

**INDIVIDUAL FACTORS INFLUENCING COMPETENCE OF
BOARD OF MANAGEMENT MEMBERS IN HUMAN
RESOURCE MANAGEMENT OF PUBLIC SECONDARY
SCHOOLS IN KATHONZWENI DISTRICT, KENYA**

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the Degree of Master of Education in Corporate Governance.**

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DECLARATION

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

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DEDICATION

I dedicate this study to my dear wife, Esther for her unrelenting spiritual, moral and financial support.

My daughters Lynn and Flavia and son Ray; for been an undying source of joy and motivation with their innocent love.

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ABBREVIATIONS AND ACRONYMS

| | |
|----------------|--|
| AEO | Area Education Office |
| BOM | Board of Management |
| DCC | District County Commissioner |
| DEO | District Education Officer |
| EFA | Education for All |
| HSEB | High School Education Board |
| KEA | Kenya Education Act |
| KEMI | Kenya Education Management Institute |
| KESI | Kenya Education Staff Institute |
| NACOSTI | National Council of Science, Technology and Innovation |
| MOE | Ministry of Education |
| SMC | School Management Councils |
| SMT | School Management Teams |
| TSC | Teachers Service Commission |

ABSTRACT

The purpose of this study was to establish the individual factors influencing Board of Management' competencies in human resource management of public secondary schools in Kathonzwani district, Kenya. The study was guided by five objectives that focused the influence of the level of education of BOM, the management experience, the BOM training level, the professional status and the challenges facing the BOM members in managing the human resources in schools. The study adopted the descriptive survey design and the main tool for data analysis was a questionnaire. The target population constituted all the 355 Board of Management members and 35 principals in public secondary schools in Kathonzwani district,. The sample size comprised of 32 principals and 120 BOM members. The data analysis was done by use of SPSS where the Chi-square was used to establish the relationship between variables. Through data analysis the study established that majority of BOM members had certificate as the highest level of education with a total of 36 entries followed by diploma holders with 31 entries, degree holders had 17 entries while masters and PhD had had 5 and 1 entries respectively. The chi-square test shows that when academic qualification is cross-tabulated with BOM self evaluation factors such as effectiveness on staff recruitment, competence in staff motivation. Strategies of staff motivation, staff talent development and turnover, staff discipline management and employee separation, none of these factors has any significant relationship with academic level of BOM members this is exemplified by the fact that even when majority of BOM members had certificate as their highest level of education, they rated themselves fairly high at an average score of 3. The study also established that the length of service of BOM member does not really matter as far making an impact in human resource management is concerned. On the profession status of the BOM member the study established that the current profession status of BOM members helps in making strategies on staff development. On whether BOM members had attended a workshop on school management, majority (about 54 percent) of BOM members said they had not. The study also established effectiveness in staff recruitment (0.02) and staff talent development and turnover (0.05) are influenced by BOM training skills. Based on the findings of the study the researcher recommends that; there is need to limit the period of service of a BOM member to a fixed five year term. The study also recognizes the importance of appointing BOM members based on merit where people in careers such as medics, engineers or lawyers so that they can encourage or motivate teachers to further develop themselves through education or financial enrichment. There is also need to recruit graduates as board members in order to lift the profile of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is one of the major instruments for a country's economic and social development. It is the main source of human capital which is essential for sustained economic growth (Maliyamkono & Bagachwa, 1990). Prior to independence management of education was entirely in the hands of the colonial government and run by missionaries (Olembo, Wanga & Karagu, 1992). After independence, the Kenya Education Commission, popularly called Ominde Report, (Republic of Kenya, 1964), the government took over the management of public schools from the missionaries. The report recommended the transfer of responsibilities of management of secondary schools to Board of Management.

The Education For All framework (EFA) provides an acceleration to the momentum for growth of secondary education. Globalization, industrialization and general increased demand for higher education and more skilled labour force combined with the growth of knowledge – based economics gives a sense of urgency to the heightened demand for secondary education (World Bank, 2008) According to World Bank (2005), internationally, many reforms in secondary education are being provoked by the incompatibility between a secondary education system developed in an industrial 19th century and the demands of the technological 21st century. The growing demand for education and the pressure for greater access, equity and quality are also evoking the development of

education reforms. These pressures for change combined, are affecting the governance, management, and effectiveness and efficiency in secondary education. Therefore, for countries to realize quality education and effective and efficient managerial skills, countries of the world should adopt innovative and best practices (World Bank, 2005)

Internationally, other countries have similar bodies (to BOMs) are mandated to carry out management duties in secondary schools, for example, High School Education Boards (HSEB) in Zambia whose major duty is to link both upper and lower secondary schools with ministry offices and the local civil administration. According to World Bank Working Paper (2008) in Senegal, the recently created School Management Councils (SMCs) for upper and lower secondary schools oversee the material and activities that go on in secondary schools, ranging from academic administrative to financial matters. The School Management Councils also ensure that the school complies with health regulations and responds to all questions from the Ministry of Education and the Inspectorate. In South Africa, the 1996 school Act gave School Management Teams (SMTs) the power to make decisions. These teams are defined as internal management groups that include the principals, deputy principal and departmental heads. These groups are responsible for daily and annual management and decision making.

