

**PERSONAL RELATED FACTORS INFLUENCING PERFORMANCE OF BOARDS  
OF MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN VIHIGA SUB-  
COUNTY, VIHIGA COUNTY, KENYA**

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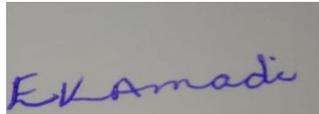
**A Research Project Report Submitted in Partial Fulfillment of the Requirements for the  
Award of the Degree of Master of Education in Administration**

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### **Declaration**

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



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### **Dedication**

This project is dedicated to my family. My late parents William Shibadu and Safina Luganu who brought me up and showed me the value of education. To my husband Philemon Amadi, my children Joy, Joel, Mercy, Angela and Emmanuel for their moral support and continued love.

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### **List of Abbreviations and Acronyms**

<b>BOM</b>	Board of Management
<b>CEB</b>	County Education Board
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PA</b>	Parents' Association
<b>SCQASO</b>	Sub-county Quality Assurance and Standards Officer

## **Abstract**

Boards of management in the Kenyan public school system are formed in order to promote quality education and the best interests of the schools. The purpose of this study was to investigate personal related factors that influence the performance of boards of management of public secondary schools in Vihiga Sub-County. The objectives of the study were to establish the extent to which academic qualification of BOM members influence their performance in management of public secondary schools, establish the extent to which management skills of BOM members influence their performance in management of public secondary schools, assess the extent to which management experience of BOM members influence their performance in management of secondary schools and determine the extent to which the level of commitment of BOM members to school matters influence their performance in management of public secondary schools in Vihiga Sub-County. The study was guided by the systems theory which proposes that a system consists of various parts which must function and operate together for the system to function effectively. The study adopted a descriptive survey design. The study targeted all the 28 public secondary schools in Vihiga Sub-County and the SCQASO in the sub-county. A sample size of 31 which comprised of 10 principals, 10 chairpersons of BOM, 10 chairpersons of PA and the SCQASO was used and participants selected using stratified and purposive procedures. Data was collected using questionnaires, document analysis and an interview guide. Primary data was collected and analysed using quantitative and qualitative techniques and presented in tables, graphs and narratives. The findings indicate that academic and academic qualifications contribute to performance of the BOM members in public secondary schools. BOM members with experience in fields such as education, human resource management and law are better suited for a role in the school boards. The study also established that BOM chairpersons from the sampled schools were highly qualified and experienced, though some schools were not well managed with majority of BOM members visiting their schools only when summoned. Based on the findings, the study concluded that BOM members with higher academic and professional qualifications were more effective in performing the management role in the schools with managerial experience making BOM members more suitable for their role due to better understanding of what is expected of them and their skills to make the correct decisions. The commitment of BOM members depends on the structures put in place by the school to enable BOM members' make desirable contributions in support of effective management. Overall the study concluded that there may be other intervening factors that contribute to effectiveness of BOM in public secondary schools. The study recommends that, Board of Management members should have the optimal academic and professional qualifications so as to make a positive contribution to the management of public secondary schools, the ministry of education, in conduit with local education offices should make sure this is adhered to, the Education office at county and sub-county level should organize managerial workshops for newly inducted BOM members and regular refresher courses for older members, BOM members should be facilitated at school level so that they can be more committed to their role.

## **CHAPTER ONE**

### **INTRODUCTION**

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

In education, management is concerned with the internal operations in schools and the relationship with the communities in which they exist and the governing bodies to which they are formally responsible (Bush, 2008). The quality of management and leadership in a school directly contributes to the quality of school and student outcomes. Education, as a social institution, provides a series of learning experiences that impart knowledge, values, attitudes and skills with the overall goal of transforming students into productive members of the society (Bush, 2008). Generally, management of schools encompasses activities such as planning, organising, directing, controlling and evaluation that help achieve set objectives of a school through the coordinated use of human and material resources (Griffins, 2016).

Public secondary schools in Kenya are each run by a board of managers (BOM) appointed by the County Education Board (CEB) to oversee the operations of the schools (Basic Education Act, 2013). The board's general role, as envisioned by the Basic Education Act, is to safeguard the smooth running of the school by ensuring that the learning, physical, financial and human resources are adequate and optimally utilised. The idea behind BOM is to devolve the management of schools to the level of the school and community to improve the responsiveness, efficiency and effectiveness of school management (Prew, 2018).

Management of schools is vital because education is a social pillar that spurs national development and improvement of human welfare by imparting knowledge and skills to the young (Sang & Sang, 2011). As described by Agih (2015), education is the corner stone of development because it forms the basis for human resource development and technological advancement. Developing countries usually make huge investments in education. In Kenya, the education sector received more than 18% of the national budget (The National Treasury,

2020). This high budgetary allocation, consistent through the years, shows how important the education sector is and therefore schools demands effective management. Secondary school management, in particular, is under focus because policy decisions such as free primary education and high transition rates have increased the demand for secondary school education (The World Bank, 2008).

Around the world, schools are run by boards of management who support the objectives schools by managing their finances, curriculum implementation, human resources and relations with the community and external actors. In the United Kingdom, school boards provide strategic leadership and accountability (Wilkinson, 2017). The boards' functions are to ensure clarity in the strategic direction of the school, holding senior leaders of schools to account for the educational performance of the school and foreseeing the financial performance of the school. Typically, the board chair and other senior board managers are appointed due to their qualification and experience in management. Bush & Heystek (2006) found that school managers with higher academic qualifications and experience made better management decisions. In Germany, members of school management board should have at least a college degree (Maitland, 2009)

In the USA, the school board is the central policy making organ and is responsible for establishing procedures and policies for the administration of educational services and to implement the state's education laws and programs. They monitor the operations in their schools and oversee the annual budget preparation and resource deployment in their schools (Dawson, 2008). According to the Washington State School Directorate Association, USA (2015), school boards perform roles such as setting vision, establishing goals, developing policies, allocating resources and assuring accountability. Like in the UK, the school chairman and board managers are appointed by the government and the appointed members are highly qualified and experienced to serve in such tasks.

In Africa, education management is decentralized to the local and school level to enhance the importance of local management processes and procedures on the delivery of quality education (The World Bank, 2008). The general model in African countries involves the school management board working with a parents and teachers association and the local education office to run the school. In Uganda, the Education Act of 2008 requires that each educational institution to have a board of governors or school management committee with at least twelve members who are drawn from various stakeholder groups (Nkundabanyanga, Tauringana, & Muhwezi, 2016). They draw their authority and responsibilities from the minister of education and the district secretary of education, and their main functions are to govern the school, administer property and funds of the school and to provide welfare and discipline of students and staff (Nkundabanyanga, Tauringana, & Muhwezi, 2016).

In South Africa the school management boards are responsible for developing the school policies and determining staff and student needs of the school, financial management and maintenance of school resources. They also monitor standards and support plans to meet the goals of the curriculum (Quann-Baffour, 2006). In Malawi, the school boards of management are selected from prominent members of the society who have excelled in their areas of specialization and are considered as role models in their line of specialization (Kayira, 2008). In Tanzania, school boards of management were established by the Education Act No. 25 of 1978 Section 39(3) cited in Mwombeki (2013) with the mandate to improve in delivery of education services through communication involvement.

The Ominde Commission of 1964 recommended the establishment of boards of governors to oversee the running of schools in Kenya (Makatiani, Imbova, & Gakunga, 2016). The aim was to decentralize education so as to increase effectiveness. According to sessional paper No.6 of 1988, the Kenyan government accepted the recommendation of the presidential

working party on board of governors of public secondary schools be appointed from individuals who are committed, competent and qualified.

The school management structure in its current form was established by the Basic Education act of 2013. The Act gives boards of management the mandate to fully be responsible for the schools under their care. The main functions of school board of management are to promote quality education and best interests of their schools and ensure development (Basic Education Act, 2013). They do this by ensuring the provision of adequate physical facilities for the school, dealing with discipline problems amongst the student and staff, encouraging students, teachers and non-teaching staff, co-operating with parents and community, and liaising with other stakeholders (Ongeri, 2015).

The membership of school board of management should be such that it reflects the various stakeholders in the school and the community. The Basic Education Act further directs that the board should establish various sub-committees to streamline its activities. The school principal is automatically the board secretary while the chairperson is usually appointed during the first board meeting. Personal related factors refer to the set of attributes such as personality, experience, skills, attitude and qualification that an individual possesses with regard to their suitability for their roles and responsibilities in an institution. For this study, the personal related factors considered include the management skills, experience, and commitment, academic and professional qualification of board of managers on their management function.

Management skills are vital for effective running of schools because they directly influence how the BOM achieve their objectives. Piskanin & Rudy (2006), categorised the vital managerial skills into technical, interpersonal, communication and organisational skills. Technical skills involve a wide array of competencies like understanding financial

statements, procurement processes, research and report writing skills (Piskanin & Rudy, 2006). Other skills involve interacting and leading people, and identifying school needs and implementing them properly (Piskanin & Rudy, 2006). An effective school board will ideally have members with these competencies. A report by the World Bank showed that inadequate managerial skills impede the effective management of secondary schools (Fiske, 1996).

Commitment of board members refers to how involved and dedicated they are in the activities and daily running of the school. It is usually influenced by the compensation they get, the trust members have in the school principal and their attitude to education matters in general. In Ireland, where serving on school board is voluntary, limited engagement and participation has led to high level of absenteeism in board meetings (Ranson, 2003).

Other personal related factors considered in this study include academic qualification because it will determine the extent to which BOM members can read and understand education policies and other deliberations around the school. As observed by Agih (2015), a lack of suitably qualified personnel to run school can be detrimental to the effective management and success of schools. According to Otieno (2010) low education qualification of the BOM members prevents maximum participation in BOM meetings. Individuals of high academic qualification are able to formulate educational policies that are within the existing educational laws and policies which give direction of the institution in achieving institutional goals. Studies have shown that board members with high academic qualifications have a greater impact on the management of the school since they understand educational matters and ensure that education policies and procedures are adhered to when implementing them as compared to members with academic qualifications who rely heavily on the principal's direction (Kindiki, 2009).

There are many factors that have an impact on how BOM perform. The issues in this study include commitment, management skills, management experience and academic qualification of BOM members. This study therefore seeks to establish personal related factors influencing performance of boards of management of public secondary schools in Vihiga Sub-County of Vihiga County, Kenya.

## **1.2 Statement of the Problem**

Secondary schools give learners a foundation and springboard from which they can launch a future and become positive contributors to the society and hence should be managed properly. The Basic Education 2013 gives this management mandate to BOMs (Basic Education Act, 2013). Performance of the boards of management is dependent on the individuals' capabilities, skills and experience.

Government guidelines dictate that BOM members should be selected from local professionals with appropriate combination of experience and expertise (MOEST, 1988). However, this is not always the case. Kamunge Report (MOEST, 1988), Koech Report (Republic of Kenya, 1999) and the task force on student discipline and unrest in public secondary schools (MOEST, 2001) revealed that BOMs of schools in Kenya lack management capabilities and indicated dissatisfaction in the management of physical facilities, curriculum and instruction and school-community relations. UNESCO (2012) noted that academic performance has continuously been poor in most of the public secondary schools in Kenya and partly attributed this to poor management of school.

Records at the Vihiga Sub-County Education Office as per the 2018 supervision report by the Quality Assurance and Standards Officers indicate that public secondary schools in the Sub-County do not have adequate facilities. Some of the schools do not have laboratories and libraries. This has resulted in the schools posting lower grades in national examinations. Despite the schools receiving funds from the government for tuition and infrastructural

development, there is very little evidence to show additional development in these areas (Media Team, 2020). This is evidence of ineffective management of finances, human and physical resources by BOM. The ineffective management might be attributed to BOM members who lack high academic qualification, management skills and experience. Agih (2015) observed that a lack of suitably qualified personnel to manage schools can be detrimental to the effectiveness and success of schools in a country. It is in this context that the study sought to investigate personal related factors influencing performance of boards of management of public secondary schools in Vihiga Sub-County.

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

The purpose of this study was to investigate personal related factors influencing performance of boards of management of public secondary schools in Vihiga Sub-County, Vihiga County, Kenya.

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

The study was guided by the following objectives:

- i. To establish the extent to which academic qualifications of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County.
- ii. To establish the extent to which management skills of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County.
- iii. To assess the extent to which management experience of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County.
- iv. To determine the extent to which the level of commitment of BOM members on school matters influence their performance in management of public secondary schools in Vihiga Sub-County.

### **1.5 Research Questions**

The study aimed to answer the following questions:

- i. To what extent does the academic qualification of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County?
- ii. In what ways do the management skills of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County?
- iii. In what ways does the management experience of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County?
- iv. To what extent does the level of commitment of BOM members to school matters influence their performance in management of public secondary schools in Vihiga Sub-County?

### **1.6 Significance of the Study**

The findings of this study may be important to the Ministry of Education, Teachers Service Commission and other policy makers of education in regard to the management of public secondary schools. The findings may help clarify the appropriate qualifications, expertise and other personal related factors that may make individuals suitable for roles in BOMs of secondary schools. The study might also be significant to schools and researchers who might seek to build on the insights gained to create further knowledge on the subject of school management.

### **1.7 Limitations of the Study**

Limitations are the challenges or constraints the researcher faced while conducting the research (Kombo & Tromp, 2006). This research was restricted to Vihiga Sub-County. It was conducted during a global pandemic therefore the respondents were not readily available due to the social distancing protocols. This was overcome by coordinating with the school administrations to arrange for meetings with the target respondents.

