

**INFLUENCE OF BOARD OF MANAGEMENT MEMBERS'  
CHARACTERISTICS ON MANAGEMENT OF HUMAN RESOURCE IN  
PUBLIC SECONDARY SCHOOLS IN KIKUYU SUB COUNTY, KIAMBU  
COUNTY, KENYA**

**Kimama Winnie N.**

**A Research Project Submitted in Partial Fulfillment of the Requirements of the  
Award of the Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

This research project is my original work and has not been presented for award of degree in any other university.

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KimamaWinnie N.

E55/72533/2014

This researchproject has been submitted for examination with our approval as university supervisors

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Jeremiah M. Kalai, PhD.

Senior Lecturer and Chairman

Department of Educational Administrative and Planning

University of Nairobi

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Dr. UrsullaOkoth

Senior Lecturer and Doctoral Programmes Coordinator

Department of Educational Administrative and Planning

University of Nairobi

## **DEDICATION**

I dedicate this work to my family members: My husband, Joseph Kuria, daughters, Sarah Wanjiru and Kezzy Mugure.

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## **ABBREVIATIONS AND ACRONYMS**

**BoG** Board of Governors

**BoM** Board of Management

**HRM** Human Resource

**HRM** Human Resource Management

**KCSE** Kenya Certificate of Secondary Education

**KEMI** Kenya Education Management Institute

**PTA** Parent and Teachers Association

**UNESCO** United Nations Educational, Scientific and Cultural Organization

## **ABSTRACT**

The purpose of this study was to investigate the influence of Board of Management members' characteristics on management of human resource in public secondary schools in Kikuyu sub county, Kiambu County. The study specifically sought to; establish the influence of board members' administrative experience, determine the influence of board members' level of education, assess the influence of board members' gender and to establish the influence of board members' training on management of human resource in public secondary schools in Kikuyu Sub, Kiambu County. The study employed descriptive research design. The target population was 31 public secondary schools, 31 principals and 527 BoM members and the sample was 31 principals and 120 BoM members. The 31 principals were selected by census and 120 BoM members by sampling. This study used primary data which was obtained using questionnaires. To ensure content validity, the questionnaires were pretested by two randomly selected principals and BoMs and also two experts and the supervisors. Reliability of questionnaire was done by pretesting nine (9) randomly selected BoMs from the pool of 527 BoMs. Result findings showed that board members' administrative experience, board members' gender, board members' level of education and board members' training influence the management of human resources. Based on research findings it can be concluded that BoM members' administrative experience, board members' gender, board members' level of education and board members' training are positively related with effectiveness in human resource management. It is recommended that the training institutes like KEMI should train all BoM members to equip them with the right knowledge on human resource management. Gender balance among BoM members to be adhered to.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Human resource is the most important asset in the school environment because of their contribution to teaching and management of learners to assist the principal in the running of the whole school (Kydd; Anderson & Newton, 2003). The Board of Management (BoM) should allocate the school's resources most effectively and efficiently to meet school financial requirements. The resources of the school are people, knowledge and power, space and buildings, materials and money which may be scarce but must be allocated most effectively and efficiently to satisfy all the stakeholders (Grobler, Bisschoff, & Moloji, 2002).

Empirical evidence shows that the appointment of BoM members in several secondary schools falls below the stipulated standards in the law and policy frameworks. Some BoM members do not meet required qualifications and therefore, lack the capacity and skills to render effectively their mandated role. Besides, since Kenya Education Management Institute's (KEMI's) inception, there has been lack of capacity building among KEMI tutors due to inadequate staff, financial constraints that hinders normal operations of KEMI, inadequate training, venues that are not conducive for staff attending training and what is learned is not applied effectively (Republic of Kenya, 2010).

In most public secondary schools distribution of financial resources is affected by political leaders who usually manipulate the process to gain their interest regarding such

conditions. In such schools, BoMs lack the power and competence to make independent decisions in the interest of schools. Also, without adequate expertise BoMs cannot effectively check manipulation of school management, pertaining human resources (Kogan, 1984).

The Koech report (1999) emphasized concern regarding political influence on the selection and appointment of BoM members, alongside factors such as low academic levels and lack of commitment, leading to weak academic institution. Lack of management and supervisory skills among BoM members, together with unclear roles and responsibilities as well as tension between BoM chairpersons and principals, are some of the factors hindering the effectiveness of secondary BoMs in developing countries (OECD, 2008). Professional experience of BoM members, role of BoM members' in recruitment, positions held currently or previously by BoM members, and challenges encountered by Boards of Management members in human resources management are also some of the factors hindering the effectiveness of secondary BoMs in public secondary schools in developing countries.

Smoley (1999) argues that Boards of Management in Japan and China specifically are accountable for the performance of schools under which they have been appointed. In Japan, the school boards are expected to meet the Ministry of Education once every year to report on the challenges and successes they have endured in line with improving holistic performance in their schools. Adesina (2011) argue that the role of Boards of Management in Sub Saharan Africa has largely been ignored and that the board members are not comprehensively involved in the day to day running of the institutions under



which they operate. Accountability as regards academic performance is left to the head of the school.

In education sector, the management of schools is bestowed to various bodies which in some countries are known as School Governing Bodies (SGBs) like the case of Switzerland, USA, and Britain (Hall *et al.*, 1998). Globally, all School Governing Board Members must possess management experience (Gaynor, 1998). For the execution of these roles the BoM members should have administrative experience. According to Dawson (2008) administrative experience has an effect on job satisfaction of teachers. This implies that long serving BoM members might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of secondary schools where there is management of human resources. As the BoM members get satisfied with doing what they know best due to accumulated experience, the repertoire of skills is used to manage teachers who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school (Dawson, 2008).

Gender difference, a product of institutions, emanates from institutionalized patterns of distributing resources, social value and power in public and private spheres worldwide (Sang, Masila & Sang, 2012).

The government of Uganda (2008) recommends that the BoGs and PTAs to have clearly alienated and strengthened roles, be given training to improve their governance capacity, and be provided the information they need to hold schools accountable.

In Tanzania school boards have one of its aims to build capacity of school heads, School Board Members, effort to improve the quality of education. A study conducted in Nigeria on conflict management in secondary schools (Okotoni&Okotoni, 2003) found that poor training of secondary school administrators in conflict management is one key source of conflicts in secondary schools in Osun State, Nigeria.

The Kenya Education Management Institute (KEMI) is mandated to educate and upgrade skills of BoM members in order to acquire substantial competence on skills, nevertheless, training is offered to school principals only with the assumption that they (principals) will subsequently, train BoM's. Failure to this, BoMs will remain untrained thus lack prerequisite skills (Odhiambo, 2001). This leaves the school heads with the responsibility of running the affairs of the school single handedly, a precedence that creates a gap between the actual performance vis-a vis the expected performance of the BoMs.

The management of educational institutions in Kenya by school boards is critical (Eshiwani (2003)). Therefore, the board members should ensure that sound policies, goals and objectives are formulated in secondary schools and that methods are determined of the target objectives in the management of school resources. According to Odhiambo (2001) education level of Board of Management members can determine the extent to which they are effective in their roles. Individuals who are to be appointed as members of Board of Management not only should they have high educational attainment but also

should have professional qualifications in educational management. According to Osure (2006), the head teachers felt that Parents Teachers Association (PTAs) and School board members did not participate adequately in school decision-making hence conflicts of interests.

Table 1.1 shows performance of sub counties in Kiambu County.

**Table 1.1: Distribution of KCSE mean scores by Sub Counties in Kiambu County**

<b>Year</b>	<b>2015</b>	<b>2014</b>
Kikuyu Sub county	5.4	4.0
Gatundu South	4.5	4.1
Limuru	5.2	4.3
Thika west	6.1	6.1
Thika East	3.4	3.3
Ruiru	3.5	3.6
Githunguri	4.7	4.9
Lari	4.3	4.4
<b>Mean score</b>	<b>4.6</b>	<b>4.3</b>

**Source: Kiambu education report (2015)**

According to K.C.S.E result analysis for the last two years, the performance of public schools in Kikuyu Sub County of concern (Gitonga, 2014). Academic performance in secondary schools in Kikuyu Sub County has been poor compared to neighboring sub counties. Information provided by the Sub County Education officer (SCEO) offices indicate that the sub county has hardly attained a mean score of 6.0 for the two consecutive years. Academic performance might be as a result of a number of factors like

mismanagement of school resources which can be the role of board members' human resource management. The study therefore sought to investigate the effect of board members characteristics on management of human resource in public secondary schools in kikuyu Sub County.

## **1.2 Statement of the problem**

Academic performance has continuously been poor in the majority of public secondary schools in Kenya (Majere, Role, & Makewa, 2012). This has resulted in many stakeholders questioning the role played by the Board of Management in performing human resource management that affects school performance. Despite the government effort to support education in public secondary schools in Kikuyu Sub County through the posting of teachers and improving the infrastructure, the performance has remained dismal (Gitonga, 2014). This has been attributed to the management of school financial resources that has witnessed widespread embezzlement in the recent. The overall mean score for all the public secondary school in Kikuyu Sub County in the year 2015 and 2014 was 5.4 and 4.0 respectively. This study seeks to investigate if BoM has contributed to inefficient human resource personnel which have translated to poor performance. Efficient management of school resources help manages and even pays school workers on time. Teachers are able to access sufficient learning resources. This ensures that all staff and subordinate workers are not affected because of lack of financial support.

In order to address this deficiency coupled by paucity of literature on the influence of individual factors of the members of the BoM on management of the human resources, the researcher was prompted to carry out a study to investigate the influence of board

members characteristics on management of human resource in public secondary schools in kikuyu sub county, Kiambu county

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of Board of Management members' characteristics on management of human resource in public secondary schools in kikuyu sub county, Kiambu County.

### **1.4 Research objectives**

The following objectives guided the study.