The Education Act (1968), cap 211 of the laws of Kenya, section 10, gave rise to the establishment of Board of Management for any maintained or assisted schools, apart from primary schools and those maintained by local authorities The

Report of the National Committee on Educational Objectives and Policies, otherwise known as Gachathi Report, (Republic of Kenya, 1976) endorsed the idea that secondary schools be run by BOMs and be given a larger degree of delegation in order to enhance effective management of schools, especially the need to maintain discipline. The Report of the Presidential Working Party on Education and manpower Training for the Next Decade and Beyond, Kamunge Report, (Republic of Kenya, 1988), saw the establishment of BOMs by the government as a noble intention to decentralize the day-to-day management of educational institutions to the boards and head teachers and that its role in management of these institutions was crucial.

In Kenya, it is the responsibility of the Ministry of Education, through Kenya Education Staff Institute (KESI); now Kenya Education Management Institute (KEMI); to educate and upgrade skills of BOM members in order to acquire substantial competence on skills of late, nevertheless, training is offered to school principals only with the assumption that they (principals) will subsequently, train BOM's. Failure to this, BOMs will remain untrained thus lack requisite skills. This leaves the school heads with the responsibility of running the affairs of the school single handedly, a precedence that creates a gap between the actual performance vis-a vis the expected performance of the BOMs.

Ozigi, (1977) in his work of the school administration in Nigeria stated that most educational institutions had governing boards whose members are appointed by the Ministry of Education, local education authorities or state school boards.

Many boards, according to the researcher do not have powers to manage school programmes and resources; their function is only advisory where they make recommendations on school matters they are never allowed to implement their proposals. According to Republic (1980), education law notes that Board of Management endorses all the transactions either through its executive committee or the secretary. Unlike in the past, BOMs have been involved directly in the recruitment of teachers in their respective schools. However, it is worth noting that (Ngware, Onsumu, Muthaka & Manda, 2006) pointed out that most of Board of Management, find it difficult to execute all their duties because their mandate is curtailed. For instance it is difficult for BOMs to 'effectively' discipline a defiant teacher since teachers are to the Teachers' Service Commission (TSC). Ngigi (2007) observed that roles of BOMs have drastically changed hence there is need for clarification of Board of Management' area of jurisdiction, mandates and roles in order to guarantee effective management of schools.

Mbiti (2007), Mweseli and Owiya (2005), and the Education Act Cap 211 (1980) note that for adequate execution and accomplishment of Board of Management' functions, BOM members should have attained form four level education or equivalent of the same, be committed and diligent at work. BOMs are appointed by the Minister of Education to plan and implement school development projects based on school priorities and human resource development.

Studies done by Okumbe (2001) and Ngware (2006) agree that most principals have low opinion of their Board of Management largely because majority of them have insufficient skills to handle emerging issues, others are old and semi-literate, while others serve their own interests or those of their sponsors to the boards. The challenge is due to lack of sufficient experience and exposure to deal with crises and new challenges and that if change is needed in education then it should begin with the management (Republic of Kenya, 1999)

Sadker and Sadker (2008) also observe that due to lack of training and experience, BOM members do not often participate in the management of schools. Most often, they are controlled by a few members who may be familiar with education policies from Ministry of Education. According to Kindiki (2009), many members of BOM in public secondary schools in Kenya insufficiently educated and lack enough exposure and experience in educational administration and human resource management as is mandated by the Education Act 1980 to manage schools on behalf of the Ministry of Education. According to Sessional Paper No. 1. (2005), BOM members are responsible for management of human and material resource to facilitate smooth operations and activities

Management of secondary schools is highly a professional function which was bestowed upon the shoulders of BOMs by the Ministry of Education but later led to acute professional malpractices by the Boards of Governors in many schools in Kenya. For instance, some teacher-recruitment interviews are marred by

malpractices as subjectivity, discrimination and corruption (Daily Nation Newspaper, August 31, 2001, pp14). A task force under the then Director for education Dr. Naomi Wangai (Republic of Kenya, 2001) noted that most of board members are interested in procurements procedures and have no interest in school management. In order to carry these management processes effectively and efficiently, Aduda (2001) says that BOM members should have technical skills to apply knowledge through education, training and experience. Management board members are expected to be well aware of the management processes. These include planning, organizing, co-coordinating, staffing, directing, budgeting, controlling and evaluating.