### **1.8 Delimitations of the Study**

Delimitation is the boundary or scope of a study (Kombo & Tromp, 2006). This study focused on influence of personal factors on the performance of boards of management in management of public secondary schools in Vihiga Sub-County in the following areas: academic and professional qualification of BOM members, management skills of BOM members, management experience of BOM members and commitment to school matters of BOM members. Data was collected from the principals in public secondary schools, BOM members of public secondary schools, Sub-County Quality Assurance and Standards Officer and also through document analysis in public secondary schools in Vihiga Sub-County.

### **1.9 Basic Assumptions of the Study**

- i. All sampled schools have TSC principals and have legally constituted boards of management
- ii. Personal related factors of BOM members have an impact on their performance in managing public secondary schools
- iii. The respondents will provide reliable information and that the principals will allow the researcher to access the school documents for the past five years.

### **1.10 Definitions of Significant Terms used in this Study**

**Academic qualification** refers to the highest level of education achieved by an individual

**Board of Management** refers to a body legally instituted and mandated by the Ministry of Education under Act Cap 211 to supervise the running of public secondary schools in Kenya

**Board of managers** refer to members selected to manage the school on behalf of the ministry of education, sponsor, the community and parents of the particular school

**Basic Education Act** refers to Laws of Kenya, Cap 211 dealing with management of education in Kenya

**Commitment** refers to the dedication and willingness to give time and energy to serve a school

**Effective** refers to an action of an individual to bring something about, accomplish something in a way that works well and produces the intended results

**Influence** refers to the powers of impact on BOM members performance in secondary schools

**Experience** refers to the knowledge or skills one has gained through the years of serving as BOM member.

**Management** refers to the administration of school through planning, organising, controlling and coordinating activities of the school.

**Performance** refers to completion of a task with application of knowledge skills and abilities.

**Public secondary school** refers to a post primary school which is developed, equipped and provided staff from public funds by the government, parents and community.

**Professional qualification** refers to one's career gained after going through a higher institution such as a university to be trained as a teacher, a doctor etc.

**Skill** refers to one's ability to do something well.

### **1.11. Organisation of the Study**

The study is organised into five chapters.

Chapter one covers the background to the study, the statement of the problem, purpose of the study, objectives of the study, significance of the study, limitations of the study, basic assumptions of the study, and definitions of significant terms.

Chapter two is on review of related literature based on the objectives. Summary of the literature review, the theoretical framework and conceptual framework have also been presented.

Chapter three is research methodology outlining the research design, target population, sample size and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques and ethical considerations.

Chapter four presents the data analysis, interpretation and discuss the study findings.

Chapter five consists of summary of the findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This literature review focuses on relevant literature on personal related factors influencing the performance of boards of management of public secondary schools under the following sub-headings: Management of public secondary schools, academic and professional qualifications of BOM members, influence of management skills of BOM members, management experience of BOM members and commitment of BOM members. It also provides a summary of the literature review and outlines the theoretical and conceptual framework.

#### **2.2 Management of Public Secondary Schools**

Management of secondary schools involves utilising the available resources and processes in the school to produce results of desired quality (Waweru & Orodho, 2014). Research suggests that skills needed for effective managerial work include technical skills, interpersonal skills, conceptual skills and communication skills (Usono, Okon, & Akpan, 2013). To achieve the right balance of skills, BOM members should be selected carefully from individuals with proper training and experience. Studies show that effective school boards often have a vision and clearly stated priorities for the school (TASB, 2014). They, individually and collectively, have a clear picture of what their work entails and have a culture that fosters information sharing within its ranks. Another important characteristic of effective boards is that they have formalised their work by developing and following clearly defined procedures and schedules for doing work (TASB, 2014).

A study by Waweru & Orodho (2014), whose objective was to examine the extent to which managerial practices in secondary schools influence academic performance, found that there was an association between most managerial variables like effective planning of human and physical resources, curriculum leadership and organisational strategies and student academic

results. They found that schools that were effective in those management practices often had better results in national examinations. They recommended that school managers should be regularly trained in management techniques (Waweru & Orodho, 2014).

The Basic Education Act empowers BOMs to promote quality education, while being accountable to the County Education Board (Basic Education Act, 2013). The boards are expected to provide proper and adequate physical facilities in the schools, facilitate the provision of guidance and counselling services to students, ensure the welfare and safety of both the students and staff and promote good relations with the community where the school is located. An effective board is one that achieves the best quality results through effective implementation of available resources.

### **2.3 Academic and Professional Qualifications of BOM Members**

As observed by Agih (2015), lack of suitably qualified personnel to manage schools can be detrimental to the effective management and success of schools in a country therefore the main focus of effective school management is to improve the teaching competence and the efficiency of the school system in its entirety. In South Africa, a study whose main objective was to analyse what causes the variation in the efficiency of boards in schools and school districts revealed that almost half of the parents in School Governing Boards (SGB) were illiterate and this hindered the level to which they contributed to management decisions on the board (Van, 2001). A study by Ogola (2017), found that there is a correlation between the performance of the BOM and the student outcome. She recommended that BOM members ought to be suitably qualified because their role requires them to prudently utilise the personnel, funds and facilities in their schools to enable efficient delivery of education.

The Basic Education Act proposes a secondary school certificate as the minimum academic qualification for one to be appointed on a secondary school board (Basic Education Act,

2013). It does not specify the minimum grade, but the members are ideally supposed to have adequate literacy skills to follow meeting deliberations and have a good grasp of their job. Studies have indicated that BOM members with considerable higher academic qualifications than the one stipulated in law are more impactful (Kindiki, 2009). This is because they understand management issues, education policies and procedures independently and do not have to rely heavily on the school principal's direction (Kindiki, 2009). Research by Odhiambo (2001) also showed that the academic qualifications of BOM members determined the level to which they are effective in their role.

Mwiria (2005) associated poor management in schools with unqualified members of school boards. He explained that the factors that led to appointment of unqualified members into school boards were attributable to the influence of the school sponsors and wishes of politicians. This assessment is echoed in studies that linked poor performance of individual school board members on their limited academic qualification (Dawson, 2008). A study that sought to find out which factors influence how effective board of management members are effective in management of human resources in public secondary schools in Mount Elgon Sub-County revealed that low academic and professional experience hindered BOM members' understanding of their roles making them endorse the directions of the school principal (Chebonya, 2015). The situation highlights the need to appoint individuals whose academic qualifications are well above the minimum set by the Basic Education Act.

The Basic Education guidelines propose that BOM members should be drawn from local professionals who are suitably skilled and experienced (Basic Education Act, 2013). However, a study by Nyandusi (2012) found that boards of public schools in Kenya have not been exposed to adequate management training and experience and this made them lack adequate supervisory experience to utilise available information for management purposes and in effect brought down performance of schools. These findings align with an earlier

report by Koech revealed that board of governors in Kenyan schools were ineffective because most boards were manned by individuals who lacked management capabilities which influenced negatively on school management (Republic of Kenya, 1999). A study carried out in Meru that sought to determine how competent school boards are in managing finances revealed that a significant number of board members did not have adequate financial management skills due to lack of training in the field, and low education qualifications (Ikiugu, 2009).

#### **2.4 Management Skills of BOM Members**

Asiago (2010) contends that management of secondary schools is a highly professional function that requires board members to have a wide set of skills. According to Kindiki (2009), school board members should be trained in management skills to enhance their knowledge, effectiveness and confidence. The commission of inquiry into the education system in Kenya revealed that the effectiveness of management of schools was hampered by a lack of appropriate management capabilities amongst members of school boards (Republic of Kenya, 1999). In the USA, a study by Smoley (1999) showed that schools boards in the State of Delaware operated below the desired efficiency levels because they lacked a proper decision-making process. The study observed that this was because school boards did not access and utilise vital information that would aid in the decision making process and also they did not have proper engagements during meetings. This scenario points to a lack of management skills of the school board members.

According to Kindiki (2009), most secondary school boards lack competence on management of available school resources because the members are not exposed to adequate training on management skills. Denise & Barends (2011) recommend that board members

should have analytical skills to solve problems and make decisions because the two depend on thorough analysis and critical thinking. Piskanin & Rudy (2006) observed that managers performed optimally if they had technical, interpersonal, conceptual, communication, organisational and planning skills. They noted that these skills come with training and experience. These skills help the board recognise the correct methods and techniques of doing their work, interact and communicate clearly across the ranks, set target for staffers and motivate and solve conflicts amongst them, be able to recognise how the school and its activities are intertwined with one another, and prioritise their work appropriately (Piskanin & Rudy, 2006). It is, therefore, recommended that board of managers should as a whole have a variety of skills related to the functions of the BOMs of schools.

## **2.5 Management Experience of BOM Members**

Experience in matters of education is essential for effective performance in managing secondary schools. Ulrich (1997) observed that workers and managers with extensive working experiences have a positive contributory impact in institutions. On the contrary, limited experience diminishes their contribution. Lack of financial management experience, for example, can result in inefficiency and improper management of finances in an institution, and as a result, of other management roles (Robbins, 2007).

A study carried out in South Africa on implementation of educational policies indicated that 37% of school board members had no experience about how school boards function (Lewis & Naidoo, 2006). The Koech Report found that the effectiveness of school boards diminished when the members had limited experience (Republic of Kenya, 1999). Other studies by Mutai, 2003, Mutemi (2015) and Mutuku (2017) also established that lack of experience undermines the role of boards. Prior management experience is important in management of secondary schools because this role require that the board members be skilful in planning, execution and control of school activities (Mutemi, 2015).

## **2.6 Commitment of BOM Members**

Statutory and ministry guidelines recommend that school board members should be appointed from individuals who are deemed to be competent and committed (Basic Education Act (2013); MOEST (1988)). School board members are entrusted to oversee and ensure that the institution remains true to its mission and objectives within the confines of law and that it operates in a responsible manner. There is a correlation between the commitment of board members and the performance of their BOM roles (Preston & Brown, 2004). More committed board members are more involved and perceived to be more engaged and valuable to their organisation. Another study by Berstein, Buse, & Slatten (2015) demonstrated that when board members understand their roles, then they perform optimally. Board members' commitment to their roles impacts a school to achieve its overall internal objectives, and improve community relations and outreach. Board commitment and performance creates a framework for the success or failure of the institution (Berstein, Buse, & Slatten, 2015).

Commitment of board members is influenced by factors like the cooperation between the members, the package of reward and meeting allowances, the degree of trust that the BOM members have with the principal's management of resources, inspiring and visionary (Mintzberg, 2009). According to the Basic Education Act (2013), members of the board of schools shall be paid allowances as the Cabinet Secretary may provide by regulation upon the advice of the Salaries and Remuneration Commission. The practice on the ground, however, is that BOM members are given sitting allowance depending on the budget of the school the board is serving.

## **2.7 Summary of the Literature Review**

A review of related literature has revealed that factors such as academic and professional qualifications, management skills and experience and commitment of members of board of management contribute to how effective the board will be. However, very little empirical

research has been carried to investigate factors influencing the effectiveness of BOM while focusing on all functions they are mandated to execute. Most studies have zeroed in on only one area as opposed to holistically looking at all the mandated functions. Kimeu (2013) carried out a study on individual factors influencing competence of board of management members in human resource management of public secondary schools, while Mutiso in 2014, individual factors influencing board of management members' effectiveness in financial management. Further, no research known to the researcher has been conducted on the area of effective performance of BOM in Vihiga Sub-County. This research therefore seeks to fill this gap by establishing personal related factors influencing the performance of boards of management of public secondary schools in Vihiga sub-county.

