillie and Helmich (2015) who found that NGOs also work to create good relationships with lawmakers, media and fellow civil society members to further their goals of lobbying for pro-children and pro-poor policymaking; that is essential for bringing about a change. Save the Children (STC) uses campaigns that combine public campaigning, research and dialogue to achieve positive legislation that helps unprivileged children. A fair proportion, 54(36.8%) of the teachers strongly agreed with the view that, in public secondary schools, PBOs have created awareness to schools on the value of offering quality education to students while 14(9.8%) agreed. On the same breath, 8(5.2%) were undecided, 47(32.1%) disagreed whereas 24(16.1%) strongly disagreed. The study also established that 105(71.5%) of the teachers strongly agreed with the view that, to enhance prudent school management, PBOs plays a major role while 13(8.8%) of the teachers agreed. On the same breath, 5(3.6%) of the teachers were undecided, 15(10.4%) disagreed whereas 8(5.7%) of the teachers strongly disagreed.

This supports the findings of a study carried out in India by Auerbach (2013) which found that, through their network of dedicated activists, grassroots workers, and notable supporters, PBOs can make long-lasting beneficial changes to school management aimed at improving the quality of education offered in secondary schools. These findings point to the fact that, through

advocacy and regular campaigns, PBOs can help school management in improving quality of education. In other words, they work closely with local communities to develop innovative programs that address local educational needs and contexts. This implies that collaboration of secondary school management with PBOs is key determinant in making decisions aimed at improving and supporting different academic activities in secondary schools.

### **Inferential Analysis of the Influence of Public Benefits Organizations on Management of Public Secondary Schools**

To verify the influence of collaboration with Public Benefits Organizations (PBOs) on management of public secondary schools, data were collected on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) the sampled five (5) public secondary schools collaborate with government agencies and status of staff relations (Good = 3, Not Good = 2 and Not Sure = 1), status of physical facilities (Good = 3, Not Good = 2 and Not Sure = 1) and frequency of utilization of curriculum support materials (Frequent = 3, Not Frequent = 2 and Not Sure = 1). Results are shown in Table 4:

**Table 4: Frequency of Secondary School Collaboration with Public Benefits Organizations and Status of Staff Relations, Physical Facilities and Frequency of Utilization of Curriculum Support Materials**

<b>How Often Schools Collaborate with Public Benefits Organizations</b>	<b>Status of Staff Relations</b>	<b>Status of Physical Facilities</b>	<b>Frequency of Utilization of Curriculum Support Materials</b>
1	1	1	1
3	2	3	2
1	1	2	1
3	2	3	2
<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**Source: Field Data (2023)**

Table 4 indicates that in schools where there is frequent involvement of PBOs in school activities tend to improve status of school management. That is, the higher the frequency of collaboration with PBOs, the higher the status of staff relations, physical facilities and frequent utilization of curriculum support materials. These results were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 5:

**Table 5: Relationship between Frequency of School Collaboration with Public Benefits Organizations and Status of Staff Relations, Status of Physical facilities and Frequency of Utilization of Curriculum Support Materials**

		X1	B	C	D
X1	Pearson Correlation	1.000			
	Sig. (2-tailed)				
	N	8			
B	Pearson Correlation	.754*	1.000		
	Sig. (2-tailed)	.031			
	N	8	8		
C	Pearson Correlation	.818*	.754*	1.000	
	Sig. (2-tailed)	.013	.031		
	N	8	8	8	
D	Pearson Correlation	.798*	.567	.570	1.000
	Sig. (2-tailed)	.018	.143	.140	
	N	8	8	8	8

\*. Correlation is significant at the 0.05 level (2-tailed).

Key: X1- Frequency of Collaboration with PBOs; B-Status of Staff Relations; C-Status of Physical Facilities and D-Frequency of Utilization of Curriculum Support Materials.

Table 5 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of  $r_1 = 0.754$ ,  $r_2 = 0.818$  and  $r_3 = 0.798$ , with corresponding significant levels (p-values) of 0.031, 0.013 and 0.018 which were less than the predetermined level of significance, 0.05, that is,  $p\text{-value} = 0.031, 0.013 \text{ and } 0.018 < 0.05$ . Thus, the data shows there is significant influence of collaboration with PBOs on management of secondary schools. These results offer strong evidence that there is a beneficial and statistically significant relationship between collaborating with PBOs and the effective management of secondary schools. This could have a variety of practical implications, from changes in resource allocation to shifts in educational policy.

### **Thematic Analysis of the Influence of Public Benefits Organizations on Management of Public Secondary Schools**

During the interviews, the principals, members of school BoM, sub-county director of education and coordinators of PBOs also responded in favour of the view that PBOs collaborate with school management by sponsoring needy students. They walk into schools, check their fee records and performance and find much information about their socio-economic status. One of the coordinators of PBOs, CPBOs1, stated;

*In my organization, we always assess the needy but bright students in secondary schools and offer to foot part of their fees and other levies. This has helped keep them in school and continue with their studies. We have also taken it upon ourselves to ensure, through advocacy programmes, that learners access quality education*

These views further underscore the role of PBOs in sensitizing the members of the public on the need for education among children. Just like quantitative findings, these views further support those expressed by Auerbach (2013) that PBOs support school programmes through its role in policy reform, on-ground change and empowerment initiatives. The interviewees further noted that PBOs fund activities such as school feeding programmes, mentorship activities as well as sanitary services. One of the coordinators, CPBOs<sup>2</sup>, supported this view and stated;

*We always undertake to fund numerous academic activities and services such as symposiums, essay competitions to motivate learners and provide sanitary services namely sanitary towels to the female students to keep them in school.*

In summary, these findings affirm the fact that different PBOs help in identifying the most vulnerable children. The study found that they provide them with gap classes which help them get enrolled in their age-appropriate grade and even pays their school fees. Hence, these mixed findings point to the fact that collaboration of school management with PBOs is crucial in making decisions aimed at improving and supporting different academic activities in secondary schools.

## **SUMMARY OF FINDINGS AND CONCLUSION**

From the study findings, it is evident that management of public secondary schools has not been devoid of challenges. Maintenance of physical facilities is not often undertaken. However, the study established that utilization of curriculum support materials is fairly good among teachers and students. The study also found that PBOs collaborate with school management by sponsoring needy students as well as funding school activities. However, this initiative has not been fully embraced. Thus, it is concluded that there is a strong, positive, and statistically significant relationship between the frequency of collaboration with Public Benefits Organizations (PBOs) and the effective management of secondary schools. Specifically, schools that collaborate more frequently with PBOs tend to have better staff relations, improved physical facilities, and more frequent utilization of curriculum support materials. These results underline the potential benefits of such collaborations and could inform future

educational policy decisions, including resource allocation aimed at enhancing the quality of education and overall school management.

## **RECOMMENDATIONS**

The study recommends that school management should include directors of potential PBOs, which support education in the school management committees. The PBOs should fully undertake their tasks of creating awareness to schools on the value of offering quality education to students. The study also recommends a more integrated approach to school management, specifically advocating for the inclusion of directors from Public Benefits Organizations (PBOs) that support education on school management committees.

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