The Commission of Inquiry into the Education System in Kenya, Koech Report, (1999) pointed out lack of quality management capabilities because of political influence in the appointment to boards, low levels of education, limited exposure, lack of commitment and dedication on part of most of BOMs as the big cause of mismanagement of secondary schools. The Koech Report recommended that BOM members be appointed from amongst persons who are committed, competent and experienced as this would enhance management and development of educational institutions. BOM members have been in school boards for many years and have ceased to be innovative and resourceful whereas other members serve in more than one board which eventually makes them ineffective because of chronic absenteeism and consequent lack of quorum in board meetings. A provision was made on the limitation of the number of schools and years one can

serve as a member in a board or boards in order to address this phenomenon (Republic of Kenya, 2004).

Most of these board members have elementary education and cannot readily grasp the provisions of the Education Act or the basic concepts in management of secondary schools (Opot, 2006). It is the responsibility of the Ministry of Education, through Kenya Education Management Institute (KEMI), formerly Kenya Education Staff Institute (KESI); to educate and upgrade skills of BOM members in order to acquire substantial competence on school management

Substantial development of secondary schools, to a great extent, depends on the competences, skills and integrity of Board of Management in management. The roles of Board of Management have been stipulated by Ministry of Education and should give them in managing the schools despite the environmental situational or managerial challenges they encounter.

One of the crucial issues discussed in the 1990 in the Jomtien conference on Education for All (EFA) pertains to education management. In the conference it was noted that good and up to date managerial skills and competences are paramount to improvement of the quality of schools (Republic of Kenya, 2004). This was and still is a milestone to development of education in Kenya; however, the criterion used and spelt out by the Education Act for selection of BOMs has not significantly impacted on the effective and efficient management of public secondary schools.

1.2 Statement of the problem

As a way of encouraging decentralization in the management of secondary schools, the government of Kenya introduced the BOMs body in order to play vital roles in management of schools. These roles were recognized by the Report of the Presidential working party on Education and manpower training for the Next Decade and Beyond, otherwise known as the Kamunge Report, (Republic of Kenya, 1988). The report therefore acknowledged that boards' members should be appointed on time and should comprise members who are carefully selected to ensure that the boards are made up of committed and experienced members.

By December 1997, the Ministry of Education (MOE) through KESI (present KEMI) had managed to train only 2.5 percent of school committees and BOMs through in-service training (Wangai, 2001& Koech, 1999). This has adversely and negatively affected public secondary school management today. Gaynor (1998) stated that many schools heads in Kenya are forced by these adverse circumstances to use their knowledge and experience to direct and control the activities of the entire school and manage the human resources in order to achieve the desired results

In Kathonzi district according to DQASO report of December 2012, there has been public outcry due to dismal performance of students in national examinations in secondary schools and overt dissatisfaction of the teachers all attributable to ineffective BOM school management practices. Some of the claims laid against the BOM is that some members have overstayed in schools that some

of the BOM members have no secondary education and yet they are managing secondary schools and that some members have little or no management skills. In comparison to the neighbouring districts like Makueni, Mukaa, Makindu and Mbooni districts, the performance in national examination for Kathonzwani district are low. In order to address this deficiency coupled by paucity of literature on the influence of individual factors of the members of the BOM on management of the human resources, the researcher was prompted to carry out a study to establish the individual factors that influence Board of Management' competence levels in human resource management of public secondary schools in Kathonzwani District, Makueni County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate individual factors that influence Board of Management' competence levels in human resource management of public secondary schools in Kathonzwani District, Makueni County, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To establish the extent to which Board of Managements' education qualifications influence their competence in management of human resource in secondary schools in Kathonzwani District.
- ii. To determine the extent to which management experience of Board of Managements' influences their competence in management of human resource in secondary schools in Kathonzwani District.

- iii. To establish the extent to which Board of Managements' exposure to training levels influence their competence in management of human resource in secondary schools in Kathonzwi District.
- iv. To establish the extent to which current professional status of members of Board of Management influence their competence in management of human resource in secondary schools in Kathonzwi District.
- v. To determine the challenges faced by the Board of Management in management of human resources in secondary schools in Kathonzwi District.