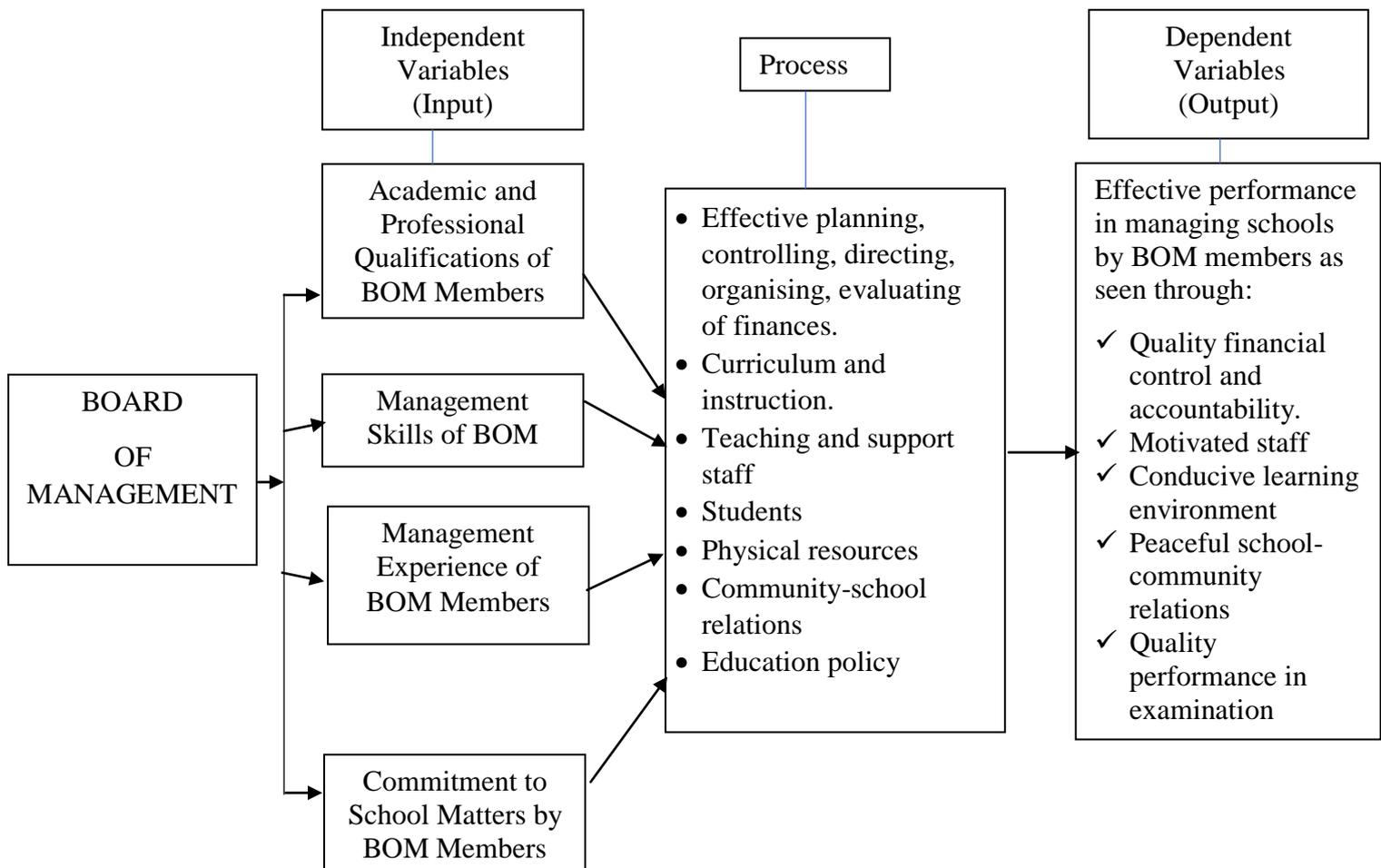
## **2.8 Theoretical Framework**

This study will be guided by the System Theory which proposes that a system consists of various parts which must function and operate together for the system to function effectively (Lai & Lin, 2017). System theory was developed by Ludwig Von in the 1940s. The idea of the system theory can be related to the functioning of the school Board of Management. Members of the boards of management of schools work towards one objective of achieving the best for the schools in terms of good financial, human resource, curriculum and instruction and available physical resources management all geared towards achieving good academic performance.

Sub-committees of the BOMs, like the finance, academic, audit, human rights and school infrastructure committees function as sub-systems under the BOM. For the sub-system to function well, the members of the board who are manning these committees should have some qualifications such as high academic levels, members with a variety of professional experiences and skills in finance, academics, human resource management and be committed to school matters. This will enable them to carry out their management processes well. This

theory is applicable because it also shows how BOM members can tackle school issues in a systematic way. It also enables all stakeholders of the school to participate actively in the management of the school.

## 2.9 Conceptual Framework



**Figure 2.1: Conceptual framework for BOM members' personal related factors and their influence on effective performance of their duties**

A conceptual framework is defined by Oso and Onen (2009) as a style of representation where a researcher represents the relationship between variables in the study and depicts it in a diagram. The conceptual framework as shown below is based on the fact that effective

performance of BOM managers in managing of public secondary schools is influenced by BOM members level of academic qualification, professional qualification, management skills, management experience and their commitment to school matters. The performance of BOM managers depends on these factors. The independent variables as personal related factors of BOM members will enable the BOM managers to be effective in the managing of public secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the methodology under the following sub-headings: research design, target population, sample size and sampling procedures, research instruments, instrument validity, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

To achieve the objectives of this study, descriptive survey design was adopted. Descriptive design relies on observation as a means of collecting data (Walliman, 2011). Descriptive study design aims to describe the current situation as it is, but collecting information in forms such as interviews and questionnaires and subsequently analysing it (Cohen, Manion, & Morrison, 2018). According to Orodho (2009), descriptive survey design is used for collecting information about people's attitudes, opinions, habits of social issues.

Descriptive survey design was suitable for this research because it is used to get information that describes trends and patterns and also helps to clarify and explore current and existing status of two or more variables at a certain point in time (Cohen, Manion, & Morrison, 2018). This study sought to survey personal related factors of BOM managers influencing effective performance in managing public secondary schools in Vihiga Sub-County.

#### **3.3 Target Population**

Population is the collection of all items of interest to a study. It is the entire collection of elements about which a researcher wishes to generalise study findings (Leavy, 2017). The key elements that make the population for this study were the 28 public secondary schools in Vihiga Sub-County, focusing on 28 principals, 28 chairpersons of BOM and 28 chairpersons of the PA, and the SCQASO. The target population was chosen based on how much they interact with the BOM and their level of awareness of the activities within the school.

### 3.4 Sample Size and Sampling Procedure

A sample is a representative of the target and must be able to accurately represent the population characteristic which is under investigation (Mugenda & Mugenda, 2003). The study targeted all twenty-eight public secondary schools in Vihiga Sub-County. This study used stratified random sampling and purposive sampling for its sample size. The schools were stratified into girls boarding, boys boarding and mixed day. A simple random sample was taken from each group proportionate to the size of each group. A sample of 10 schools was selected based on the above stratification. The principals, chairpersons of BOM and PA of the ten sampled schools were then selected via purposive sampling. The Sub-County Quality Assurance and Standards Officer were purposively selected as one of the respondents for this study. According to Mugenda (2013), purposive sampling is a sampling technique that allows a researcher to select respondents that will provide the required information with respect to the objectives of the study.

The principals, chairpersons of BOM and PA representing each of the ten sampled schools were identified through the use of purposive sample technique because of the diverse abilities and they also have specific information, relevant to study objectives (Orodho, 2009).

**Table 3.1 Sampling Framework**

<b>CATEGORY</b>	<b>TARGET POPULATION</b>	<b>NUMBER SAMPLED</b>	<b>%AGE</b>
Principals	28	10	35.7
Bom Chairpersons	28	10	35.7
Parents Association (PA) Chairpersons	28	10	35.7
Sub-County Quality Assurance and Standards Officer	1	1	100
<b>Total</b>	<b>85</b>	<b>31</b>	<b>36.5%</b>

### 3.5 Research Instruments

This study used questionnaires, interview schedule and document analysis guide as the research instruments. Questionnaires in this study contained both closed-ended and open-

ended questions. Mugenda & Mugenda (2003) explain that open-ended questions refer to questions which give the respondents complete freedom to respond in their own words while closed ended questions limit the responses to a list of all possible alternatives. Questionnaires were preferred because they are easy to administer since the questions are accompanied with alternative responses and they are easy to analyse (Mugenda & Mugenda, 2003). Mulusa (1990) noted that respondents feel free to give frank answers to sensitive or embarrassing questions especially if they are not required to disclose their identity. This study used three questionnaires targeting the principal, BOM chairperson and PA chairperson respectively. The first part of the questionnaire captured the demographical data of the respondents, then subsequent sections are categorised according to the study objectives.

The next instrument used in this study is document analysis which refers to critical examination of public or private recorded information related to the issue under investigation (Oso & Onen, 2009). The documents analysed included the BOM meetings minutes and inspection reports to gain information about the BOMs and the school in general. The last instrument employed by this study is an interview schedule. An interview schedule is a conversation between a researcher and informant which the objective of eliciting information and opinions (Oso & Onen, 2009). An informant in this case is deemed as an individual who has information of interest on the subject under study. The advantage of interviews is they are face to face so the researcher can get insights that would not be possible to get via a questionnaire. The researcher developed an interview schedule that targeted the Sub-County Quality Assurance and Standards Officer and it focused on the perception of SCQASO on the performance of BOM members in managing of public secondary schools and what he/she thinks about how to solve barriers to effectiveness of BOM in relation to academic and professional qualification, management skills, management experience and commitment to school matters of BOM members.

### **3.5.1 Instrument Validity**

Validity refers to the extent which a measure is actually measuring what we think it is measuring. It is concerned with the findings of the research are accurate from the standpoint of the researcher, the participant or the readers. It checks whether the research instrument is measuring or capturing what the research intends to (Creswell, 2014). A measuring device or instrument is said to be valid when it measures what it is expected to be measured. To ensure validity of the instruments in this study, the researcher discussed the items in the instruments with the supervisors. The feedback and corrections were then be incorporated to modify the research instruments and improve their validity.

### **3.5.2 Reliability of the Instrument**

Reliability refers to the consistency throughout a series of measurement. It is concerned with the consistency of the research instrument to produce similar results when the same test is measured twice with the same subjects or by using multiple researchers or observers (Leavy, 2017). The reliability of the research instruments was tested by running a pilot study in two schools outside the study sample. The reliability of the instruments was established used test-retest method. The questionnaires were administered to two principals, 2 chairpersons of BOM and 2 chairpersons of PA in the 2 pilot schools. The questionnaires were then given to the same respondents after a week. The reliability was then calculated using the Pearson's Coefficient Correlation formula. A reliability coefficient of between 0.5-1.0 usually indicates that the research instrument is reliable (Mugenda & Mugenda, 2003). A reliability coefficient of 0.9 was deemed sufficient for this study.

### **3.6 Data Collection Procedure**

The researcher sought permission from the National Commission for Science, Technology and Innovation to carry out research after getting a clearance letter from the department of Educational Administration and Planning, University of Nairobi. Once granted permission,

the researcher notified the Vihiga Sub-County Director of Education of the proposed research in the Sub-County.

Before collection of data, the researcher visited the selected schools and the Sub-County Quality Assurance and Standards Officer for introduction. During the introduction, the researcher requested for permission to carry out research from the selected people. The research involves administering questionnaires to principals, BOM chairpersons, PA chairpersons, interview schedule for Sub-County Quality Assurance and Standards Officer and document analysis. The primary data was collected from the principals, BOM chairpersons and PA chairpersons of the selected schools. The researcher booked for appointment with the Sub-County Quality Assurance and Standards Officer for the interview schedule. The document analysis was done during the pilot study and the actual research exercise.

### **3.7 Data Analysis Techniques**

According to Kombo & Tromp (2006), data analysis is the interpretation of collected raw data into useful information. This study generated both qualitative and quantitative data. Raw data from the field was summarized, coded and edited. The researcher used content analysis in terms of themes based on the study objectives to analyse qualitative data which was then presented in prose form

Descriptive statistics was used to analyse quantitative data. The findings of the quantitative data was presented using descriptive statistics tools like frequency tables and percentages. The analysed data is presented using frequency tables, graphs and charts.

### **3.8 Ethical Considerations**

According to Mugenda & Mugenda (2003) ethical considerations are important for any research. It is important to consider the potential harm the research might have to the

participants. Ethical issues form an important component of research as far as conduct of researchers is concerned. Ethical considerations ensure anonymity and confidentiality, that participants are not harmed, that there is voluntary participation, no deceit and ensures fair reporting (Babbie, 2011). Ethical standards were observed by the researcher throughout the process of the research. Permission was sought from University of Nairobi and NACOSTI before embarking on the research. The purpose of the research was communicated to the respondents through a letter of introduction. The respondents were assured of confidentiality. There was anonymity of the source of data because the questionnaire will not require the identity of the respondents. The data collected will be used for the purpose of the study only.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1. Introduction

This chapter presents the findings, data analysis, presentation and discussions. The data presented analyses how personal related factors influence the performance of BOM in public secondary schools in Vihiga Sub-County. The chapter covered the response rate, demographic information of the respondents, academic and professional qualification of BOM members, management skills and experience of BOM members, commitment of BOM members and the qualifications of prospective BOM members.

#### 4.2 Response Rate

Response rate is the proportion of the sample that fully participated in the research procedures. According to the American Association of Public Opinion Research (AAPOR, 2008), the higher the response rate, the more accurate the survey results. This study had a 100% response rate, and this perfect response rate can be attributed to the relatively small sample size and how specific the target population was. The response rate is summarized in the table below.

**Table 4.1 Summary of the Response Rate**

<b>Target Respondents</b>	<b>Sample Size</b>	<b>Response</b>	<b>Return Rate %</b>
Principals	10	10	100%
BOM Chairperson	10	10	100%
Chairperson of PA	10	10	100%
SCQASO	1	1	100%
<b>Totals</b>	<b>31</b>	<b>31</b>	<b>100%</b>

### 4.3. Demographic Information of the Respondents

This section presents a demographic description of the respondents. It summarizes the gender, age bracket and professional qualification of the responses and also the type and sponsors of the schools sampled.

#### 4.3.1 Gender of the Respondents

The study sought to establish the gender of the respondents in order to highlight the ratio of the male and female individuals who are involved in the management of schools in the area under study. Studies have indicated that gender parity can be vital in improving the performance of workers in an organization (Acker, 2006). In this context, achievement of gender parity has the potential to improve the performance of school boards and ultimately the performance of schools and students.

As shown in Figure 4.1, overall, the respondents were skewed towards the male gender indicating gender disparity. However, gender parity was observed amongst the principals in the sample, but amongst the chairpersons of BOM and chairpersons of PA, it was still male dominated as tables 4.2 and 4.3 indicate.