- i. To establish the influence of board members' administrative experience on management of human resource in public secondary schools in Kikuyu Sub county, Kiambu County.
- ii. To determine the influence of board members' level of education on management of human resource in public secondary schools in Kikuyu Sub county, Kiambu County.
- iii. To assess the influence of board members' gender on management of human resource in public secondary schools in Kikuyu Sub county, Kiambu County.
- iv. To establish the influence of board members' training on management of human resource in public secondary schools in Kikuyu Sub, Kiambu County.

### **1.5 Research hypotheses**

**H<sub>1</sub>**: There is no significant relationship between board members' administrative experience and the management of human resource in public secondary schools in Kikuyu Sub, Kiambu County.

**H<sub>2</sub>:** There is no significant relationship between board members' level of education and the management of human resource in public secondary schools in Kikuyu Sub, Kiambu County.

**H<sub>3</sub>:** There is no significant relationship between board members' gender and the management of human resource in public secondary schools in Kikuyu Sub, Kiambu County.

**H<sub>4</sub>:** There is no significant relationship between board members' training and the management of human resource in public secondary schools in Kikuyu Sub, Kiambu County.

#### **1.6 Significance of the study**

The study creates a knowledge reservoir and tenets for appointment of persons to Board of Management by increasing their skill levels hence boosting their management competences.

The findings of this investigation may be useful to the Ministry of Education, particularly the Kenya Education Management Institute in designing training programmes, induction courses and manuals on the operations of Board members activities. The findings may be used as a source of reference for other researchers. In addition, academic researchers may need the study findings to stimulate further research in this area and as such form a basis of good background for further researches.

### **1.7 Limitation of the study**

This research was limited by a number of constraints and these included the bureaucracy involved at schools management for authorization to access their information. The bureaucracy involved at school management was solved by acquiring a letter of introduction from the university. This eased access to the organizations.

Another limitation was that some respondents were unwilling to answer the questions or may give untruthful answers due to fear of victimization. The researcher mitigated this by assuring them of the confidentiality of their identity and the use to which their answers would be put, which would be the research only.

### **1.8 Delimitation of the study**

The study was confined to public secondary school in Kikuyu Sub-County that has Boards of Management. The study was delimited to public secondary schools that have registered candidates for Kenya Certificate of Secondary Education (KCSE) for at least five years and are registered by the Ministry of Education and therefore are run by Boards members. The respondents were limited to Board members and principals.

### **1.9 Basic assumption of the study**

- i. Respondents honestly answered the questionnaire
- ii. Members' characteristics were the only factors determining human resource Management in public schools. Other factors were held constant.
- iii. There was no turnover of the board members and principals since this team were crucial respondents.

### **1.10 Definition of significant terms**

The following are the definitions of significant terms;

**Administrative experience** refers to the experience of the board members and principals in management of school affairs over duration of time.

**Board Members** refer to individuals who have been appointed by the Ministry of Education to supervise the running of secondary schools in Kenya.

**Gender** refers to Human Resource Management performance between male and females in secondary schools.

**Human Resource Management** refers to the function within an organization that focuses on recruitment of, orientation training of management of, and providing direction for the people who work in the organization.

**Level of education** refers to BoM education levels ranging from K.C.S.E certificate holders and below to degree holders.

### **1.11 Organization of the study**

This study was organized into five chapters. Chapter one included background of the study, statement of the problem, purpose of the research work, research objectives, research questions, significance of the study, limitations, delimitation, assumptions of the study and definition of terms. Chapter two included; concept of board of management, board members characteristics which included administrative experience, education level,



position held and gender, summary of the literature, theoretical review and conceptual framework.

Chapter three discussed the research design, the target population of the study, the sample size, sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis method and ethical consideration.

Chapter four covered data analysis, presentation of results and discussions of the findings. Lastly, chapter five covered summary of the findings, conclusions, recommendations and suggestion for further areas of study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses concept of management in secondary schools, board members' administrative experience, board members' level of education, board members' gender and board members' position held currently or previously on management of human resource, summary of the literature, theoretical framework and conceptual framework.

#### **2.2 Overview of Board of Management**

Different countries have adopted different methods of managing their secondary schools, but their aim remain the same, a well-managed secondary education system. In the United States, secondary schools are managed by local school boards which are agents of and responsible to the state (Giatu, Rwantabagu & Makatiani, 2010).

In England, Scotland and Wales, secondary schools are managed by the Local Education authorities (LEAs) established by the Education Act of 1902 (LEA, 2007). The LEAs are involved in determining the overall policies, objectives and ethos at the school. The boards have a special duty to promote good relationships between the school, its parents and the community. They also have responsibility to form a channel for the flow of information between these groups.

A study conducted in Nigeria by (Okotoni & Okotoni, 2003) found that the secondary schools in Nigeria operate within the guidelines provided by education policies to enable managers assess the situation of the school and identify goals of the

organization, develop strategies to achieve such goals, assemble the required resources, organize, direct and control activities of others and motivate people to work.

Government of Kenya (GoK) has always placed education as a priority at all levels, promoting it as a key indicator for social and economic development. The country has developed a roadmap for development popularly known as Vision 2030 aimed at making education system to play a crucial role in regard to provide globally competitive quality education and training and research for development (MoE, 2007). The TSC Act 2012 places the management of public secondary schools in the hands of Boards of Managers. The duties of the boards are stated as being subject to the Education Act, the Teachers Service Commission Act, and any regulations made under the Education Act and to any limitations that may be imposed by the order (Republic of Kenya, 2012).

The BoMs are charged with the responsibility of policy making and implementation, discipline, upholding high academic standards for the schools, promoting the public image of the school, recruiting members of the teaching and non-teaching staff, controlling finances and initiation of development projects in the school (MOEST, 2002). According to Okumbe (2001), effective management of personnel requires that a comprehensive effort is made by the management to ensure an efficient and effective teaching and learning environment. The Board of Governors (Now Board of Management) have the following functions: Preparing annual budgets of the school, receiving fees, grants, subscriptions, donations and other revenue, incurring expenditure on the various activities of the school in accordance with the approved budget of the school, paying salaries of employees, other

than teachers employed by the Teachers Service Commission, determining the amount of fees, levies and other charges, awarding bursaries to the needy students of the school, recruiting and hiring school employees, other than teachers employed by the TSC, ensuring that discipline is maintained among students and staff, and ensuring provision and proper maintenance of school buildings, teaching and learning facilities, and other educational resources (Republic of Kenya, 2013).

### **2.3 Board of Management members' administrative experience and management of human resource**

Globally the management of learning institutions has been bestowed to the central government that directly controls the operations of institutions especially the public institution. Organizational and administrative skills are essential parts of human resource management. Yet majority of board members do not have prior experience in managerial skills (Sifuna, 2003). Every committee member, at whatever level, either inside or outside a school must look ahead or plan accordingly. Training of managers in government or school education, help them gain relevant knowledge, skills and administrative experience necessary for Human Resource Management (Iravo, 2002). Administrative experience could be attained through training and number of years spent in managing school resources. Therefore, the role of board members as well as all those involved in the process of setting up and implementation is an essential part in the success of the whole managerial process and improved academic performance in secondary schools (Muthiani, 2014). Basing on the Ontario government, Canada, Maharaj (2014) notes that performance appraisals are conducted more frequently basing on the skill level or

experience of the school board members. Previous experience on school management enables school managers to understand teachers' need and hence appraising them accordingly. Nzuve (1999) argued that as people mature and gain more experience, they become more willing and ready to assume any responsibility and to deal with complex tasks.

#### **2.4 Board of Management members' level of education and management of human resource**

In England and Wales governors are offered training and support by either the central government, Local Education Authority (LEA) or other organizations (Republic of Northern Ireland, 2005). Banks (2002) carried out a research in Scotland and found that inadequate training of board members is an obstacle to their role in school management. In Canada, the Ontario government recommends that all school administrators should receive more training. This should be priorities for all school administrators to accurately assess and help to improve teacher effectiveness.

Van Wuk (2001) focusing on factors influencing implementation policies in post-apartheid South Africa states that 37 per cent of school boards are illiterate and that government bodies performance is seriously affected by lack of adequate training of board members.

Keith (2001) emphasizes that level of education can affect five main areas of human resource management namely: administrative staffing, communication, financial allocations, instrumental programs and physical facilities. It is also imperative that the

members of these boards not only be persons with good education but must also be people with sufficient practical knowledge in educational management (Asiago, 2010).

Otieno (2010) established that the inhibiting factors to fully participate by the board members were lack of training in management. These studies indicate that board members are not effectively inducted and or trained in carrying out their duties, an allegation that this study attempted to investigate.

Robbins and Coulter (2007) contend that conceptual skills are skills managers use to think and conceptualize about abstract and complex situations. The application of these skills permits managers to see the organization as a whole with sub-units linked and fitting together. Chandan (2007) on his part argues that managers must understand that each unit contributes towards the overall success of the organization.

This is supported by Keith and Francoise (2001) who note that the quality of education depends on the way the schools are managed. Keith and Francoise heaps this responsibility on the Board of Management that can help in human resource management. Competence in financial management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. This consequently leads to improved performance. Poor financial management leads financial to embezzlement, fraud, poor learner's welfare, poor school performance and under enrolment unrests and stagnated growth and high levels of indiscipline (Kimando, 2011).

## **2.5 Board members' gender and management of human resource**

Okumbe (2001) book indicated no significant differences between male and female graduate teachers regarding service delivery in schools. Most of the studies have shown that there are no significant gender differences in leadership effectiveness, although followers may prefer to work under a leader of a certain gender (Muthiani, 2014). The bone of contention is that women will waste a lot of organizations time due to family problems(Muthiani, 2014).

Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. Acker (2006) observed that gender equality was a very important trait, as it can be used to improve performance of all staff involved. Since it is argued that females and males perceive and interpret things differently, a right gender mix for board of management and principals is a good ingredient of improving school governance practices. Acker argued that gender equality fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives. A gender sensitive institution provides a favorable environment where a staff or a manager is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets(Mutuku, Kanori, &Kalai, 2016).