**Figure 4.1 Gender of Respondents**



Figure 4.1 shows that there was 50 per cent gender parity amongst the principals who

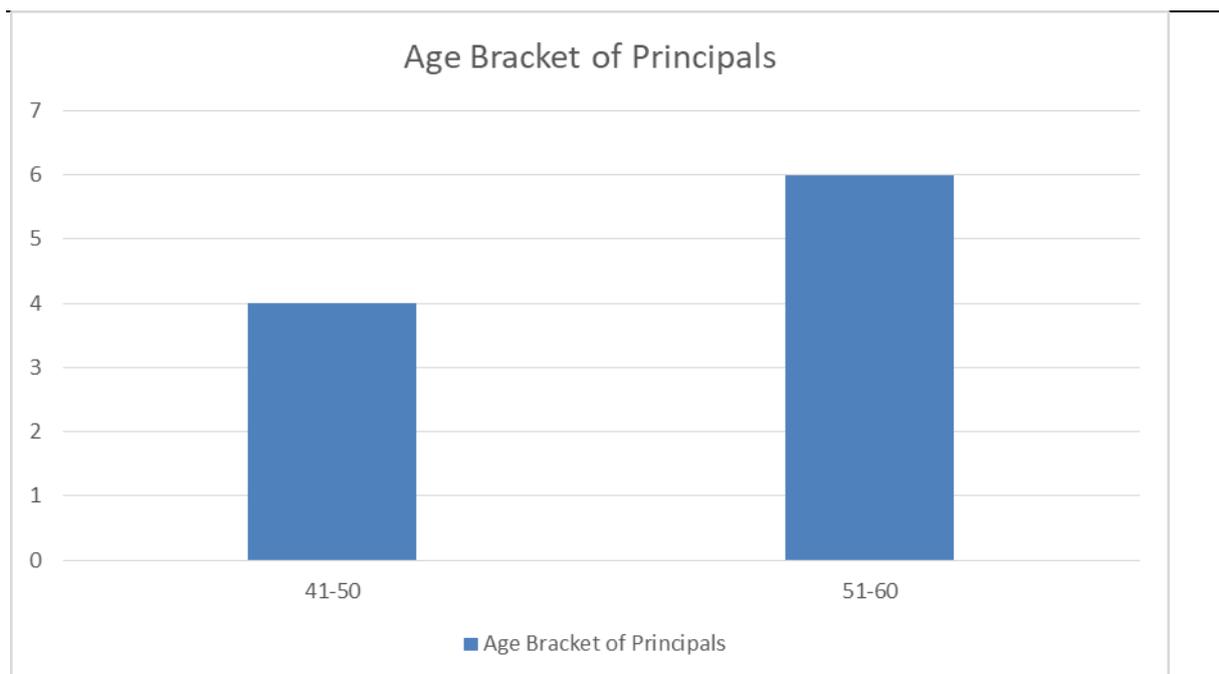
participated in the study, indicating that views of both genders were accommodated in the study. However, it also revealed that a vast majority of the BOM chairpersons who participated in the study were male (90%), compared to 10% female. Amongst the chairpersons of the PA, a majority of the respondents (60%) were male, while the female respondents in that category were 40%.

### 4.3.2 Age Bracket of the Respondents

Age of employees and board members can be used to predict their level of competence. Generally, the more experienced the worker, the more competent they tend to be. As people become older and more experienced, the more they are wont to take on responsibilities and daunting tasks (Nzuve, 2010). The respondents in this study were all above 40 years of age which indicated a level of maturity and experience.

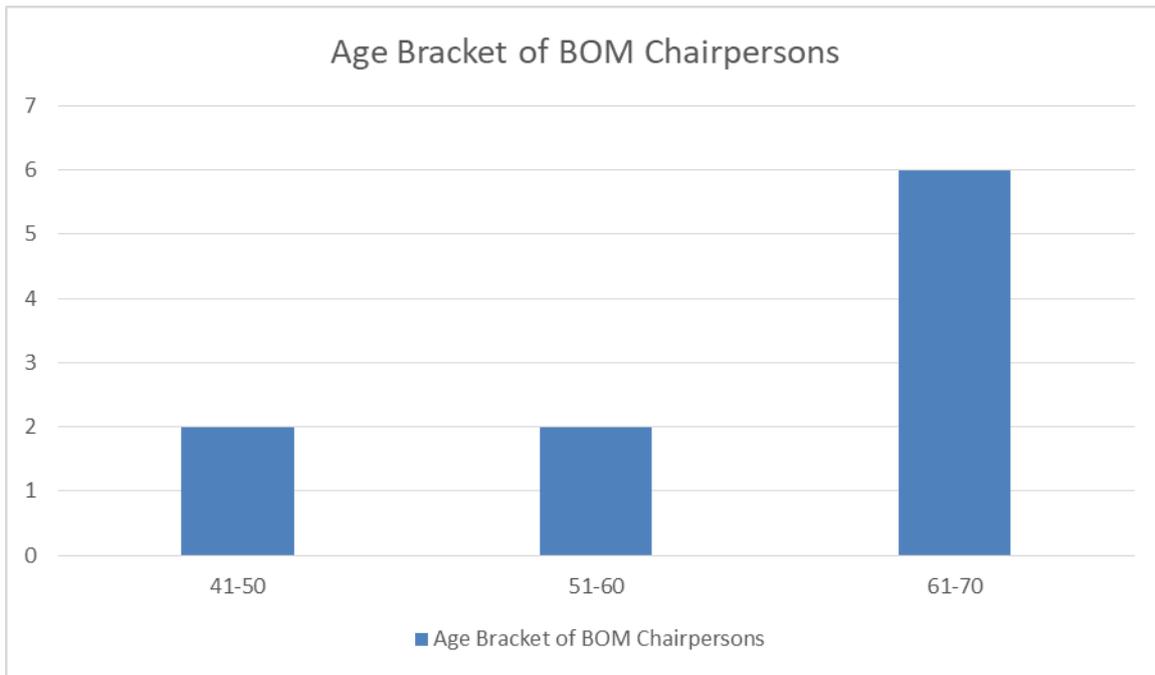
The distribution of the respondents by age is expressed in figures 4.2, 4.3, and 4.4 below

**Figure 4.2: Age Bracket of Principals**



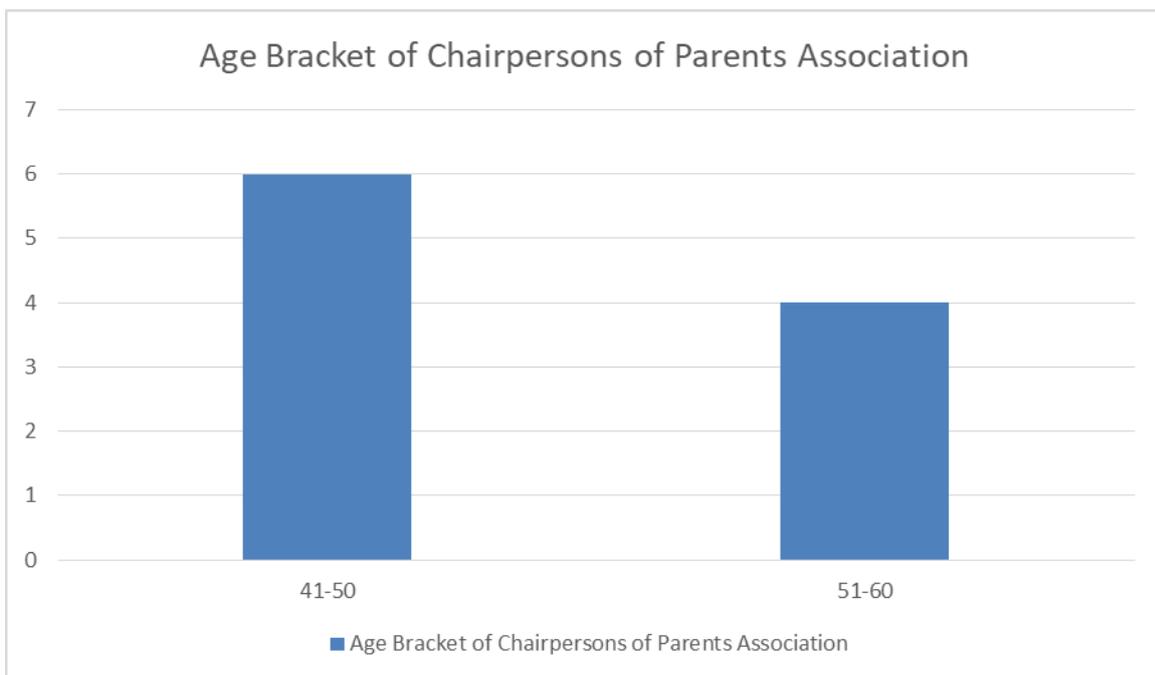
As shown in the graph above, all the principals were in the 41-60 years age bracket with a majority of them being in the 51-60 years age bracket.

**Figure 4.3: Age Bracket of Chairpersons of BOM**



As shown in figure 4.3 most of the chairpersons of BOM who participated in the study were in the age bracket of 60 – 70 that is 60% followed by 20% in the age bracket of 51 – 60 and also 20% in that age bracket of 41 – 50.

**Figure 4.4: Age Bracket of Chairpersons of Parents Association**



As seen from figure 4.4 the majority of the Chairperson of parents Association are in the age bracket of 41 – 50 years at 60% followed by those in age bracket of 51 – 60 years at 40%.

### 4.3.3 Academic Qualification (Highest Level of the Respondent)

The distribution of academic qualification of the respondents is expressed in figure 4.5 for principals, 4.6 for BOM Chairpersons and 4.7 for P.A Chairpersons.

**Figure 4.5 Academic Qualifications of Principals**

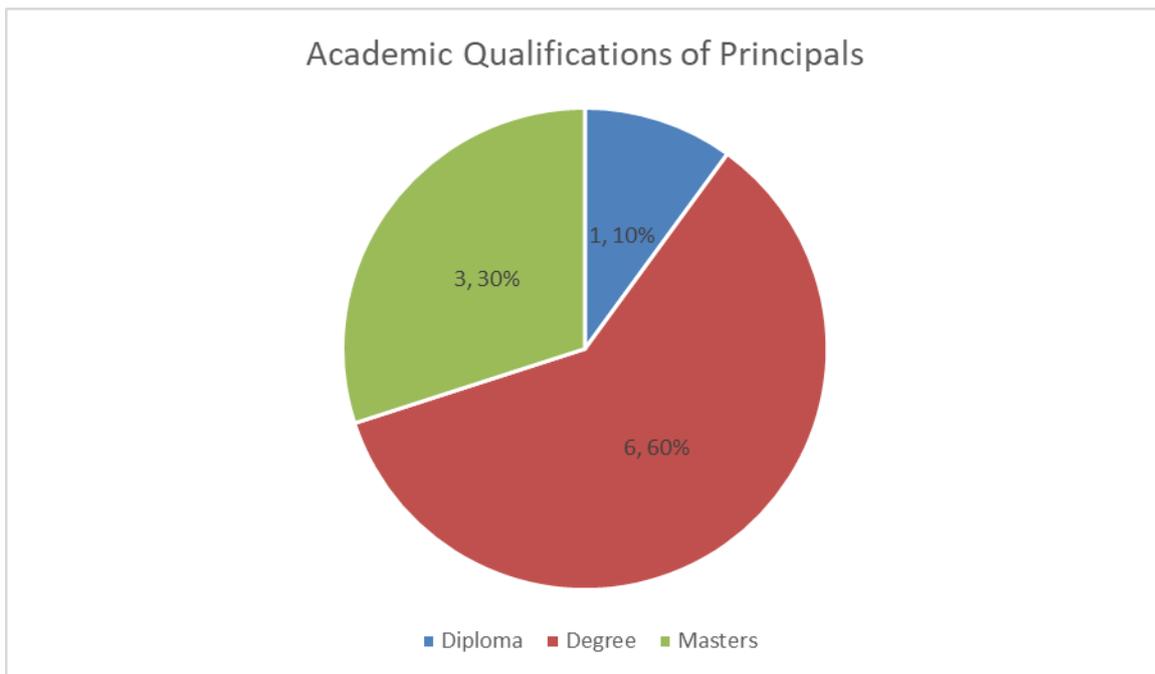
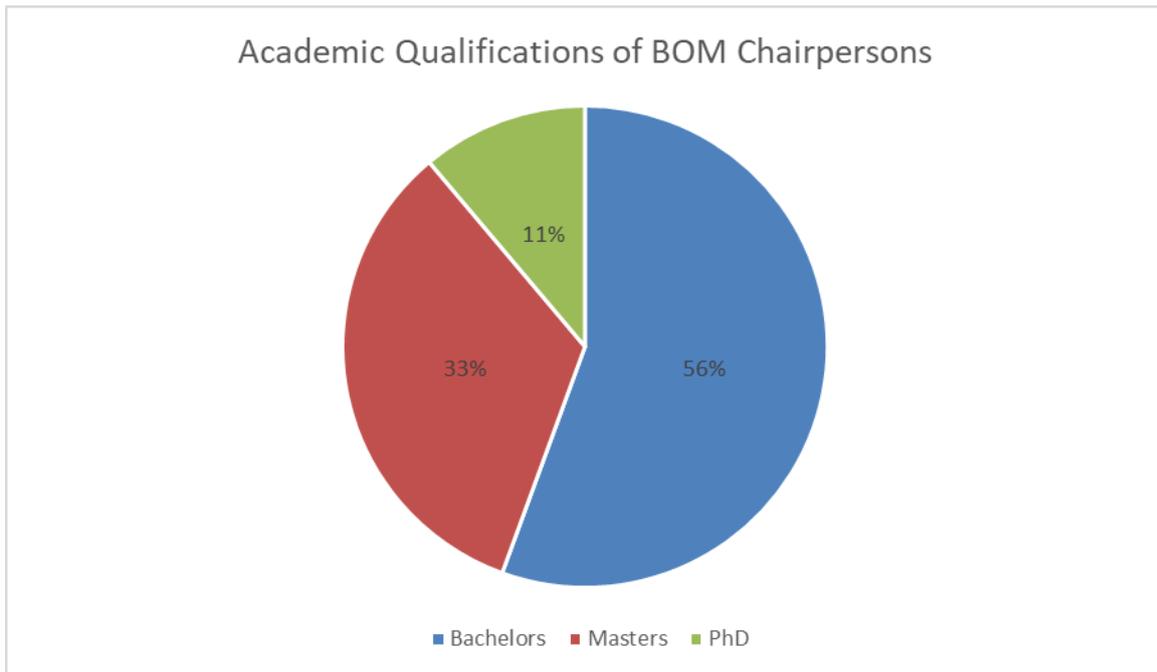


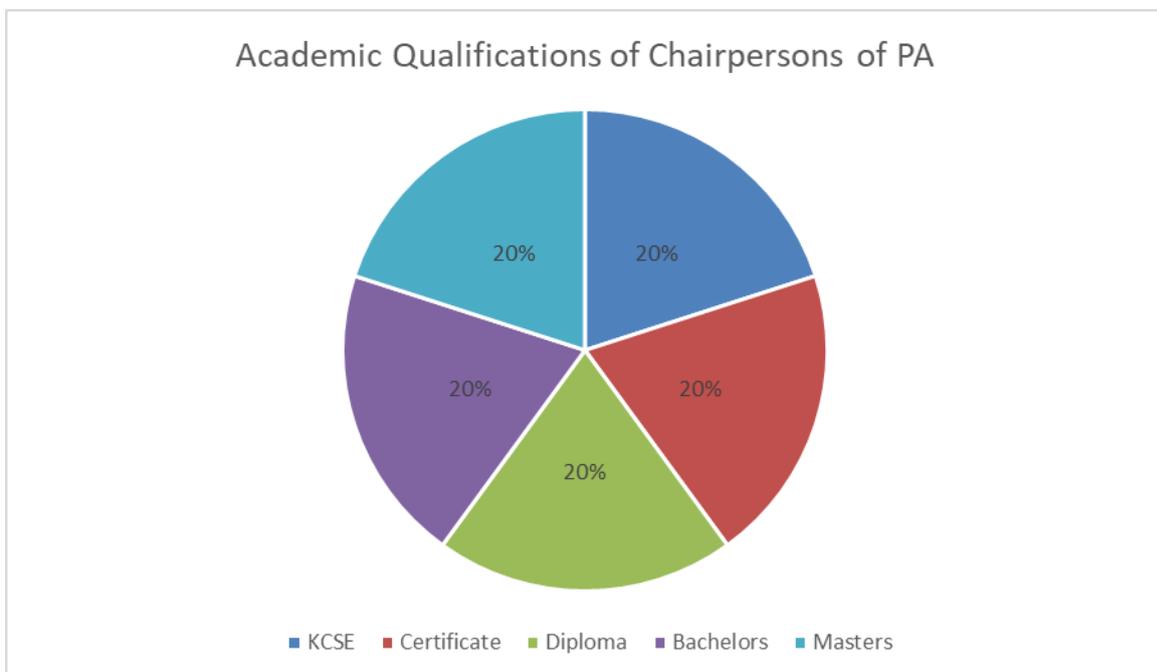
Figure 4.5 shows that all the principals who participated in the study qualify to head public secondary schools as they have been trained to teach in secondary schools

**Figure 4.6 Academic qualifications of BOM chairpersons**



From figure 4.6 above it can be observed that all the Chairpersons of BOM who participated in the study had a minimum of bachelor’s degree which is a requirement for one to be chair of BOM of public secondary schools

**Figure 4.7 Academic Qualifications of Chairperson of parents Association**



The distribution of academic qualification according to this table for those participated in the study is from K.C.S.E to Master’s degree and each level is 20%.

#### 4.3.4 Professional Qualification (Occupation) of the Respondents

The professional qualifications of individuals usually indicate their core competencies. All the ten principals who participated in the study indicated that their profession was teaching. The occupations of the chairpersons of BOM and PA are summarized in the following table.

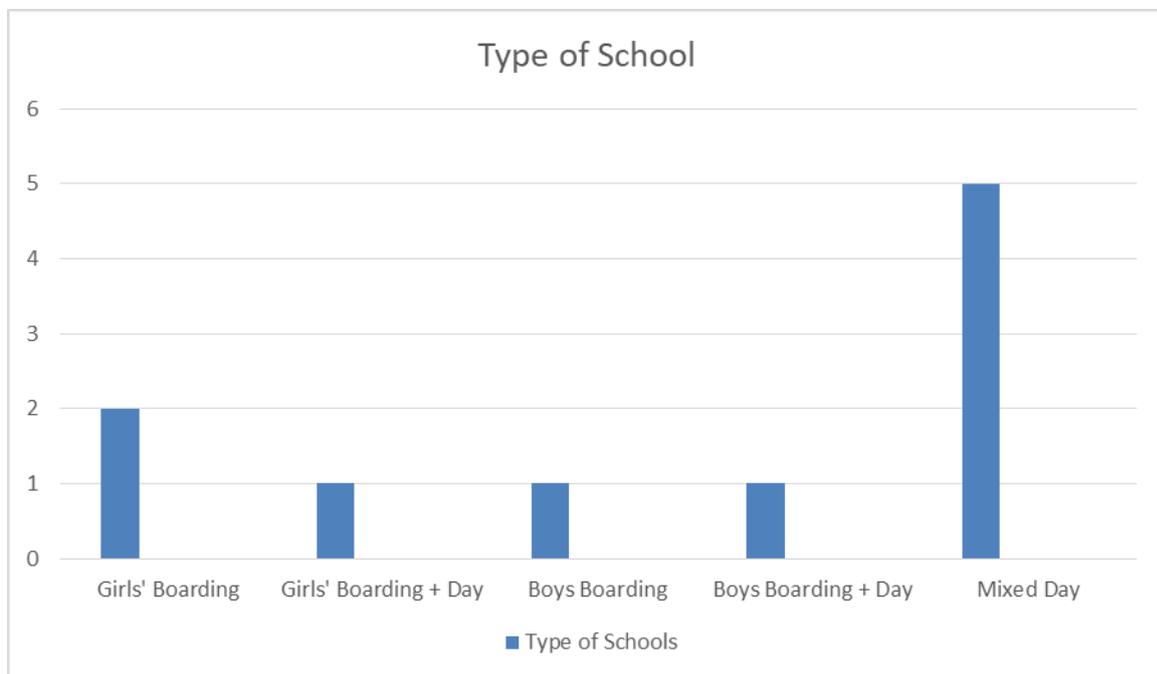
**Table 4.2 Occupation of Chairpersons of BOM and PA**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
Legal Officer	2	10%
Retired Teacher	4	20%
Bishop	1	5%
University Lecturer	2	10%
Retired Nurse	1	5%
Human Resource	1	5%
Accountant	1	5%
Business Person	2	10%
Farmer	3	15%
Public Servant Officer	1	5%
Pastor	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

### 4.3.5 The Type of the School

Principals were asked to indicate the type of their school. The distribution of the respondents on the basis of the type of the school is expressed in table 4.10 Majority of schools as indicated in the table are mixed day.

**Figure 4.8 Type of School**



The study also sought to establish the sponsors of the schools in Vihiga Sub-County. The Principals were asked to indicate the sponsors of their schools. The following were the responses from the principals who participated in the study. Catholic 1, 10%, P.A.G 1, 10%, Quakers (Friends)8, 80%. It is clear from the responses that most schools in Vihiga Sub – County are sponsored by the Quaker (friends) church.

### 4.4 Academic and Professional Qualifications of BOM Members

The research question was to what extent academic and professional qualifications of BOM members influence their effective performance in management of public secondary schools in Vihiga Sub County? The responses to this question are indicated in Table 4.3.

**Table 4.3 Principals' Opinion on Academic and Professional Qualifications of BOM**

**Members**

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
BOM Members at my school have met the minimum academic qualification set by the Basic Education Act	0		0		0		3	30	7	70
BOM Members with higher academic qualification make more rational contributions in board meetings	0		1	10	1	10	2	20	6	60
BOM Members with higher KCSE grades and high education attainment act as role models to students	0		0		0		4	40	6	60
BOM Members with high educational attainment have greater impact on the management of the school since they understand educational matters better	0		0		2	20	2	20	6	60
Education attainment of BOM members determine the extent to which they are effective in their roles	1	10	2	20	1	10	3	30	3	30
BOM members with low academic qualification contribute to poor performance in management of schools	0		2	20	3	30	5	50	0	
BOM Member in Education oriented professions are more effective in	0		0		1	10	2	20	7	70

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managing school

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*SD – Strong Disagree, D – Disagree, N – Neutral, A – Agree, SA – Strong Agree*

The findings in Table 4.3 show that all principals who participated in the study said that all BOM members meet the minimum academic qualification set by the basic Education Act as 70% strongly agreed and 30% agreed. Majority of the principals strongly agreed that members with higher academic qualification make more rational contributions in Board meetings. All principals agreed that BOM Members with higher KCSE grades and high Education attainment act as role models to students. 20 % of the principals agreed and 60 % of the principals strongly agreed that BOM members with high educational attainment have greater impact on the management of the school since they understand Educational matters better.

On the question of influence of educational qualifications on the effectiveness of BOM members, 10% Of the principals strongly disagreed, 20% of them disagreed and 10% were neutral on the statement that Educational attainment of BOM members determine the extent to which they are effective in their roles while 30% agreed and 30% agreed with the statement.

The study further asked principals what they think should be minimum Educational Qualification for one to be appointed a member of secondary school board. Five principals, 50% suggested K.C.S.E Level this is in agreement with the requirement according to Education Act 2013, 4 principals, 40% suggested diploma and 1, 10% suggested degree.

The assumptions here is that majority of the principals in Vihiga County support the current qualification for one to be a member of BOM of public Secondary schools

The study also required the principals to rate the extent to which academic qualification influence how BOM Members perform. All the 10 Principals indicated to a big extent.

From the list provided by the principals most BOM members of public secondary schools in Vihiga County are professionals. This is in line with the government guidelines which dictate that BOM members should be selected from local professionals with appropriate combination of experience and expertise (MOEST, 1988)

On whether professional background of individual BOM members influence how they perform their duties 2 principals thus 20% indicated to a small extent while the majority of the principals, 8 of them thus 80% indicated the influence is to a big extent.

BOM Chairpersons and PA Chairpersons were also asked their opinions on the influence of academic and professional qualifications of BOM Members on their effective performance in management of public secondary schools. The responses are in Table 4.4.

**Table 4.4 BOM Chairpersons Opinion on Influence of Academic Qualification on the Performance of BOM Members**

<b>Statement</b>	<b>Yes</b>		<b>No</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
High levels of academic qualification contribute to effective performance of members	7	70	3	30
Highly educated BOM members are a role model to students	10	100	0	0

Table 4.5 shows that majority of Chairperson of BOM indicated that high level of academic qualification contributes to effective performance of BOM members and that highly educated BOM members are a role model to students.

**Table 4.5 PA Chairpersons Opinion on Influence of Academic Qualification on the Performance of BOM Members**

Statement	Yes		No	
	Frequency	%	Frequency	%
High level of academic qualification contributes to effective performance of BOM members	9	90	1	10
Highly educated BOM members are a role model to students	10	100	0	0

Findings in the table 4.8 indicate that majority of P.A Chairpersons agreed the higher the academic qualifications of a BOM member, the more effective their performance will be. They all opined that BOM members with higher educational attainment are good role models to students.

In the interview with the SCQASO, the officer revealed the following about BOM members of public secondary schools in Vihiga Sub-County:

- i. All BOMs were properly constituted with members who had the requisite minimum qualifications of KCSE certificate, while all chairpersons had at least an undergraduate degree. However, there was a possibility of having members with lower academic qualifications because parents’ representatives of a class automatically become BOM members.
- ii. BOM members in most schools in the sub-county were experienced professionals in fields such as education, law, health and administration, but a majority of them are retired from active service. Younger people seem not to be attracted to the BOM roles in the sub-county because of a lack of clear remuneration policies.

iii. The officer agreed that academic qualifications and managerial experience of BOM members influence how effective they are in their role. As explained by Kindiki (2009), school board members with higher academic qualifications are often more impactful because they understand their roles better.

#### 4.5 Effect of Management Skills of BOM on their Performance

Another research question for this study was in what ways do the management skills of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County?

To answer this question, principals who participated in this study were asked to indicate the level of BOM members' management skills. The responses are indicated in table 4.6.

The distribution of the principals' responses on the basis of level of management skills of BOM members is expressed in table 4.6 below

**Table 4.6 Level of Management Skill of BOM Members as Rated by Principals**

Skill	Not Skilled		A Little Skilled		Skilled		Very Skilled	
	f	%	f	%	f	%	f	%
Planning	0	0	1	10	6	60	3	30
Communication	0	0	1	10	8	80	1	10
Interpersonal	3	30	2	20	4	40	1	10
Conceptual	1	10	5	50	3	30	1	10
Organizational	0	0	3	30	7	70	0	0
Analytical	2	20	5	50	2	20	1	10
Technical skills	2	20	7	70	1	10	0	0
e.g Computer skills								

The finding from table above show that BOM members are skilled in planning, communication, organization whereas they lack skills in interpersonal, conceptual, analytical and technical according to the principals who are secretaries to BOMs.