## **2.6 Board members' exposure to management training and human resource management**

BOM members' positions held currently or previously contribute greatly to competence and performance. Training of managers in government or school education, help them gain relevant knowledge, skills and administrative experience necessary for Human Resource Management (Iravo, 2002).

According to Monappa (1996), training is the teaching/learning activities carried out for the purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. Training is any learning activity that is channeled towards the acquisition of specific knowledge and skills for the purpose of improving an occupational task (Cole, 2002). On training, many governments of the world recognize that effective and efficient human resource is a major factor in enhancing timely and cost effective service delivery.

Training of school boards is vital to help them understand and discharge their duties effectively. This is the responsibility of the MoE in any country. In Northern Ireland for example, education and library board (ELBs) have a legislative responsibility to provide governors' training across schools, irrespective of their management types, where attendance of the training is not mandatory. A comprehensive range of training courses is provided which focuses on the freedom of information, special education needs and disability, financial management, human rights awareness and anti-bullying, misuse of drugs, health and safety and child protection matters. In England and Wales governors are offered training and support by either the central government, Local Education Authority (LEA) or other



organizations (Republic of Northern Ireland, 2005). Banks (2002) carried out a research in Scotland and found that inadequate training of board members is an obstacle to their role in school management.

## **2.7 Summary of literature review**

The literature review has explored the relationships among board members' administrative experience, board members' level of education, board members' gender and board members' position held currently or previously and management of human resource. From the literature review above, the school Board of Management members have a role to play towards effective school administration and Human Resource Management. Human Resource Management or administrative support is one of the extremely critical conditions of successful implementation of a new change in education.

Chandan (2007) on his part argues that managers must understand that each unit contributes towards the overall success of the organization. He does not point out the influence of individual factors like level of education, administration experience, attendance of seminars on human resource management and gender. This study therefore investigated the influence of board members' characteristics on management of human resource in public secondary schools in Kikuyu sub county, Kiambu County.

## **2.8 Theoretical framework**

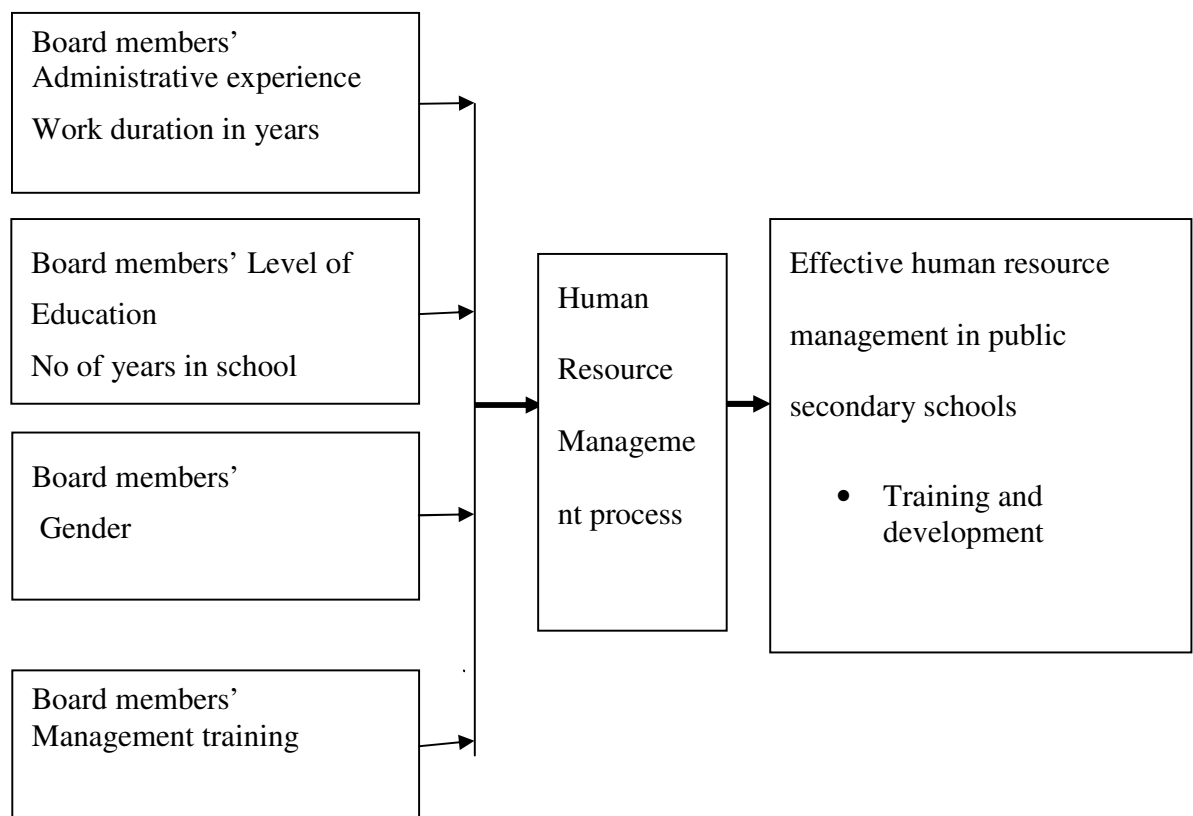
The study is anchored on Herzberg's theories of employee motivation (Michael, Syptak & Marsland, 1999). Employee satisfaction and retention have always been important issues for scholars who have realized that high levels of staff turnover can

affect the bottom line of quality education. Managers in schools and organizations have made job satisfaction a top priority. Satisfied employees tend to be more productive, creative and committed to their employers.

Studies like Okumbe (1998) have shown a direct correlation between staff satisfaction and effective management of HRM. Boards of Management (BOMs) who can create work environments that attract, motivate and retain hard-working individuals will be better positioned to succeed in a competitive educational environment that demands quality and cost-efficiency. What's more, BOMs may even discover that by creating a positive workplace for their employees, they've increased their own job satisfaction as well.

## 2.9 Conceptual framework

The conceptual framework below shows the relationship between BOM characteristics and human resource management practices.



**Source:** Adapted and modified from Seidman, Lonnie and Loretta, (2005).

### **Figure 2.1 BoMs characteristics and management of human resource**

When members of a school Board members are well-educated, possess relevant professional experience in education, are well trained in resource utilization, adhere to procurement guidelines, participate in monitoring and evaluation of the use of resources, participate in fair recruitment of teachers and when the process of decision making is

consultative and done in a professional manner, the result is good management of human resources in secondary schools. However, poor management of HRM in schools can be encountered if the BoMs are not well educated and with relevant professional experiences in education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented a review of the research methodology. Specifically, the section discussed the research design, the population of the study, the sample size and sampling procedure, research instruments, instrument validity instrument reliability, data collection procedures, data analysis techniques and ethical consideration.

#### **3.2 Research design**

Research design is a scheme, outline or plan that is used to generate answers to research problems (Orodho, 2008). The study employed a descriptive research design. Descriptive research design is used in preliminary and exploratory studies, to allow researchers to gather information, summarize, presents data and interpret it for the purpose of clarification (Creswell, 2003).

#### **3.3 Target population**

According to Bryman and Belle (2015), target population is the general population targeted to participate in the study. The target population for the study was 31 public secondary schools in Kikuyu Sub County. The study, therefore, targeted a population of 31 public secondary school principals and 527 BoM members given that each school has 17 BoM members.

**Table 3.1: Target population**

<b>Number of schools</b>	<b>31</b>
Principals	31
BOM(17*31)	527
<b>Total target population</b>	<b>558</b>

### **3.4 Sample size and sampling procedure**

A sample is a subset of population (Hyndman, 2008). It is a true representative of the entire population to be studied. Since the population under this study was small, census approach was adopted (all the 31 schools were surveyed). The units of observation were school principals and BoMs. For this study 23percent of BoM was sampled from the total of 527BoMs. This is according to Kombo and Tromp (2006) who observed that a sample size of at least 10 percent of the target population would be representative for a target population. Therefore, 120BoMswere randomly selected. Thus the total respondents were 151 (31+120) respondents.

**Table 3.2: Sample size**

	<b>Target population</b>	<b>Percentage(%)</b>	<b>Sample size</b>
<b>Number of schools</b>	<b>31</b>	<b>100%</b>	<b>31</b>
Principals	31	100%	31
BOMs	527	23%	120
<b>Total</b>	<b>558</b>	<b>27%</b>	<b>151</b>

### **3.5 Research instruments**

Burns and Grove (2003) define data collection as the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observations, focus group discussion, narratives and case histories. This study used primary data. Primary data were obtained from the original sources using questionnaires.

Primary data was gathered by use of semi-structured **questionnaires** for both principals and BOMs and captured through a 5-point type Likert scale. Likert scale is an interval scale that specifically uses five anchors of strongly disagree, disagree, neutral, agree and strongly agree. The Likert measures the level of agreement or disagreement. Likert scale is good in measuring perception, attitude, values and behaviour (Upagade&Shende, 2012). The Likert questionnaires were developed to address specific research questions of the study.

The researcher also used an **interview guide** on the board of management members to help collect any other information that would be relevant to the study.

### **3.6 Instrument validity**

Validity refers to whether a questionnaire is measuring what it purports to measure (Bryman&Cramer, 1997). This study used content validity. To ensure content validity, the questionnaires were pretested using two randomly selected principals and BoMs, two experts and the supervisor. They were asked to evaluate the statements in the questionnaire for content validity. On the basis of the evaluation, the instrument was adjusted appropriately before subjecting it to the final data collection exercise. Their review comments were used to ensure that content validity was enhanced. Interview guide was also used during the analysis to generate qualitative data.

### **3.7 Instrument reliability**

Reliability refers to the repeatability, stability or internal consistency of a questionnaire (Jack & Clarke, 1998). Cronbach's alpha was used to test the reliability of the measures in the questionnaire (Cronbach, 1995). In this study, data collection instrument which is a questionnaire was piloted. Reliability was tested using questionnaire duly completed by nine randomly selected BOMs from the pool of 527 BoMs. These respondents were not included in the final study.