On management skills of BOM Members, Chairpersons of BOM and chairpersons of PA were asked to rate how important management skills are for their role as BOM members

Table 4.7 Shows the Distribution of the BOM Chairperson responses and Table 4.8 shows the P.A. Chairpersons response.

**Table 4.7 Importance of management skills to BOM members as rated by BOM Chairpersons**

Skill	Not Important		Neutral		Important to an extent		Very Important	
	f	%	f	%	f	%	f	%
Planning	0	0	0	0	0	0	10	100
Communication	0	0	0	0	2	20	8	80
Interpersonal	0	0	1	10	2	20	7	70
Organizational	0	0	0	0	1	10	9	90
Technical	1	10	1	10	2	20	6	60

From the finding of the rating by BOM Chairperson all the skills have been rated as very important for BOM Members.

**Table 4.8 Importance of Management Skills to BOM Members as rated by PA Chairpersons**

Skill	Not Important		Neutral		Important to an extent		Very Important	
	f	%	f	%	f	%	f	%
Planning	0	0	0	0	1	10	9	90

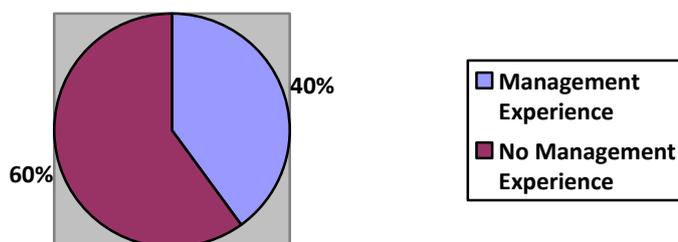
Communication	0	0	0	0	1	10	9	90
Interpersonal	0	0	0	0	2	20	8	80
Organizational	0	0	0	0	2	20	8	80
Technical	0	0	0	0	3	30	7	70

According to Table 4.8, Chairpersons of P.A have indicated that management skills are very important for members of BOM. According to the formal interview with SCQASO of Vihiga Sub – County, the study noted that BOM members are not adequately skilled to perform their management role.

The officer noted that quite a number of BOM members lack skills, lack decision making and hence rely on the principal’s decision, they also lack skills like communication, conceptual and interpersonal and technical skills. Piskanin and Rudy (2006) observed that managers performed optimally if they had technical, interpersonal, conceptual, communication, organization and planning skills. They noted that these skills come with training and experience

#### 4.6 Management Experience of BOM Members

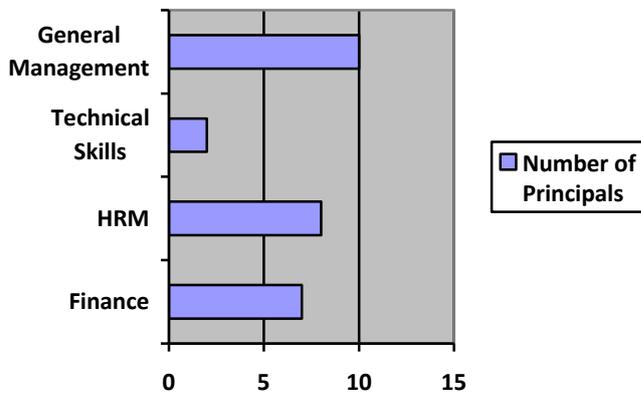
Figure 4.9 Percentage of BOM Members with Management Experience



The Figure 4.9 above shows that more BOM members of the schools sampled (60%) do not have any management experience in any other organization. The principals sampled all

agreed that members with rich managerial experience have an impactful contribution to school programs. Principals further gave their recommended areas of managerial experience BOM members should have, and this is represented in Figure 4.10 .

**Figure 4.10: Preferred Areas of Managerial Experience for BOM Members as Recommended by Principals**



As indicated in Figure 4.10, all principals who participated in the study recommended that general management skills are important for one to be an impactful member of the BOM. The least recommended management skills were the technical skills which were recommended by only 2 out of the 10 participating principals. A majority of the principals indicated that experience in human resource management and finance are a good fit for an impactful BOM member.

On management Experience of BOM members, Chairpersons of BOM and Chairperson of PA were asked to rank to what extent, various experiences had on effective performance of BOM. This was then ranked and tabulated as shown in the tables 9 and 10 below.

**Table 4.9 BOM Chairpersons Opinion on Management Experience**

Statement	No Extent		To a small Extent		Neutral		To an Extent		To a very big Extent	
	f	%	f	%	f	%	f	%	f	%
Experience in management										

in general	0	0	0	0	0	0	5	50	5	50
Experience in Educational management e.g. as a former principal	0	0	0	0	0	0	1	10	9	90
Having professional skills in any other field e.g. accounting administration	0	0	2	20	0	0	7	70	1	10
Currently serving in BOM of another school	0	0	7	70	2	20	1	10	0	0
Experience as a BOM member before	0	0	6	60	0	0	2	20	2	20

From the finding, according to the respondents, experience in educational management will improve the BOM management of public secondary schools

**Table 4.10 PA Chairperson Opinion on Management Experience**

Statement	No Extent		To a small Extent		Neutral		To an Extent		To a very big Extent	
	f	%	f	%	f	%	f	%	f	%
Experience in management										
in general	0	0	0	0	0	0	3	30	5	50
Experience in Educational management e.g. as a former principal	0	0	0	0	0	0	7	70	3	30

Experience as a BOM member before	0	0	0	0	0	0	3	30	7	70
Having Professional skills in any other field e.g. accounting, administration	0	0	0	0	0	0	5	50	5	50
Currently serving in BOM of another school	1	10	0	0	0	0	7	70	2	20

---

According to the findings in this table, having experience in management and experience as a board member before will improved performance in secondary schools. The research conducted a formal interview on management experience with Sub-County Quality standards and Assurance officer. The officer was asked to comment on the management experience of BOM members in Vihiga Sub-County. The SCQASO revealed that while the majority of BOM members had adequate management experience in different fields, there are those who lacked the experience especially when appointed due to sponsor and political influence.

On the question do they have knowledge and experience in education, finance and human resource management. Response to this question was that some of them have especially education and human resource. However, for finance the officer indicated that the majority lack finance management. Ulrich (1997) observed that workers and managers with extensive working experience have a positive contributory impact in Institutions. On the Contrary, limited experience diminishes their contribution. Lack of financial management experience for example, can result in insufficiency and improper management of finances in an institution.

#### 4.7 Influence of Commitment of BoM Members on School

Another objective of the research was to establish to what extent the level of commitment of BOM members to school matters influence their performance in management of public secondary schools in Vihiga Sub-County.

To answer this question the principals who participated in study were asked to rate the commitment of BOM members using statements about the BOM members. The distribution on their response is in table 4.11.

**Table 4.11 Assessment of the Level of Commitment of BOM Members by Principals**

Statement	Strongly Disagree		Disagree		Neutral		Agree		S.A	
	f	%	f	%	f	%	f	%	f	%
BOM Members visit the school regularly even without formal invitation	3	30	2	20	0	0	4	40	1	10
BOM members attend all meetings	0	0	2	20	0	0	4	40	4	40
BOM members take their assignment seriously	3	30	3	30	1	10	3	30	0	0
BOM members give personal support to the school	1	10	1	10	6	60	1	10	1	10
BOM members are interested and engaged during board meetings	1	10	1	10	1	10	1	10	6	60
BOM members are										

supportive	and	0	0	1	10	3	30	5	50	1	10
Cooperative											
BOM members are											
committed to their work		1	10	2	20	0	0	6	60	1	10
Giving BOM members an											
allowance makes them		0	0	0	0	1	10	0	0	9	90
more committed to their											
role											

Responses in Table 4.11 show 50% of the respondents have noted that BOM members visit school without formal invitation which shows that the commitment of BOM members to their schools is average. The respondents were also asked to indicate if BOM members attend all board meetings. The responses indicate that 80 % of the respondents indicated that majority of BOM members attend BOM meetings which is an indication of their commitment to school matters. The principals who participated in this study were also asked to indicate whether BOM members give their personal support to the school, the responses as seen in table 4.11 is that the majority of the respondent remained neutral indicating that there is no evidence of their giving personal support. This is an indication that the commitment of BOM members to school matters is not strong. The principals were asked if BOM members take their assignment seriously. The responses in table 4.11 show that BOM members do not take their assignment seriously an indication of lack of commitment to school matters. The research also tried to find out if members of the BOM are interested and engaged during BOM meetings, 10 percent of respondent agreed that they do and 60% strongly agreed, which indicated that BOM members are committed to matters of school. Majority of the principals who were respondents in table 4.11 agreed that BOM members are supportive and

cooperative. This shows that BOM members are committed to school matters. On the average, the respondents indicated that BOM members are committed to their work as seen from the fact that 60% of respondents agreed and 10% strongly agreed that BOM members are committed to their work. The study also tried to find out if allowance given to BOM member makes them committed to their work. 90 % strongly agreed that allowance makes the BOM members be committed to their work. The BOM chairpersons and PA chairpersons were asked to rate themselves on their level of commitment. Findings are in table 4.12 for BOM Chairpersons and 4.13 for PA Chairpersons.

**Table 4.12 BOM Chairpersons’ view of their commitment to school matters**

Statement	Never		Once in a while		Sometimes		Frequently	
	f	%	f	%	f	%	f	%
Visit the school without formal invitation	2	20	2	20	6	60	0	0
Do you give personal support to the school?	3	30	1	10	6	60	0	0
Do all BOM members actively participate in meetings	5	50	2	20	3	30	0	0

Findings in this table show that BOM members are fairly committed to school matters

**Table 4.13 PA Chairpersons’ view of the commitment of BOM Members**

Statement	Never		Once in a while		Sometimes		Always	
	f	%	f	%	f	%	f	%
Visit the school without formal invitation	0	0	0	0	4	40	6	60

Do you give personal support to the school?	0	0	1	10	9	90	0	0
Do all BOM members actively participate in meetings	0	0	4	40	4	40	2	20

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From findings in Table 4.13 Chairpersons of PA as a BOM member, indicates that they have a high level of commitment to school matters.

The interview with the SCQASO on commitment of BOM Members yielded the following findings:

- The SCQASO revealed that BOM members in most schools were fairly committed to their schools. The officer noted that some BOM members raise funds for fees for needy students, and source funds to improve school facilities.
- The SCQASO observed that BOM members on average have a cordial relationship with the principals of their schools. However, the officer also observed that in a few schools, the relationship between the board and the principal was hostile.
- The SCQASO recommended regular seminars and workshops as a means to increase BOM commitment to school matters. The officer also recommended a uniform allowance as a means of increasing BOM members' commitment.

The findings in this section indicate that, while BOM members are generally committed to their schools, this was hampered by barriers such as having an antagonistic relationship with the other leadership in the school, requirement to depend on their own resources to fund projects within the schools and a lack of predictable compensation for their services.

It is important to note that commitment of Board members is influenced by factors like the cooperation between the members, the package of reward and meeting allowances, the degree

of trust that the BOM members have with the principal's management of resources, inspiring and visionary principals (Mentzberg 2009)

To conclude on personal related factors influencing of the Boards of management of public secondary schools the study looked at performance of BOM in managing public secondary school. The Principals were asked to rate the performance of BOMs of their school in relationship to their functions. The findings are in Table 4.14

**Table 4.14 Effective Performance of BOM as Rated by the Principal**

Statement	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Chairperson of Sub Committee are qualified and skilled in the main focus area of the sub-committee	0	0	0	0	1	10	6	60	3	30
BOM fully participate in financial management of the school	3	30	1	10	5	50	1	10		
BOM facilitates curriculum implementation in the school	5	50	1	10	4	40	00		0	0
BOM is involved I the welfare and discipline of students and staff	2	20	0	0	0	0	8	80	0	0
BOM is involved in the human resource of the school	0	0	0	0	2	20	8	80	0	0
BOM is fully involved in management of physical facilities at the school	0	0	0	0	2	20	7	70	1	10
BOM promotes cordial relations with the community in which the school is located	0	0	0	0	0	0	8	80	2	20
BOM actively encourages hiring of support	0	0	0	0	0	0	10	100	0	0

staff from within the community

Chairpersons of BOM were asked to indicate how often full BOM hold meetings, the question was

	<b>Frequency</b>	<b>%</b>
Once a year	1	10
Once a term	8	80
More than once a term	1	10
No regular meetings	0	0

The majority noted once in a term. This is in line with what is stipulated in Basic Education Act 2013. The next question was:

How often does the BOM Executive meet?

	<b>Frequency</b>	<b>%</b>
Once a term		
Monthly	0	0
When need arises	10	100
No regular meetings	0	0

All respondents indicated the BOM only meets when need arises.

The next question was Are BOM members in your school involved in the following management activities

The responses will be seen in Table 4.15 below

**Table 4.15 BOM Involvement in School Management Activities**

<b>Activity</b>	<b>Never</b>		<b>Rarely</b>		<b>Sometimes</b>		<b>Most of the time</b>		<b>Always</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Strategic planning for the	7	70	3	30	0	0	0	0	0	0

school

Financial Management and capital expenditure	7	70	3	30	0	0	0	0	0	0
Maintenance of physical facilities	1	10	2	20	7	70	0	0	0	0
Recruitment of teaching and no teaching staff	0	0	0	0	2	20	8	80	0	0
Discipline of staff and students	6	60	2	20	2	20	0	0	0	0
Curriculum Monitoring	10	100	0	0	0	0	0	0	0	0
Academic programs and performance	0	0	0	0	6	60	4	0	0	0
Motivating teachers and students	0	0	0	0	10	100	0	0	0	0
Funding co-curricular activities	0	0	0	0	5	50	4	40	1	10
Implementing ministry of education guidelines					9	90				

**Table 4.16 Chairpersons of PA Rating of Involvement of BOM Members in the functions of BOM**

Activity	Never	Rarely	Sometimes	Most of the time	Always
----------	-------	--------	-----------	------------------	--------

	f	%	f	%	F	%	f	%	f	%	
Strategic planning	10	100	0	0	0	0	0	0	0	0	
Financial and capital expenditure	0	0	9	90	1	10	0	0	0	0	
Maintenance of physical facilities	0	0	8	80	2	20	0	0	0	0	
Recruitment of teaching and non-teaching staff			0	0	0	2	20	8	80	0	0
Discipline of staff and students	0	0	10	100	0	0	0	0	0	0	
Curriculum Monitoring	8	80	2	20	0	0	0	0	0	0	
Academic performance	0	0	0	0	10	100	0	0	0	0	
Motivating teachers and students	0	0	0	0	10	100	0	0	0	0	
Funding co-curricular activities	0	0	0	0	0	0	10	100	0	0	
Implementing ministry of education guidelines	0	0	7	70	3	30	0	0	0	0	

The research used document analysis to confirm effective performance of BOM Members  
Table 4.17 has the findings about BOM performance

**Table 4.17 Document Analysis Guide Concerning Functions of BOM Members in Vihiga Sub-County**

FUNCTIONS OF BOM	AVAILABLE		NOT AVAILABLE	
	f	%	f	%
<b><u>Finance</u></b>				
Minutes showing BOM Involvement in school strategic planning	2	20	8	80
Minutes showing BOM in discussions of school budget	10	100	0	0
Minutes showing report of BOM audited accounts	10	100	0	0
Availability of a trial balance	10	100	0	0
<b><u>Physical Facilities</u></b>				
Evidence of land title deed	4	40	6	60
Sufficient classes, laboratories and latrines	0	0	10	100
Well painted school	2	20	8	80
Well-equipped libraries, laboratories	0	0	10	100
<b><u>Curriculum and instruction</u></b>				
Discussed KCSE results in a BOM meeting	10	100	0	0
BOM minutes on academic programs and performance in the school	10	100	0	0
Price giving day	8	80	2	20
<b><u>Human Resources</u></b>				
Minutes showing BOM involvement in recruitment of support staff	6	60	4	40
Minutes showing BOM motivation of teachers	8	80	2	20

Minutes showing BOM financing teachers to attend refreshers courses	6	60	4	40
Minutes showing BOM involvement in guidance and counseling sessions of students	2	20	8	80
Minutes Showing BOM involvement in matters of discipline of teachers, students and support staff	4	40	6	60

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**Community – school relationship**

Inaugural BOM Minutes indicating membership by member and their representations	10	100	0	0
Evidence of locals working in the school as part of support staff	10	100	0	0
Evidence of school facilities have been used for community activity	10	100	0	0

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Findings from the document analysis indicate that BOM members are quite effective in most of the main functions apart from physical facilities.

During the formal interview with the SCQASO, the officer was asked to comment on how effective the BOMs of secondary schools in Vihiga Sub-County are in the following areas:

- Overseeing curriculum and instruction implementation: The SCQASO responded that she had observed that there is weak supervision of curriculum implementation.
- Financial management: the officer reported that she had noted that there is failure to display FSDE and other funds, improper procurement and disposal plan, most schools have substandard budgets and there was laxity in book-keeping.
- Provision and maintenance of physical facilities: the officer observed that there is no adherence to safety standards and regulations during construction of physical facilities in

some schools. Most schools have inadequate and poorly maintained sanitation facilities and that some school buildings cannot be accessed by persons living with disabilities

- Human resource management: The officer observed that both the teaching and support staff in most schools were well motivated and that recruitment of teaching staff is done in accordance with TSC regulations.
- Discipline of student and staff: the SCQASO said that she had noted that BOMs of most school have abrogated the role of disciplining students and staff to the principals.
- School-Community relations. The SCQASO reported that most schools had good relations with the communities in which they are situated.

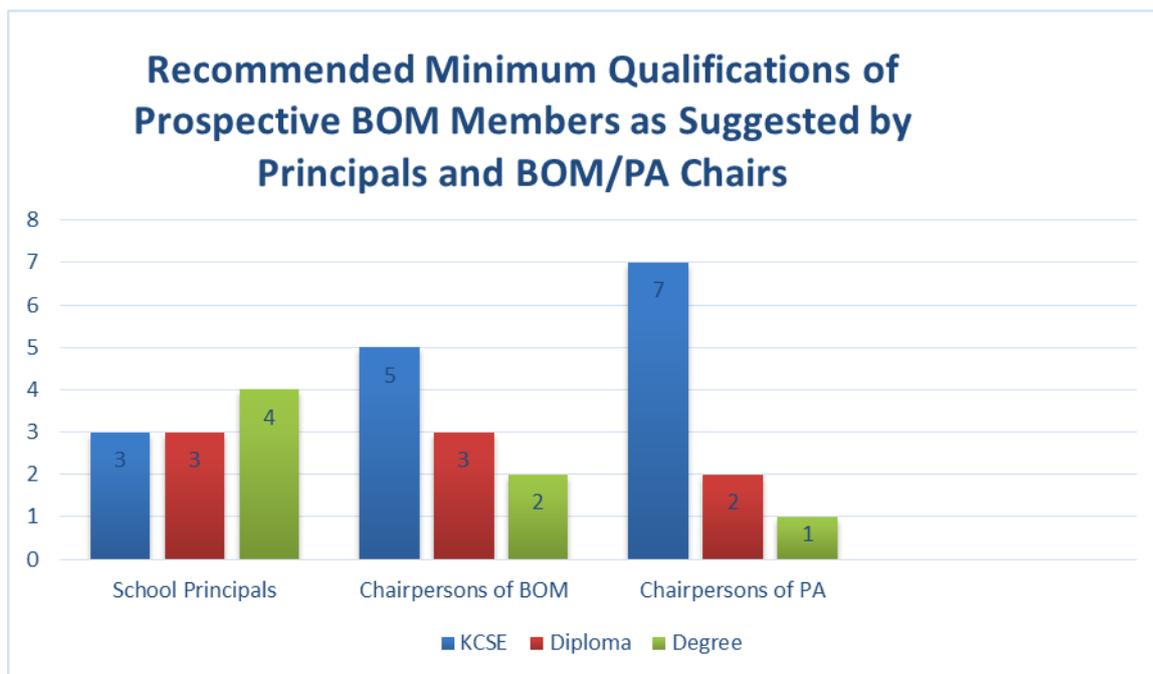
The SCQASO recommended the following as strategies to improve on the effectiveness of BOMs in the sub-county:

- Training courses, seminars and workshops to be organized for BOMs.
- Recruitment of BOM members should adhere to set minimum academic and professional qualifications.
- Allowances and other motivational stipends should be arranged for BOM members.

#### **4.8 Qualifications of Prospective BOM Members of Public Secondary Schools**

Qualification of an employee is a key determinant of their level of ability to perform their duties and understand their role (Pendidikan, 2019). The principals sampled recommended that BOM members should be professionals with at least a C+ and a diploma and a degree. However, a majority of the Chairpersons BOM and PA suggested that a KCSE certificate was adequate qualification to join a school board. The responses are summarized in figure 4.10.

**Figure 4.10 Suggested Minimum Qualifications for Prospective BOM Members According to Principals and Chairpersons of BOM and PA**



The BOM Chairpersons were asked to rate the importance of the following competencies for BOM members as outlined in table 4.18.

**Table 4.18 Ranking of Competencies for BOM members by BOM Chairperson**

Competency	Not important		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%
Experience in management	0	0	0	0	7	70	3	30
Financial Management	0	0	0	0	3	30	7	70
Knowledge and experience in human rights	0	0	0	0	8	80	2	20
Knowledge and experience in law	0	0	0	0	10	100	0	0
Experience in Public administration	0	0	2	20	8	80	0	0
Distinguished career in their fields	0	0	1	10	9	90	0	0

According to the principal's responses, the majority have indicated that experience in all competences of BOM members is important.

The PA Chairpersons were asked to rate the importance of competencies for BOM Members.

Their responses are in table 4.19 below.

**Table 4.19 Showing the Ranking of BOM Competencies by PA Chairpersons**

Competency	Not important		Neutral		Important		Very Important	
	f	%	f	%	f	%	f	%
Experience in management	0	0	0	0	3	30	7	70
Financial Management	0	0	0	0	2	20	8	80
Knowledge and experience in human rights	0	0	0	0	5	50	5	50
Knowledge and experience in law	0	0	0	0	8	80	2	20
Experience in Public administration	0	0	0	0	8	80	2	20
Distinguished career in their fields	0	0	0	0	9	90	1	10

The research had an interview with SCQASO on selection of BOM members and the following were the findings:

- The SCQASO reported that the recruitment of BOM members followed a process where prospective members are first nominated then vetted by a committee. The successful nominees are then appointed and inaugurated in a process that she labelled transparent and effective. According to the SCQASO, the positions usually attract suitable candidates.
- The SCQASO also revealed that nominees are usually submitted by the principals, sponsors of the school, special interest groups and political representatives.
- The SCQASO said that the appointment of BOM in the sub-county is effective as it is. She recommended professions such as teaching, financial management, project management, law and human resource management as best fit for a role on BOM of a public secondary school.

- To attract the best candidates, the SCQASO recommended that qualifications of prospective BOM members should be specified and the successful BOM members should be compensated for their work.

## **CHAPTER 5**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

#### **5.2 Summary**

The main purpose of this study was to understand how personal related factors influence effective performance of BOMs in management of public secondary schools in Vihiga Sub-County. The personal related factors singled out by the researcher were: the academic and professional qualifications, management skills and experience, and the level of commitment of BOM members.

The study used descriptive survey design. The study targeted all the 28 public secondary schools in Vihiga Sub-County, focusing on the principals, chairpersons of BOM and PA, and the SCQASO. Stratified sampling was used to identify the schools that would be part of the sample, and then purposive sampling was applied to select the principals and chairpersons of BOM and PA from those schools. Purposive sampling was also used to select the SCQASO. This made up a sample size of 31 that included 10 principals, 10 BOM chairpersons, 10 PA chairpersons and the SCQASO.

Data collection instruments used were questionnaires, an interview schedule and document analysis. The reliability of the questionnaires was established by using the test-retest method on subjects within target population but outside of the sample. The validity, on the other hand, was protected through consultation with the supervisors. Primary data was obtained using qualitative and quantitative techniques and presented in tables, graphs and narratives.

### **5.2.1 Academic Qualifications of BOM Members**

The study sought to establish the extent to which academic qualifications of BOM members influence their performance in management of public secondary schools in Vihiga Sub-County. The findings revealed a majority of school principals (60%) strongly believed that higher academic qualification makes BOM members more impactful in their role. At 70% and 90% respectively, the chairpersons of BOM and PA were in agreement with the principals that academic qualification impacted the effectiveness with which BOM members performed their duties. All the respondents indicated that members of BOM with higher academic qualifications were more effective in carrying out tasks that constitute managing schools.

### **5.2.2 Management Skills of BOM Members**

According to the findings of the research, principals observed that BOM members with experience in areas such as finance and Human Resource Management. Principals rated a majority of their BOM members as fairly skilled, while the chairpersons of BOM and PA rated a majority of management skills as ‘very important’, with planning and organizational skills rated the highest. They did not value interpersonal skills and technical skills, such as computer skills and ability to read financial statements, as high. However, studies have shown that managers are more effective when they have a wider range of skills (Piskanin & Rudy, 2006).

### **5.2.3 Management Experience**

The study aimed to find out whether the management experience of BOM members influence their performance in management of public secondary schools and the school principals in the sample unanimously agreed the BOM members with management experience are more effective at their role.

### **5.3 Conclusions**

The study concluded that BOM members with higher academic and professional qualifications are more comfortable and effective they will be in their role, managerial experience makes BOM members more suitable for their role because they understand what is expected of them and equips them with the skills to make the correct decisions. BOM members with experience in fields such as education, human resource management and law are better suited for a role in the school boards. The commitment of BOM members depends on the structures put in place by the school to enable BOM members' contribution. The study observed that a majority of BOM members only visit their school when summoned.

Overall the study concluded that there may be other intervening factors that contribute to the overall effectiveness of BOM of secondary school. The researcher concluded this from the observation that while all the BOM chairpersons from the sampled schools were highly qualified and experienced, document analysis from the same schools showed that overall, the schools were not well managed.

### **5.4 Recommendations**

The researcher made the following recommendations:

- i. Board of Management members should have the optimal academic and professional qualifications so as to make a positive contribution to the management of public secondary schools. The ministry of education, in conduit with local education offices should make sure this is adhered to.
- ii. The Education office at county and sub-county level should organize managerial workshops for newly inducted BOM members and regular refresher courses for older members.
- iii. BOM members should be facilitated at school level so that they can be more committed to their role.