Cronbach's alpha was calculated. The closer Cronbach's alpha coefficient is to 1, the higher the internal consistency reliability (Sekaran, 2006). A Cronbach alpha of above 0.7 was attained.



### **3.8 Data collection procedures**

Approval from the university was obtained to conduct the study and a Research permit was obtained from the National Commission of Science Technology and Innovation (NACOSTI). The researcher then visited the County Education Commissioner and the Sub County Education officer. Thereafter the researcher visited the schools to make a date on when to administer instruments. The visit was also for rapport and information of the study. On agreed dates, questionnaires were distributed in person and collected immediately they were filled in to increase the return rate.

### **3.9 Data analysis techniques**

According to Zikmund, Babin, Carr, and Griffin (2010), data analysis refers to the application of reasoning to understand the data that has been gathered with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation. This involved coding, editing, data entry, and monitoring the whole data processing procedure. To determine the patterns revealed in the data collected regarding the selected variables, data analysis was guided by the aims and objectives of the research and the measurement of the data collected.

After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, and keyed using statistical package for social sciences (SPSS) computer software for analysis. The statistics generated were descriptive statistics. The specific descriptive statistics were percentages, frequencies, mean and cross tabulation.

To establish the relationship between variables ,Chi- square was used. This was in order to enable the researcher establish the relationship between variables.

### **3.10 Ethical considerations**

Basit (2013) highlights ethical concerns that ought to be adhered to before embarking on research. The same guidelines were adhered to during the study. I got consent from all respondents before handing over the questionnaire. The identity of people from whom information were obtained in the course of the study was kept strictly confidential. The nature and purpose of the research was explained to the respondents and were assured that the data collected will not be used for other purpose other than academic research. The participants were assured of anonymity; and their ability to withdraw from the study at will was also assured.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter comprises data analysis, presentation and interpretation of the findings. The order of what is contained is a response rate demographic characteristics, BoMs administrative experience, level of education, gender in management and training on management of human resource. Analysis of descriptive statistics was conducted and the results presented in form of tables.

#### 4.2 Questionnaire return rate

The return rate provides a profile of respondents who participated in the study. The respondents of the study were Board of management members and principals. Response rate for the study is shown in table 4.1.

**Table 4.1: Response rate**

<b>Respondents category</b>	<b>Administered</b>	<b>Returned</b>	<b>Unreturned</b>	<b>Percentage returned</b>
Board of management	120	107	13	89.2
Principals	31	29	2	93.5

$N_1=107$      $N_2=29$

The response rate for board of management members was 89.2% while that for principals' was 93.5%. According to Mugenda and Mugenda (2003); Kothari (2004) a response rate of above 50 percent is adequate for a descriptive study. Based on these

assertions from renowned scholars, a response rate of 89.2% for Board of management members and a response rate of 93.5% for principals was very good for the study.

### **4.3 Distribution of respondents by demographic characteristics**

The study considered important to establish the background information of the respondents which included age, gender, levels education and period of service of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics of board of management members' characteristics and management of human resource. Data is presented according to gender, age, academic qualifications and duration of service.

#### **4.3.1 Distribution of respondents by gender**

Behavioral differences between men and women in human resource planning poses different abilities to manage a diverse body of talent that can bring innovative ideas, perspectives and views in human resource management (Manwa& Black, 2002). Having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their perspectives (Maitland, 2009). Gender of BOM members was, therefore, considered important in this study because it would directly or indirectly enable the researcher to establish the differences in human resource management. The results findings are presented in Table 4.2.

**Table 4.2: Distribution of respondents by gender**

<b>Demographic Characteristics</b>	<b>BoM</b>		<b>Principals</b>	
	<b>Freq</b>	<b>Percent (%)</b>	<b>Freq</b>	<b>Percent (%)</b>
<b>Gender</b>				
Male	71	66.4	17	58.6
Female	36	33.6	12	41.4
<b>Total</b>	<b>107</b>	<b>100</b>	<b>29</b>	<b>100</b>

N<sub>1</sub>= 107    N<sub>2</sub>= 29

Findings in Table 4.2 imply that gender imbalance exists among board members and school principals. Overall, the study revealed that the members of BoM and Principals had more males than females. Acker (2006) observed that gender equality is an important trait in administrative and management practices as it can be used to improve performance of all staff involved. Maitland (2009) suggested that having a gender mix encourages people to air different opinions from their gender perspectives. This is vital because the varied opinions are important when making crucial decisions regarding resource management. Dobbin and Jung (2007) concur that one gender dominating in a given school can affect distribution of school funds and management of human resources. A right gender mix for board of management is a good ingredient for improving school human resources management practices. A gender sensitive institution provides a favourable environment where a staff or a manager is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets like equitable distribution of resources.

### 4.3.2 Distribution of respondents by levels of education

Academic qualification of school principals and BoM members was a key factor to establish whether the level of education of the respondents affect human resource management in schools. Kimeu (2013) revealed that BoM members need technical skills acquired through education, training and experience to carry their tasks diligently. The researcher sought to establish the levels of education of Board of Management members. Education levels for principals were also established. Results were presented in table 4.3

**Table 4.3: Distribution of respondents by levels of education**

<b>Demographic Characteristics</b> <b>Education</b>	<b>BOM</b>		<b>Principals</b>	
	<b>Frequency</b>	<b>Percent (%)</b>	<b>Frequency</b>	<b>Percent (%)</b>
Secondary	11	10.3	-	-
Diploma	47	43.9	9	31.1
University	43	40.2	15	51.7
Post Graduate		5.6	5	17.2
<b>Total</b>	<b>107</b>	<b>100</b>	<b>29</b>	<b>29</b>

$N_1 = 107$     $N_2 = 29$

Results in Table 4.3 show that majority of the school principals had attained education up to university level. This level of education for principals is consistent with the requirement by Kenya Education Act 2012 to employ school administrators with university level of education ( Republic of Kenya, 2012 )

Results indicated that majority of the board members had college and university levels of education. Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with

good education, but must also be people with sufficient practical knowledge in educational management (Okumbe, 2001).The level of education can dictate the type of board of management practices on school resources. There is need for adequate professional training for secondary school administrators and managers. Okumbe (2001) indicates that institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management. Brown and Duguid (2003) suggest that highly skilled personnel enhance production of high quality outcomes and effective quality improvement in an enterprise.

#### 4.3.3 Period of service of the respondents

The respondents were asked to indicate the period of service worked in their current occupation and the results were shown in Table 4.4. It is valuable to have experienced school administrators.

**Table 4.4: Period of service of the respondents**

<b>Demographic Characteristics</b>	<b>BOM</b>		<b>Principals</b>	
	<b>Freq</b>	<b>Percent (%)</b>	<b>Freq</b>	<b>Percent (%)</b>
<b>Work Duration</b>				
less than one year	12	11.2	4	13.8
2 to 5 year	45	42.1	11	37.9
6 to 8 years	35	32.7	10	34.5
More than 8 years	15	14	4	13.8
<b>Total</b>	<b>107</b>	<b>100</b>	<b>29</b>	<b>100</b>

N<sub>1</sub>=107    N<sub>2</sub>= 29

Long time of service means enough experience in particular field. For one to ascend to the position of a principal, he/she must have served for a considerable number of years in the teaching profession (Kiboss&Jemiryott, 2014).

The results in table 4.4 indicate that majority of BoM members had worked for a period between 2years and 8years.The period of service has a relation with the way human resources are managed. Likewise, long service duration enabled the board of management to have certain characteristics such as promptness, adequate command of instructional materials and adorable management practices. This is expected to translate to better and effective way of managing school resources.

Further, majority of school principals had worked for between 2years and 8 years. In a study on the relationship between teaching profession and human capital, Harris and Sass (2011) found that the teaching profession depends highly on the number of years worked. These skills acquired are key ingredients to the management of school resources.

However, Njeri (2014) advocates for a fixed five years term in order to ensure that Board members do not sleep on their job. Too much overstaying of board members and principals in the same schools undermining the acceptance of new ideas.

#### **4.3.4Distribution of respondents by age**

The study sought to find the age distribution of the respondents. Studies show that age has a relationship with career commitment (Meyer & Allen 1984).



**Table 4.5: Distribution of respondents by age**

<b>Demographic Characteristics</b>	<b>BoM</b>		<b>Principals</b>	
	<b>Freq</b>	<b>Percent (%)</b>	<b>Freq</b>	<b>Percent (%)</b>
<b>Age</b>				
Less than 30 years	2	1.9	5	17.2
31-40 years	27	25.2	8	27.6
41-50 years	48	44.9	12	41.4
51 years & above	30	28	4	13.8
<b>Total</b>	<b>107</b>	<b>100</b>	<b>29</b>	<b>100</b>

N<sub>1</sub>= 107 N<sub>2</sub>= 29

Oshagbeni(2004) identified that age influences management and administrative aspects of the managers. The age of the respondents was important in establishing whether age of principals and BoM members affect acquisition of new ideas and matters related to human resource management in schools.

Table 4.5 indicates that majority of the Board of management members are above 40 years of age. However, bearing in mind that most workers retire after 60 years, it is implied that a good number of the Board members were already retired from active work engagement. The finding meant that the given members of the Board were experienced and thus suited for the management role in secondary schools. As such, it was also expected that they would likely translate to better human resource management practices. However, this contrasts Nzuve (2010) who argued that as people mature and gain more experiences, they become more willing and ready to assume any responsibility and to deal with complex tasks.

Further, results indicate that majority of principals were aged 41 years and above. The age of principals and BoM members indicate that they have good experience, knowledge and understanding when it comes to school administering, forecasting and planning, organizing, commanding, coordinating and managing school resources. However, age could also be an indication of redundant ideas and unwillingness for changes. This seems to contrast the situation in Kikuyu Sub County where management of human resources is a key challenge undermining school results. Result findings agree with Skirbekk's (2004) observation that age affects efficiency and performance of an individual. Age is a key factor in determining the experience and competency of individuals.

#### **4.4 Influence of Board members' administrative experience on management of human resource**

The respondents were asked to respond on whether certain BoM administrative practices had importance on management of resources. The responses were rated on a five Likert scale and presented in table 4.6. (NI-Not Important, MI- Moderately Important, FI- Fairly Important, I-Important and VI-Very Important).

The BoM members were asked to respond on whether developing and maintain a school strategic plan was important. The responses were rated on a five Likert scale.

**Table 4.6 Influence of Board members' administrative experience on management of human resources**

Statement	NI		MI		FI		I		VI		Mean	Std Dev
	F	%	f	%	f	%	f	%	F	%		
Develop and maintain a school strategic plan	4	3.7	12	11.2	12	11.2	37	34.6	42	39.3	3.9	1.1
Provide teaching and learning resources	7	6.5	11	10.3	26	24.3	37	34.6	26	24.3	3.6	1.2
Hold regular BOM meetings	8	7.5	6	5.6	13	12.1	52	48.6	28	26.2	3.8	1.1
Mobilize parents/stakeholders to source for funds	4	3.7	14	13.1	16	15.0	33	30.8	40	37.4	3.9	1.2
Ensure the curriculum is implemented through effective supervision of teachers	10	9.3	9	8.4	23	21.5	28	26.2	37	34.6	3.7	1.3
Financial management	19	17.8	5	4.7	14	13.1	33	30.8	36	33.6	3.6	1.4
Average											3.7	1.2

N=107

Results in Table 4.6 revealed that majority of the BoM members who were 73.9 percent agreed that developing and maintain a school strategic plan was important. The results also showed that majority of the BoM members who were 58.9 percent of the BoM members agreed that providing teaching and learning resources was important. The results also showed that majority of the BoM members who were 74.8 percent of the BoM members agreed holding regular BoM meetings were important in administrative practices. The results also revealed that majority of the BoM members who were

68.32 percent of the respondents agreed that Mobilizing parents/stakeholders to source for fundson management of human resources was important. Further, results showed that majority 60.8 percent agreed that ensuring that the curriculum is implemented was important and finally majority 64.4 percent agreed that financial management was important in the management of human resources. On a five point scale, the average mean of the responses was 3.7 which means that majority of the BoM members were agreeing to the statements in the questionnaire. The standard deviation was 1.2 meaning that the responses were clustered around the mean response.

Organizational and administrative skills are essential parts of human resource management. Yet majority of Boards of Management do not have prior experience in management (Sifuna, 2003). Every committee member, at whatever level, either inside or outside a school must look ahead or plan accordingly. Therefore the role of Boards of Management as well as all those involved in the process of setting up and implementation is an essential part in the success of the whole managerial process of human resources. Therefore prudent management of school resources is necessary when they are being distributed amongst different school projects. Results are in agreement with Iravo (2012) who claimed that training of managers in government on school education, helps them gain relevant knowledge, skills and administrative experience necessary for Human Resource Management. Robbins and Coulter (2007) contend that conceptual skills are skills managers use to think and conceptualize about abstract and complex situations. The application of these skills permits managers to see the organization as a whole with sub-

units linked and fitting together. Chandan (2007) on his part argues that managers must understand that each unit contributes towards the overall success of the organization.

#### **4.5 Relationship between BoM administrative experience and effectiveness of managing human resources**

Further, a cross tabulation table of BoM administrative experience and effectiveness of managing human resources was compiled. Effectiveness of managing human resources was categorized into low effectiveness and high effectiveness. This was tabulated against BoM administrative experience of poor and better administrative experience. Table 4.7 shows how effectiveness of managing human resources was evaluated against BoM administrative experience through presentation of a cross tabulation table.

**Table 4.7: Relationship between BoM administrative experience and effectiveness of managing human resources**

		<b>BOM Administrative practice</b>		<b>Chi square</b>
		<b>Poor administrative</b>	<b>Better administrative</b>	
Effectiveness of managing human resources	Low effectiveness	48	3	74.27 <b>(0.000)</b>
	High effectiveness	6	50	

Schools where the BoM members stated that there were better administrative practices managed their human resources better than those which had poor administrative practices. Result findings indicated that, management of human resources was low when the number of BoM with poor administrative practices was high at 48 number of respondents compared to 3 number of BoM members who had better administrative

experiences. Further, management of human resources was high when the number of BoM experiencing good administrative practices was at 50 compared to only 6 experiencing poor administrative practices. The study findings were statistically significant supported by a chi square of 74.28 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM administrative experience and effective management of human resources. These findings therefore imply that better administrative experiences by the BoM influence effective management of human resources.

These results agree with Glassman and Sullivan (2008) who pointed out that Board of Management members do not always possess the required management experience. Robbins and Coulter (2007) pointed out that lack of financial management administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa.

#### **4.6 Influence of BoM level of education on management of human resource**

The level of education implies that management skills and necessary knowledge are acquired for quality school management. The respondents were asked to respond on statements related to BoM level of education and its importance on management of resources. The responses were rated on a five Likert scale and presented in Table 4.8. (NI- Not Important, FI- Fairly Important, I- Important, MI- Moderately Important and VI- Very Important). The BoM members were asked to respond on whether level of education on implementation of curriculum was important.

**Table 4.8: Influence of BoM level of education on management of human resource**

Statement	N		FI		I		MI		VI		Mean	Std Dev
	F	%	F	%	F	%	F	%	F	%		
Ensure the curriculum is implemented through effective supervision of teachers	8	7.5	3	2.8	24	22.4	45	42.1	27	25.2	3.7	1.1
Monitor school expenditure	8	7.5	11	10.3	17	15.9	41	38.3	30	28.0	3.7	1.2
Recruitment and selection of staff.	7	6.5	11	10.3	27	25.2	36	33.6	26	24.3	3.6	1.2
Staff discipline	9	8.4	5	4.7	32	29.9	30	28.0	31	29.0	3.6	1.2
Provide guidance and counseling services for students	4	3.7	16	15.0	35	32.7	26	24.3	26	24.3	3.5	1.1
Mobilize parents/stakeholders to source for funds	3	2.8	4	3.7	6	5.6	40	37.4	54	50.5	4.3	0.9
Average											3.7	1.1

N= 107

Results in Table 4.8 revealed that majority of the BoM members who were 67.3 percent agreed that ensuring that curriculum is fully implemented was important. The results also showed that majority of the BoM members who were 66.3 percent of the respondents agreed that the level of education of BoM helped in monitoring school expenditure was

important. The results also showed that majority of the BoM members who were 67.9 percent of the respondents agreed that the level of education was important in the recruitment and selection of staff to ensure that only competent staff is selected. The results also revealed that majority of the BoM members who were 57 percent of the respondents agreed that ensuring discipline of staff was important. Further, results showed that majority 48.6 percent agreed that learned BoMs can provide guiding and counseling to the staff and students and finally majority 87.9 percent agreed that mobilizing source of funds was important in the management of human resources. On a five point scale, the average mean of the responses was 3.7 which means that majority of the respondents were agreeing to the statements in the questionnaire. The standard deviation was 1.1 meaning that the responses were clustered around the mean response.

Perhaps among the most common unanticipated consequences noted by managers is the level of education, rigidity and time involved in the implementation process and its influence in human resource management. Keith (2001) emphasizes that level of education can affect five main areas of human resource management namely: administrative staffing, communication, financial allocations, instrumental programs and physical facilities. According to Odhiambo (2001) found that educational attainment of BoM members determines the extent to which they are effective in their roles.

This concurs with Otieno (2010) who established that the inhibiting factors to fully participate by the board members were lack of training in management. These studies indicate that board members are not effectively inducted and or trained in carrying out their duties, an allegation that this study attempted to investigate.



On funding, Samways (2003) adds that head teachers need to come up with strategies to raise funds for the purpose of equipping them with the necessary learning materials and facilities.

#### **4.7 Relationship between BoM level of education and effectiveness of managing human resources**

Further, a cross tabulation table of BoM level of education and effectiveness of managing human resources was presented. Effectiveness of managing human resources was categorized into low and high effectiveness. This was tabulated against BoM level of education categorized into low level of education and high level of education. Table 4.9 shows how effectiveness of managing human resources was evaluated against BoM level of education through presentation of a cross tabulation in Table 4.9

**Table 4.9: Relationship between BoM level of education and effectiveness of managing human resources**

		<b>BoM level education</b>		
		<b>Low level of education</b>	<b>High level of education</b>	
Effectiveness of managing human resources	Low effectiveness	38	13	Chi square 47.76 <b>(0.000)</b>
	High effectiveness	5	51	

Result findings showed that schools where the BoM members had high levels of education managed their human resources better than those who had lower levels of education. Results indicated that, management of human resources was low when the number of BoM with low levels of education was high at 38 number of respondents

compared to 13 numbers of BoM members who had high levels of education. Further, management of human resources was better when the number of BoM having high levels of education was 51 compared to when only 5 number of BoM had low levels of education. The study findings were statistically significant supported by a chi square of 47.76 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM levels of education and effective management of human resources. These findings therefore imply that the level of education of BOMmembers influence effective management of human resources.

A research carried out by Dawson (2008) established that BoM members are largely incompetent in their mandated role due to low levels of education and inadequate experience in managing learning and teaching activities. The investigation also highlights the importance of appointing well educated individuals and given inductions and proper training to promote effectiveness in the management of human resources.

#### **4.8 Influence of BoM gender characteristics on management of human resource**

Behavioral differences between men and women in human resource planning poses different abilities to manage a diverse body of talent that can bring innovative ideas, perspectives and views in human resource management (Manwa& Black, 2002). Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their perspectives. Gender of BoM members was, therefore, considered important in this study because it would directly or indirectly enable the researcher to establish the reasons why

some BoM members and principals adopt some different resource management ways that vary from one school to another. The results findings are presented in Table 4.10.