## **5.5. Suggestions for Further Research**

The researcher made the following suggestions for future research:

- i. Similar study can be conducted in neighbouring sub-counties such as Sabatia, Hamisi and Emuhaya because the prevailing conditions in these sub-counties mirror those in Vihiga Sub-County.
- ii. A study can be conducted to assess the recruitment procedures of BOMs.
- iii. There is need to evaluate the training needs of newly appointed BOM members of public secondary schools in Kenya.
- iv. A study to find out what factors can make BOM members more committed and involved in their schools.

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## **APPENDICES**

### **APPENDIX 1: Letter of Introduction**

University of Nairobi

Department of Educational Administration and Planning

P.O Box 30197

Nairobi

Dear Sir/Madam,

I am a postgraduate student, University of Nairobi, Kisumu Campus and I am in the process of carrying out a study on 'Personal Related Factors Influencing Performance of Board of Management of Public Secondary Schools in Vihiga Sub-County'. Your school has been selected for the study. The study will be a survey conducted through questionnaires and document analysis. The data collected shall be used for the research purpose only and respondent's identity will be kept confidential. No name will be required from any respondent.

Thank you for your co-operation and participation.

Yours Faithfully,

Elizabeth Amadi

## APPENDIX II: Questionnaire for the Principals

This questionnaire is for the purpose of research only. It has seven sections: Part A, Part B, Part C, Part D, Part E, Part F and Part G. please complete all the parts by filling in the information as your response to all the following questions or tick ( ) in appropriate bracket. Do not write your name or the name of your school anywhere. The information will be completely confidential.

### PART A: Background Information

1. Indicate your gender Female [ ]      Male [ ]
2. Indicate your age bracket  
Below 30 years [ ]    31-40 years [ ]      41-50 years [ ]      51-60 years [ ]
3. What is your academic qualification?  
Diploma [ ]    Degree [ ]    Post Graduate Diploma [ ]    Masters [ ]    PhD [ ]
4. What is your professional qualification?\_\_\_\_\_
5. Your school is?  
Girls' Boarding      [ ]      Boys Boarding      [ ]  
Mixed Boarding      [ ]      Mixed Day      [ ]
6. Who is the sponsor of the school?\_\_\_\_\_

### *Part B: Academic and Professional Qualifications of BOM Members and Effective Performance of Board of Managers in Management of Secondary Schools*

7. To what extent do you agree or disagree with the following statements?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
BOM members at my school have met the minimum academic qualifications set by the Basic Education Act					
BOM members with higher academic qualifications make more rational contributions during board meetings					
BOM Members with higher KCSE grades and high education attainment act as role models to students					
Board members with high educational attainment have greater impact on the management of the school since they understand educational matters better					
Educational attainment of BOM members determines the extent to which they are					

effective in their roles					
BOM members with low academic qualification contribute to poor performance in management of schools					
BOM members in education-oriented professions are more effective in managing schools					

8. What do you think should be the minimum educational qualification for one to be appointed a member of secondary school board?\_\_\_\_\_

9. To what extent does academic qualification influence how BOM members perform their duties?

Does not affect at all  Neutral

To a small extent  To a big extent

10. List some of the professions of the BOM members at your school

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11. Does the professional background of individual BOM members influence how they perform their duties?

Does not affect at all  Neutral

To a small extent  To a big extent

***PART C: Management Skills of BOM members and effective performance in managing schools***

12. Below are some management skills. Please indicate to what level BOM members (especially the chairperson and sub-committee members) possess these skills.

<b>Skill</b>	<b>Not skilled</b>	<b>A little skilled</b>	<b>Skilled</b>	<b>Very Skilled</b>
Planning				
Communication				
Interpersonal				
Conceptual				

Organisational				
Analytical				
Technical skills e.g. computer literacy skills				

***Part D: Management Experience of BOM Members and Effective Performance of BOM members in Managing Secondary Schools***

13. Have any of your board members held management roles in any organization?
14. Members of BOM with rich working experience contribute to great changes in the learning institution. Yes [ ] No [ ]
15. In what areas of management of an institution do you think members of BOM should have experience in?
- 
16. Do you think members of BOM who have developed managerial skills during the period they have served in educational institutions are able to manage schools well and improve the performance of schools? Yes [ ] No [ ]

***PART E: Commitment of BOM Members to School Matters and Effective Performance in Managing Secondary Schools***

17. Do you agree with the following statements about the BOM members at your school?

Statement	Strongly Disagree	Disagree	Neural	Agree	Strongly Agree
BOM members visit the school regularly even without formal invitation					
BOM members attend all meetings					
BOM members take their assignments seriously					
BOM members give personal support to the school					
BOM members are interested and engaged during board meetings					
BOM members are supportive and cooperative					
BOM members are committed to their work					
Giving BOM members an allowance makes them more committed to their role					

***PART F: Effective Performance of the Board of Management in Managing Public Secondary Schools***

Please respond to the following questions regarding the performance of BOM members in your school in the following areas:

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Chairpersons of sub-committees are qualified and skilled in the main focus area of the sub-committee					
BOM fully participates in financial management of the school					
BOM facilitates curriculum implementation in the school					
BOM is involved in human resource management of the school					
BOM is involved in the welfare and discipline of students and staff					
BOM is fully involved in management of physical facilities at the school					
BOM oversees the purchase and maintenance of physical facilities at the school					
BOM promotes cordial relations with the community in which the school is located					
BOM actively encourages hiring of support staff from within the community					

***PART G: Qualification of those to be selected to the BOMs of Public Secondary Schools***

18. In your opinion what should be the qualifications of BOM members?

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Thank you for your time and cooperation.

### APPENDIX III: Document Analysis Guide

1. Year when the school was started \_\_\_\_\_
2. School category \_\_\_\_\_
3. Sponsor of the school
4. Motto of the school
5. Vision of the school
6. Mission of the school

Documents to be checked

<b>Functions of BOM</b>	
<b>Finance</b>	
Minutes showing BOM involvement in school strategic planning	
In discussion of school budget	
The report of BOM audited accounts	
Availability of a trial balance sheet	
<b>Physical facilities</b>	
Evidence of land title deed	
Sufficient classes, laboratories and latrines	
Well painted school	
Well-equipped libraries, laboratories	
<b>Curriculum and instruction</b>	
Discussed KCSE result in a BOM meeting	
BOM minutes on academic programs and performance in the school	
Price giving day	
<b>Human Resources</b>	
Minutes showing BOM involvement in recruitment of support staff	
Minutes showing BOM motivation of teachers	

Minutes showing BOM Financing teachers to attend refresher courses	
Minutes showing BOM involvement in guidance and counselling sessions of students	
Minutes showing BOM involvement in matters of discipline of teachers, students and support staff	
<b>Community-School relationship</b>	
Inaugural BOM minutes indicating membership by members and their representatives	
Evidence of locals working in the school as part of support staff	
Evidence of school facilities have been used for community activity	

#### **APPENDIX IV: Questionnaire for BOM Chairpersons and PA Chairpersons**

This questionnaire is for the purpose of research only. Do not write your name or the name of the school anywhere.

Please tick ( ) in appropriate bracket or fill the information as your response to all the questions

##### ***PART A: Background Information***

1. What is your gender? Male [ ]          Female [ ]
2. What is your age bracket?  
21-30 years [ ]          31-40 years [ ]          41-50 years [ ]  
51-60 years [ ]          Over 60 [ ]
3. What is your highest level of education  
K.C.P.E [ ]          K.C.S.E [ ]          Certificate [ ]  
Diploma [ ]          Degree [ ]          Postgraduate [ ]
4. What is your occupation besides being a board of management member?  
  
\_\_\_\_\_

##### ***PART B: Academic and Professions of BOM members and effective performance in managing secondary schools***

Read the following statements and indicate whether you think they are true or not from your experience.

5. High level of academic qualification contributes to effective performance of members of the BOM Yes [ ]          No [ ]
6. Highly educated BOM members are a role model to students.  
Yes [ ]          No [ ]

##### ***PART C: Management Skills of BOM Members and Effective Performance in Managing Public Secondary Schools***

7. How important are the following skills for your role as a BOM member?

<b>Skill</b>	<b>Not Important</b>	<b>Neutral</b>	<b>Important to an extent</b>	<b>Very Important</b>
Planning				
Communication				

Interpersonal				
Organisational				
Technical				

***PART D: Management Experience of BOM Members and Effective Performance in managing Public Secondary Schools***

8. Read the following statements and rank to what extent they improve how effective a BOM member is.

<b>Statement</b>	<b>No extent</b>	<b>To a small extent</b>	<b>Neutral</b>	<b>To an extent</b>	<b>To a very big extent</b>
Experience in management in general					
Experience in Educational management e.g. as a former principal					
Experience as a BOM member before					
Having professional skills in any other field e.g. accounting, administration					
Currently serving in BOM of another school					

***PART E: Commitment of BOM members to School Matters and Effective Performance in Managing Public Secondary Schools***

9. Read the following statements and tick in the appropriate boxes

<b>Statement</b>	<b>Never</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Frequently</b>
I visit the school without formal invitation				
Do you give personal support to the school?				
Do all BOM members actively participate in meetings				

***PART F: Effective Performance of Board of Managers in Managing Public Secondary Schools***

Please indicate your response on the listed measures for management of BOM in secondary schools.

10. How often does the full BOM hold meetings?

- Once a year       Once a term   
 More than once a term       No regular meetings

11. How often does the BOM executive meet?

- Once a term       Monthly   
 When need arises       No regular meetings

12. Are BOM members in your school involved in the following management activities?

<b>Activity</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the time</b>	<b>Always</b>
Strategic planning for the school					
Financial management					
Capital expenditure					
Maintenance of physical facilities					
Recruitment of teaching staff					
Recruitment of non-teaching staff					
Discipline of staff					
Discipline of students					
Curriculum monitoring					
Academic programs and performance					
Motivating teachers					
Motivating students					
Funding co-curricular activities					
Implementing Ministry of Education guidelines					

13. BOM has local community members in its composition Yes       No

14. Local community members are allowed to use the school facilities like fields, halls and classrooms Yes       No       Sometimes

15. Local community members make up most of the support staff in the school.

Yes  No  Not sure

16. Local community is aware of the programmes the school runs

Yes  No  Sometimes

***PART G: Qualifications of those to be selected to be members of BOM of public secondary schools***

Tick in the appropriate boxes

17. What do you think should be the minimum academic qualification for a BOM member?

K.C.S.E  Diploma  Degree  None

18. What should be the minimum academic qualification for the BOM chairperson?

K.C.S.E  Diploma  Degree  None

19. How important are the following competencies for BOM members?

<b>Competency</b>	<b>Not important</b>	<b>Neutral</b>	<b>Important</b>	<b>Very Important</b>
Experience in management				
Financial Management				
Knowledge and experience in human rights				
Knowledge and experience in law				
Experience in public administration				
Distinguished careers in their fields				

Thank you for your cooperation.

## **APPENDIX V: Interview Schedule for SCQASO**

My name is Elizabeth Shirisia Amadi, a graduate student, Department of Education Administration and Planning, School of Education, University of Nairobi, Kisumu Campus undertaking a research on Personal Related Factors Influencing Effective Performance of Boards of Managers in Management of Public Secondary Schools in Vihiga Sub-County

Introduction:

The purpose of this interview is to understand how personal related factors can affect the performance of boards of managers in managing public secondary schools.

### *Part A: Academic and Professional Qualification of BOM members*

- What are your comments about the academic qualifications of BOM members in Vihiga Sub-County?
- What have you observed about the professional qualifications of individuals who serve on BOMs of schools in Vihiga Sub-County?
- In your estimation, what proportion of BOM members in Vihiga Sub-County meet the minimum qualifications set by the 2013 Education Act?
- Does the academic and professional qualification of BOM members affect how they perform their roles?

### *Part B: Management Skills of Members of BOMs*

- Are BOM members in Vihiga Sub-County adequately skilled to perform their roles?
- Which skills have you noticed are lacking amongst BOM members in the sub-county? How does this affect their effectiveness?

### *PART C: Management Experience of BOM members*

- Comment on the management experience of BOM members in the sub-county
- Do they have knowledge and experience in: education, finance, human resource management etc?

### *PART D: Commitment of BOM members to school matters*

- What have you observed about the commitment levels of BOM members in Vihiga Sub-County?
- Are you aware of the amount of interest and support they give the schools?
- What is the relationship they have with the principals of their schools?
- What can be done to increase BOMs commitment to school matters?

*PART E: Effective performance of BOM Members in Managing Public Secondary Schools*

- Comment on how effective the BOMs of secondary schools in the sub-county are in the following areas?
  - Overseeing curriculum and instruction implementation?
  - Financial management?
  - Provision and maintenance of physical facilities
  - Motivation of both teaching and support staff?
  - Maintenance of discipline of students and staff
  - Recruitment of staff?
  - Cultivation of good school community relations
- What are the barriers to effective performance by BOM managers in Vihiga Sub-County?
- In your opinion how can the BOMs be more effective in their role?

*PART F: Selection of BOM members*

- What is the general recruitment process for BOM positions in Vihiga Sub-County?
- Do you consider the process to be transparent and effective?
- Do the positions attract the most suitable candidates?
- How does the selection panel of BOM members get nominees?
- Is there a system followed by the selection panel to source for suitable candidates for appointment into BOM?
- How effective is the recruitment and selection of the BOM?
- In your experience and opinion, what professions are the best fit for a role on a BOM of a public secondary school?
- Do you think management skills should be considered when appointing BOM members?
- What recruitment process do you recommend to attract the best candidates?

Thank you very much for your time and the information you have given me.