**Table 4.10 Influence of board members' gender on management of human resource**

	Gender characteristic	Gender composition of Board		Gender role distribution		Composition of executive committee	
		Freq	Percent	Freq	Percent	Freq	Percent
	Male	66	61.7				
	Female	41	38.3				
	Equal			18	16.8		
	Not considered			12	11.2		
	Skewed in favor of women			8	7.5		
	Skewed in favor of men			69	64.5		
Chairperson	Male					79	81.3
	Female					38	18.7
Total						107	
Secretary	Male					66	61.7
	Female					41	38.3
Total						107	
PTA							
Chairperson	Male					73	68.2
	Female					34	31.8
Total		107	100	107	100	107	100

N= 107

Results from Table 4.10 shows that gender disparity existed among BoM members. Majority of BoM members were males as compared to females. Results also show that gender role distribution was not evenly distributed. Results indicate that BoM roles were skewed in favor of men BoM members. Result findings also indicated that BoM

chairperson, PTA chairperson positions were mostly reserved positions for men. Secretarial positions were mostly reserved for females.

Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. If half the people the board is serving are men (half of the employees, customers and investors) and no women are on the board to offer a view, that's a much distorted picture the company risks creating

Luthans (1992) notes that many women have a low job satisfaction because they feel they are subject to male stereotyping that hinder their chances of promotion. Luthans explains further that research has shown that higher job tenure lessens the effects of job dissatisfaction in male employees (Luthans, 1992). He also notes that in many professions, the female workers are paid less than their male colleagues in the same position. This can be compared to female BoM who are responsible for Human Resource Management in secondary schools.

#### **4.9 Relationship between BoM gender composition and effectiveness of managing human resources**

Further, a cross tabulation table of BoM gender composition and effectiveness of managing human resources was presented. Effectiveness of managing human resources was categorized into low effectiveness and high effectiveness. This was tabulated against BoM gender compositionasked in terms of whether gender balance affects human resource management. Table 4.11 shows how effectiveness of managing human

resources was evaluated against BoM gender balance through presentation of a cross tabulation table.

**Table 4.11 Relationship between BoM gender and effectiveness of managing human resources**

		Gender balance on human resource management		
		No	Yes	Chi square
Effectiveness of managing human resources	Low effectiveness	29	22	8.77 <b>(0.000)</b>
	High effectiveness	16	40	

Result findings showed that schools where the BoM gender composition was balanced managed its human resources better than those who had gender imbalance. Results further indicated that, management of human resources was low when BoM gender imbalance was high compared to when gender imbalance was low. The study findings were statistically significant supported by a chi square of 8.77 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM gender balance and effective management of human resources. These findings therefore imply that gender balance of BoM members influences effective management of human resources. A heterogeneous board can be a stronger monitor of executive behaviour (Adams & Funk, 2010). Gender diverse boards tend to have a wider range of backgrounds, experiences, perspectives and problem-solving skills.

#### 4.10 Influence of BoM exposure to management training on management of human resource

The fourth objective was to establish the influence of BoM exposure to management training on management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County. The respondents were asked to respond on statements related to BOM exposure to management training and its effects on human management of resources. The responses were rated on a five Likert scale and presented in Table 4.12. (NI-Not Important, MI- Moderately Important, FI- Fairly Important, I-Important and VI- Very Important)

**Table 4.12 Influence of exposure to management on management of human resource**

Statement	NI		MI		FI		I		VI		Me an	S D
	F	%	f	%	f	%	F	%	F	%		
BoMs have attended several workshop/ training on school management	8	7.5	11	10.3	23	21.5	39	36.4	26	24.3	3.6	1.2
BoMs are aware of recruitment guidelines for teachers	11	10.3	4	3.7	33	30.8	32	29.9	27	25.2	3.6	1.2
BoM are involved in disciplining teachers.	6	5.6	14	13.1	21	19.6	32	29.9	34	31.8	3.7	1.2
BoMs follow guidelines given by TSC on recruitment of teachers	4	3.7	10	9.3	13	12.1	41	38.3	39	36.4	3.9	1.1

BoM members are always involved in making decisions in the school	8	7.5	15	14.0	21	19.6	37	34.6	26	24.3	3.5	1.2
Managerial skills has positively influenced the management of human resource	10	9.3	3	2.8	24	22.4	41	38.3	29	27.1	3.7	1.2
Average											3.6	1.3
N=107												

The BoM members were asked to respond on whether exposure of BoM management training was important. The responses were rated on a five Likert scale. Results in table 4.12 revealed that majority of the BoM members who were 60.7 percent agreed that attending training workshops on school management was important. The results also showed that majority of the BoM members who were 55.1 percent of the respondents agreed that recruitment guidelines for teachers are important. The results also showed that majority of the BoM members 61.7 percent of the respondents agreed that guidelines for disciplining teachers was important. The results also revealed that majority of the BoM members who were 74.7 percent of the respondents agreed that following TSC guidelines when selecting teachers was important. Further, results showed that majority 58.9 percent agreed that involving teachers in decision making was important and finally majority 65.4 percent agreed that management skills were important in human resource management. On a five point scale, the average mean of the responses was 3.6 which means that majority of the respondents were agreeing to the statements in the

questionnaire. The standard deviation was 1.3 meaning that the responses were clustered around the mean response.

Results agree with Koech (1999) who noted that lack of training, adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. This in turn affects management of human resources.

This agrees with Maharaj (2014) who noted that performance appraisals are conducted more frequently basing on the skill level or experience of the school board members. Previous experience on school management enables school managers to understand teachers' need and hence appraising them accordingly.

More frequent evaluations enable better personnel decisions; they also help teachers grow as professionals, recognizing that a teacher's effectiveness and developmental needs may evolve over time.

#### **4.11 Relationship between BoM exposure to management training and effectiveness of managing human resources**

Further, a cross tabulation table of BoM exposure to management training and effectiveness of managing human resources was presented. Effectiveness of managing human resources was categorized into low effectiveness and high effectiveness. This was tabulated against BoM exposure to management rated in terms of low and high exposure management. Table 4.13 shows how effectiveness of managing human resources was evaluated against BoM gender balance through presentation of a cross tabulation table.



**Table 4.13 Relationship between BoM exposure to training and effectiveness of managing human resources**

		<b>Exposure management training</b>		<b>Chi square</b>
		<b>Low exposure to management training</b>	<b>High exposure to management training</b>	
Effectiveness of human resource management	Low effectiveness	44	7	61.23 <b>(0.000)</b>
	High effectiveness	6	50	

Result findings showed that schools where the BoM had exposure of management training managed its human resources better than those who did not have management exposure training. Results further indicated that, management of human resources was low when there was high exposure to training by BoM compared to when exposure was low. The study findings were statistically significant supported by a chi square of 61.23 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM management exposure training and effective management of human resources. These findings therefore imply that exposure management of BoM members' influences effective management of human resources.

Barnett (2000) agrees that for Board of Management members to be competent in the financial management, they need constant exposure to training, seminars and workshops in order to improve their competence behavior. This is consistent with study results that exposure training was crucial in human resource in schools.

#### 4.12 Effectiveness of BoMs in management of human resource

The study sought to establish the effectiveness of BoMs in management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County. The respondents were asked to respond on statements related to BoM effectiveness in managing human resources. The responses were rated on a five Likert scale and presented in Table 4.14. (I-ineffective ME- Effective, FE- Fairly Effective, E-Effective and VE-Very effective).The BoM members were asked the extent to which BoM had managed human resources.

Table 4.14 Effectiveness of BoMs in management of human resource

Practice/Task	I		ME		FE		E		VE		Me an	S D
	F	%	F	%	F	%	F	%	F	%		
Preparing a strategic plan	5	4.7	12	11.2	67	62.6	5	4.7	18	16.8	3.2	1.0
Budgeting for school human resources	7	6.5	11	10.3	55	51.4	26	24.3	8	7.5	3.2	0.9
Staff recruitment process	6	5.6	18	16.8	54	50.5	20	18.7	9	8.4	3.1	1.0
Induction of new members of staff	5	4.7	17	15.9	57	53.3	19	17.8	9	8.4	3.1	0.9
Staff motivation	6	5.6	8	7.5	68	63.6	15	14.0	10	9.3	3.1	0.9
Staff development	4	3.7	11	10.3	65	60.7	15	14.0	12	11.2	3.2	0.9
Discipline management	11	10.3	11	10.3	56	52.3	14	13.1	15	14.0	3.1	1.1
Staff supervision	8	7.5	13	12.1	71	66.4	8	7.5	7	6.5	2.9	0.9
Staff compensation	9	8.4	9	8.4	62	57.9	15	14.0	12	11.2	3.1	1.0
Average											3.1	1.0

N= 107

Results in Table 4.14 revealed that majority of the BoM members who were 62.6 percent preparing a strategic plan was effectively done. The results also showed that

majority of the BoM members who were 51.4 percent of the BoM members agreed that budgeting for school resources had been effectively done. The results also showed staff recruitment process, induction of new members of staff, staff motivation, staff development, discipline management staff supervision and staff development had been effectively done. On a five point scale, the average mean of the responses was 3.1 which means that majority of the respondents were agreeing that management of human resources had been fairly done. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

Kimando (2011) found out that the headteachers rated the BoMs level of education highly in regard to their effectiveness in budgeting and monitoring of school expenditure in secondary schools. This is also consistent with Ngugi (2004) who analyzed the effectiveness of BoMs in Kajiado District and noted political interferences, illiteracy and the manipulation of the BoMs by the principals as being rampant.

#### **4.13 Effectiveness of BoMs in management of human resource**

The study sought to establish the effectiveness of BoMs in management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County by estimating budgets set. Result findings were presented in Table 4.15.

**Table 4.15: Effect of BoMs budgets allocation on management of human resource**

Budget allocation	less than ksh 0.5m		ksh 0.6m-1m		ksh1.1-1.5m		ksh 1.6-2m		over ksh 2m		Mean	S D
	F	%	f	%	F	%	f	%	f	%		
Purchasing stationary and other facilities	24	22.4	54	50.5	8	7.5	10	9.3	11	10.3	2.3	1.2
Teachers employed by board	20	18.7	60	56.1	10	9.3	8	7.5	9	8.4	2.3	1.1
Renovating of school infrastructure/maintenance.	17	15.9	57	53.3	16	15.0	7	6.5	10	9.3	2.4	1.1
Food and Catering	16	15.0	57	53.3	15	14.0	11	10.3	8	7.5	2.4	1.1
Sports and other co-curricular activities	11	10.3	62	57.9	16	15.0	7	6.5	11	10.3	2.5	1.1
Average											2.4	1.1
N= 107												

Results in Table 4.15 budgets allocated to purchasing stationeries and other facilities were less than ksh1million. Further results showed that, employing board teachers, renovating school structures, food and catering, and sports majority agreed that less million shillings was allocated. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were agreeing that funds allocated to various activities was between Ksh 0.6million to Ksh 1million. The standard deviation was 1.0 meaning that the responses were clustered around the mean response. This implies that there are limited resources available to allocate onto various school projects.

Further, the study sought to evaluate the effectiveness of BoMs in management of human resource in public secondary schools in Kikuyu Sub County. The responses were rated on

a five Likert scale. (I- Ineffective, ME- Moderately Effective, FE- Fairly Effective, E- Effective and VE-Very Effective).

**Table 4.16: Effectiveness of BoMs in management of human resource**

	I		ME		FE		E		VE		Median	SD
	F	%	f	%	F	%	f	%	F	%		
Recruitment of staff	1	3.4	6	20.7	18	62.1	1	3.4	3	10.3	3.0	0.9
Staff selection	1	3.4	4	13.8	16	55.2	4	13.8	4	13.8	3.0	1.0
Staff appraisal	2	6.9	5	17.2	16	55.2	3	10.3	3	10.3	3.0	1.0
Staff discipline	1	3.4	3	10.3	16	55.2	4	13.8	5	17.2	3.0	1.0
Training of staff	2	6.9	3	10.3	18	62.1	2	6.9	4	13.8	3.0	1.0
Career development for the staff	2	6.9	2	6.9	20	69.0	2	6.9	3	10.3	3.0	0.9
Average											3.0	1.0

N= 107

Results in table 4.16 revealed that majority of the respondents who were 62.1 per cent agreed that recruitment of staff was fairly effective. The results also showed that majority of the respondents who were 55.2 percent of the respondents agreed that staff selection; staff appraisal and staff discipline was fairly done. The results further showed that training of staff had been fairly effective at 62.1% and career development for staff at 6.0%. On a five point scale, the average mean of the responses was 3.0 which mean that majority of the respondents were agreeing that management of human resources had been effectively done. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

#### **4.14 Qualitative analysis**

Content analysis was carried out using an interview guide. Respondents were asked to indicate in what other ways education influences human resource management. Respondents indicated that level of education enables BoM to understand on how to prioritize issues that are important to school management by sharing the available resources. Further, the respondents were asked to indicate how years of experience can help manage human resources. Content analysis indicated that experience enables the BoM to understand what can work and what is suitable to the school in terms of resource allocation. The respondents also indicated that misplaced priorities and embezzlement of funds are some of the factors that hinder efficient human resource management. Finally, the respondents indicated that the BoM and other stakeholders should cultivate the culture of being honest, fair and transparent in their dealings so that school resources are not mismanaged.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter addressed the summary of the findings, the conclusions and the recommendations. This was done in line with the objectives of the study.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the influence of Board of Management members' characteristics on management of human resource in public secondary schools in Kikuyu sub county, Kiambu County.

The study objectives were; to establish the influence of board members' administrative experience on management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County. It also wanted to determine the influence of board members' level of education on management of human resource in public secondary schools in Kikuyu Sub county, Kiambu County, assess the influence of board members' gender on management of human resource in public secondary schools in Kikuyu Sub county, Kiambu County and to establish the influence of board members' training on management of human resource in public secondary schools in Kikuyu Sub, Kiambu County.

The study employed a descriptive research design. The target population for the study was 31 public secondary schools in Kikuyu Sub County. The study, therefore, targeted a population of 31 public secondary school principals and 527 BoM members given that each school

has an average of 17 BoM. Since the population under this study is small, census approach was adopted (all the 31 schools were surveyed). The units of observation were the school principals and BoMs. All the 31 principals were included thus census approach. For this study 23% of BoM members was sampled from the total of 527 BoMs. Thus the total respondents were 151. This study used primary data. Primary data was obtained from the original sources using questionnaires. This study used content validity. To ensure content validity, the questionnaires were subjected to thorough examination by two randomly selected principals and BoMs, two experts and the supervisor. Reliability was tested using questionnaire duly completed by nine (9) randomly selected BoMs from the pull of 527 BoMs. Approval from the university was obtained to conduct the study; permission was obtained from the National Commission of Science Technology and Innovation (NACOSTI). After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. The statistics generated were descriptive statistics which are the mean and standard deviation and cross tabulation tables.

The first objective was to establish the influence of board members' administrative experience on management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County.

Cross tabulation tables was presented. Effectiveness of managing human resources was categorized into low effectiveness and high effectiveness. This was tabulated against



BoM administrative experience categorized into poor administrative and better administrative experience.

Schools where the BoM members stated that there were better administrative practices managed their human resources better than those which there were poor administrative practices. Results findings indicated that, management of human resources was low when the number of BoM with poor administrative practices was high at 48 number of respondents compared to 3 number of BoM members who had better administrative experiences. Further, management of human resources was high when the number of BoM experiencing good administrative practices was 50 compared to when only 6 experiencing poor administrative practices. The study findings were statistically significant supported by a chi square of 74.28 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM administrative experience and effective management of human resources. These findings therefore imply that better administrative experiences by the BoM influences effective management of human resources.

The second objective was to establish the influence of BoM level of education on management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County. Cross tabulation table of BoM level of education and effectiveness of managing human resources was presented. Effectiveness of managing human resources was categorized into low effectiveness and high effectiveness. This was tabulated against BoMs level of education and categorized into low and high levels of education.

Result findings showed that schools where the BoM members had high levels of education, they managed their human resources better than those who had lower levels of education. Results indicated that, management of human resources was low when the number of BoM with low levels of education was high at 38 number of respondents compared to 13 numbers of BoM members who had high levels of education. Further, management of human resources was better when the number of BoM having high levels of education was 51 compared to when only 5 number of BoM had low levels of education. The study findings were statistically significant supported by a chi square of 47.76 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM levels of education and effective management of human resources. These findings therefore imply that level of education of BoM members influences effective management of human resources.

The third objective was to establish the influence of BoM gender characteristics on management of human resource.

Results showed that gender disparity existed among BoM members. Majority of BoM members were males as compared to females. Results also show that gender role distribution was not evenly distributed. Results indicate that BoM roles were skewed in favor of men BoM members. Result findings also indicated that BoM chairperson, PTA chairperson positions were mostly reserved positions for men. Secretarial positions were mostly reserved for females.

The fourth objective was to establish the influence of BoM exposure to management training on management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County. A cross tabulation table of BoM exposure to management training and effectiveness of managing human resources was presented. Effectiveness of managing human resources was categorized into low effectiveness and high effectiveness. This was tabulated against BoM exposure to management rated in terms of low and high exposure management.

Result findings showed that schools where the BoM had exposure of management training managed its human resources better than those who did not have management exposure training. Results further indicated that, management of human resources was low when there was high exposure to training by BoM compared to when exposure was low. The study findings were statistically significant supported by a chi square of 61.23 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether there existed any significant association between BoM management exposure training and effective management of human resources. These findings therefore imply that exposure to management of BoM members influence effective management of human resources.

### **5.3 Conclusions**

The conclusions of this study were informed by the findings based on each study objective and also findings of other similar studies. Each objective was reviewed and a conclusion provided which covers both theory and practice. The purpose of this study is to investigate the influence of Board of Management members' characteristics on

management of human resource in public secondary schools in kikuyu sub county, Kiambu County.

Based on research finding it can be concluded that BoM members 'administrative experience influences the effectiveness in human resource management. This affects the implementation of the various duties of BoM in human resource management. The BoM members should therefore be given enough administrative experience to better their managerial skills in human resource management.

It can be concluded that the BoM members' level of education influences the effectiveness of human resource management in the secondary schools. The majority of the BoM must be educated to handle the human resource management duties satisfactorily.

It can be concluded that there is influence of BoM members' attendance of seminars/workshops on the effectiveness in human resource management in public secondary schools. The courses offered in the seminars leads to BoM members acquiring human resource management skills that help them in management.

It can be concluded that there is influence of BoM members' gender on the effectiveness in human resource management in public secondary schools in Kikuyu sub county, Kiambu County. The male preference for human resource management roles is affecting the management negatively. The schools should observe gender equality in the selection of roles in human resource management among the BoMs.

#### **5.4 Recommendations for study**

The following recommendations were made;

1. The BoM members' should be sensitized on the importance of higher level of education on human resource management in schools. They should be encouraged to enroll for developing courses on human resource management to better their knowledge.
2. Every school should be mandated to have BoM members appointed after gaining the required administrative experience in secondary schools. The school management should be advised on the need to include checking the BoM members' administrative experience in the human resource management.
3. The BOM members' should be motivated to attend of seminars/workshops. This can be done through provision of time and schedule for BoM members to attend refresher courses in human resource management.

#### **5.5 Suggestions for further study**

Based on the study findings, the following were the suggestions for further research;

1. Since the study was carried out in one county only, more studies should be replicated in other counties in Kenya to establish whether the same results still hold.
2. The effect of human resource management on academic performance of secondary students.

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## **APPENDICES**

### **APPENDIX 1**

#### **LETTER OF INTRODUCTION**

Kimama Winnie N.

Department of Educational Administration and Planning

University Of Nairobi

P.O. BOX 30197

Nairobi.

The Principal

Dear sir/madam,

#### **RE:PERMISSION TO UNDERTAKE RESEARCH**

I am a postgraduate student at the University of Nairobi pursuing a Master's Degree in Corporate Governance in Education. I am carrying out a research on the influence of board of management members' characteristics on management of human resource in public secondary schools in kikuyu sub -county, Kiambu County.

Kindly,allow me to carry out the study.The research is purely for academic purposes and the information obtained will not be used elsewhere beyond this research work. Identity of respondents will be treated with the highest confidentiality. You are therefore asked not to indicate your name or any other form of identification.

Your co-operation will be highly appreciated.

Yours sincerely,

**Kimama Winnie N.**

## APPENDIX 2

### QUESTIONNAIRE FOR THE BOARD MEMBERS

Kindly fill the questionnaire. Please don't put your name anywhere on the questionnaire.

This information will be treated confidentially. Indicate response by ticking (✓) appropriately in the box

#### Section A: Demographic data

1. Please indicate your gender? (a) Male ( ) (b) Female ( )
2. What is your highest level of education?
  - a) Secondary level ( ) (b) College level ( )
  - c) University level ( ) (d) Post graduate level ( )
3. How many years have you served in the BoM?
  - a) less than 2 years ( ) (b) 3 to 6 years ( )
  - c) 6 to 8 years ( ) (d) More than 8 years ( )
4. Please indicate your age bracket?
  - a) Less than 30 years ( ) (b) 31-40 years ( )
  - c) 41-50 years ( ) (d) 51 years and above ( )

#### Section 5: BoMs administrative experience and management of human resource

How do you rate your administrative experience in performing the following human resource management practices Use the following likert scale;

1. NI=Not important 2. M.I=Moderately important

3. F.I=fairly important 5 V.I= Very important

4.I= Important

No	Statement	N.I	M.I	F.I.	I	V.I
		1	2	3	4	5
5.1	Develop and maintain a school strategic plan					
5.2	Provide teaching and learning resources					
5.3	Hold regular BoM meetings					
5.4	Mobilize parents/stakeholders to source for funds					
5.5	Ensure the curriculum is implemented through effective supervision of teachers					
5.6	Financial management					

### Section 6: BoMs level of education and management of human resource

How do rate yourself in terms of effectiveness in the following human resources management practices. Use the following Likert scale;

1.N I= Not Important 2.F.I= Fairly Important 3.I= Important

4. M.I= Moderately Important 5.VI= Very Important

No	Statement	NI	F.I	I	M.I	V.I
		1	2	3	4	5
6.1	Ensure the curriculum is implemented through effective supervision of teachers					
6.2	Monitor school expenditure					
6.3	Recruitment and selection of staff.					
6.4	Staff discipline					
6.5	Provide guidance and counseling services for students teachers					
6.6	Mobilize parents/stakeholders to source for funds					

**Section 7: BoMs gender and management of human resource**

7. What is the gender composition of your Board of Management?

- (i) Number of BoM\_\_\_\_\_
- (ii) Males\_\_\_\_\_ Females\_\_\_\_\_
- (iii) Do gender balance of BoM affect the management of human resources  
Yes [ ] No [ ]

8. How would you describe gender role distribution of the BoM in your school?

- (i) Equal
- (ii) Not considered
- (iii) Skewed in favour women
- (iv) Skewed in favour men

9. What is the composition of the executive committee of your BoM in your school? Use F= female, M= Male

- (i) Chairman \_\_\_\_\_
- (ii) Secretary\_\_\_\_\_ (iii) PTA chairperson\_\_\_\_\_

**Section 10: BoMsexposure to management trainingand management of human resource**

How would you rate yourself on the importance of exposure to management trainingof human resource?

1. NI= Not Important 2.MI=Moderately Important 3. FI= Fairly Important 4.I= Important 5. VI=Very Important

No	Statement	NI	MI	FI	I	VI
		1	2	3	4	5
10.1	BoMsattending workshop/ training on school management					
10.2	BoMs awareness of recruitment guidelines for teachers					
10.3	BoMsInvolvement in disciplining teachers.					
10.4	BoMs following guidelines given by TSC on recruitment of teachers					
10.5	BoM members involvement in making decisions in the school					
10.6	BoMs Managerial skills					



No	Statement	NI	MI	FI	I	VI
		1	2	3	4	5
	positively influencing the management of human resource					

### **SECTION 11: Effectiveness of BoMs in management of human resource**

How would you rate yourself in the following aspects relating to human resource management?

1. I= Ineffective 3.F.E= Fairly effective 4.E= Effective  
 2. M.E= moderately effective 5.VE= Very effective

No	Human resource practices	I	M.E	F.E	E	V.E
		1	2	3	4	5
11.1	Preparing a strategic plan					
11.2	Budgeting for school human resources					
11.3	Staff recruitment process					
11.4	Induction of new members of staff					
11.5	Staff motivation					
11.6	Staff development					
11.7	Discipline management					
11.8	Staff supervision					
11.9	Staff compensation					

Kindly indicate the budget set aside for the financing the following BoM activities for management of human resources (annually)

	<b>Activities</b>	<b>Less than ksh0.5M</b>	<b>ksh0.5-1M</b>	<b>1.1M-1.5M</b>	<b>1.6M-2M</b>	<b>Over 2 M</b>
11.1	Purchasing stationary and other facilities					
11.2	Teachers employed by the board					
11.3	Renovating of school infrastructure/maintenance.					
11.4	Food and Catering					
11.5	Sports and other co-curricular activities					

**Thank you**

### **APPENDIX 3**

#### **INTERVIEW GUIDE FOR BOM**

In what other ways do board members' levels of education influence human resource management in public secondary schools in Kikuyu Sub County?

In what other ways do board members' work experience influence human resource management in public secondary schools in Kikuyu Sub County?

What other factors affect human resource management in Kikuyu Sub County?

What do you think BOM should do to improve management of human resources?

## APPENDIX 4

### QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to gather information on secondary schools. BoM members' individual factors vis-à-vis their human resource management in public secondary schools in Kikuyu Sub County. Please don't put your name anywhere on the questionnaire. This information will be treated confidentially. Indicate response by ticking (✓) appropriately in the box

#### Section A: Demographic information

1. Please indicate your gender?

- a) Male  b) Female

2. Which is your highest level of education?

- a) Secondary level  b) College level   
c) University level  c) Post graduate level

3. How many years have you been the principal of the school?

- a) Less than 2 years  b) 3 to 6 years   
c) 6 to 8 years  d) More than 8 years

4. How old are you?

- a) Less than 30 years  b) 41-50 years   
b) 31-40 years  c) 51 years and above

#### Section B: Effectiveness of BoMs in management of human resource

Using the scale below, make an assessment of effectiveness of BoM in management of human resource: Very Effective; Effective; Fairy Effective; Moderately Effective; Ineffective

**Table 3.3 Principals' evaluation of BoMs' members effectiveness in human resource management**

No	Human resource practices	I	M.E	F.E	E.	V.E
		1	2	3	4	5
5	Recruitment of staff					
6	Staff selection					
7	Staff appraisal					
8	Staff discipline					
9	Training of staff					
10	Career development for the staff					

**Thank you**

**APPENDIX 5**

**LETTER OF APPROVAL FROM THE UNIVERSITY OF NAIROBI**



**UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

Telegram: "CEES"  
Telephone: 020-2701902  
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197  
OR P.O. BOX 92 -00902  
KIKUYU

June 10, 2016

**OUR REF: UON/CEES/SOE/A&P/1/4**

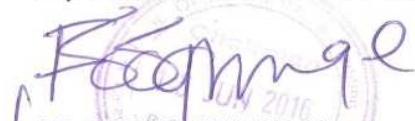
**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: KIMAMA WINNIE N. – REG NO. E55/72533/2014**

This is to confirm **Kimama Winnie N.** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "**Influence of Board of Management Members' Characteristics on Management of Human Resource in Public Secondary Schools in Kikuyu Sub-County, Kiambu County, Kenya**".

Any assistance accorded to her will be highly appreciated


  
**DR. JEREMIAH M. KALAI**  
**CHAIRMAN**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING**

**APPENDIX 6**

**LETTER OF APPROVAL FROM NACOSTI**

**THIS IS TO CERTIFY THAT:**  
**MS. WINNIE NYAWIRA KIMAMA**  
**of UNIVERSITY OF NAIROBI, 675-902**  
**kikuyu, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: INFLUENCE OF BOARD**  
**MEMBERS CHARACTERISTICS ON**  
**MANAGEMENT OF HUMAN RESOURCE IN**  
**PUBLIC SECONDARY SCHOOLS IN**  
**KIKUYU SUB COUNTY, KIAMBU COUNTY,**  
**KENYA**  
**for the period ending:**  
**24th October,2017**

**Permit No : NACOSTI/P/16/89965/14122**  
**Date Of Issue : 24th October,2016**  
**Fee Received :ksh 1000**



*Winnie Kimama*  
.....  
**Applicant's**  
**Signature**

*Emmanuel Mutitu*  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**APPENDIX 7**

**LETTER OF APPROVAL FROM KIKUYU SUB-COUNTY EDUCATION OFFICE**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**State Department of Education**

EMAIL: [deokikuyu@gmail.com](mailto:deokikuyu@gmail.com)  
Telephone 020-8046599  
When replying please quote :



**KIKUYU SUB-COUNTY EDUCATION OFFICE**  
**P.O. BOX 1973-00902**  
**KIKUYU.**

Ref No. KIK/ED/CIR/(101)

**DATE: 31<sup>st</sup> October, 2016.**

**ALL PRINCIPALS**  
**KIKUYU SUB COUNTY**

**RE: RESEARCH AUTHORIZATION.**

As per authority granted through a letter ref: NACOSTI/P/16/89965/14122 dated 24<sup>th</sup> October, 2016, from the National Commission for Science Technology and innovation, Winnie Nyawira Kimama is hereby authorized to carry out research on "*Influence of board members characteristics on management of human resource in public secondary schools in Kikuyu Sub County, Kiambu County, Kenya*" for a period ending 24<sup>th</sup> October, 2017.

Kindly accord her the necessary assistance.

  
**RUTH MUTURI**

**FOR: DISTRICT EDUCATION OFFICER**  
**KIKUYU.**

**CC County Director of Education- Kiambu.**



## APPENDIX 8

### Map of Kikuyu Sub County