1.5 Research questions

This study sought to answer the following research questions:

- i. To what extent do the Board of Managements' levels of education influence their competence in management of human resource in secondary schools in Kathonzwi District?
- ii. In what way does management experience of Board of Management influence their competence in management of human resource in secondary schools Kathonzwi District?
- iii. To what extent does Board of Managements' training level influence their competence in management of human resource in secondary schools in Kathonzwi District?
- iv. To what extent does the current professional status of members of Board of Management influence Board of Managements' competence on

management of human resource in secondary schools in Kathonzwani District?

- v. What challenges do Board of Management members face in management of human resources in secondary schools in Kathonzwani District?

1.6 Significance of the study

The findings of this study may go a long way in providing necessary information that can be used by organizations that deal with teaching and learning. The study creates a knowledge reservoir and tenets for appointment of persons to Board of Management by increasing their skill levels hence boosting their management competences. The ministry of Education can use the findings of this study as guidelines towards development of policies that deal with school management, especially in the era of devolution of power. Education management bodies, for instance, Kenya Education Management Institute (KEMI) may benefit from this study since it may update them on the status of school management bodies on the ground

1.7 Limitations of the study

One of the limitations of the study was that there was limited literature on the influence of the BOM on students discipline in Kenya and this prompted the researcher to extensively, cover many schools in order to get the required data. Secondly since the schools are sparsely distributed and that the roads connecting the schools are impassable was difficult to travel from one school to another.

However, the researcher hired motorcycles to ferry him from one school to another which was eventually very expensive.

1.8 Delimitations of the study

This study was restricted to the level of skills possessed by Board of Management in Kathonzwani District. It was to make an interaction between principals and Board of Management members as key managers of education. The study was carried out among public secondary schools in Kathonzwani District. Thirdly other studies by Kindiki (2009) dwelled on the role of BOM in secondary schools in terms of curriculum implementations and recruitment of teachers but this study will only focus on the aspect of discipline in schools and more particularly on the influence of the BOM characteristics on the management of human resource in the district.

1.9 Assumptions of the study

Assumptions refer to any important facts presumed to be true but not actually verified (Mugenda and Mugenda 2003). This study held the assumptions that:

- i. All secondary schools had put in place Board of Management as policy dictates.
- ii. Principals of secondary schools had certain perceptions based on the skill levels of their management boards.
- iii. Principals were willing to respond to questionnaires by giving honest and true responses on skill levels of the management Board of Management.

1.10 Definition of significant terms used in the study

Board of Management refers to secondary schools governing bodies legally instituted and mandated by the Ministry of Education under Act: Cap 211 to supervise the running of secondary schools in Kenya.

Budgeting refers to an evaluative forecast of revenue and expenditure of the revenue towards realizing a goal in secondary schools

Competence refer to the state or quality of being adequately or well qualified to carry out a specified task in management of secondary schools

Decision making refers to the process of arriving at a deliberation on an issue of school governance by Board of Management.

Effectiveness refers to the part of performing a given managerial tasks with least wastage in achieving goals that support school's planned course.

Efficiency is the act of accomplishing managerial task within the shortest time possible.

Human resource refers to the division of an organization or company that is focused on activities related to employees; these activities include recruitment, orientation, and training of current employees.

Perception refers to the views, opinions and feelings held by principals of secondary schools on the skills levels of Board of Management in managing public secondary schools.

Recruitment refers to the process of searching for the best suited candidate(s) in order to offer and employment to trainee teachers.

1.11 Organization of the study

This study is organized and presented in five chapters: Chapter one comprises the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two focuses on the literature review which comprises the basis of which the literature was reviewed. It dealt with introduction to management, the concept of management, a cross – view of management practices in some world countries, research studies in Kenya composition of Board of Management, roles of Board of Management by the Ministry of Education for the government, summary of literature review and theoretical and conceptual frameworks. Chapter three describes the research methodology which included introduction: Research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, and data analysis techniques. Chapter four, deals with data analysis, interpretation and discussion. Chapter five comprises the findings, summary, conclusions and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter revolved around the review and analysis of individual factors influencing Board of Management' competence levels in management of human and financial resources in public secondary schools. The review mirrored around the objectives of the study and focused on Board of Management skill levels in resource management, decision making and motivation of staff, recruitment and discipline of teachers and other staff, theoretical framework, conceptual framework and summary of the literature review.

2.2 General overview of the role of Board of management in schools

According to Borg and Gall (1989) literature review provides one with means of getting to frontier in one's particular field of knowledge. Unless one learns what has been done by others in one's area of study, one may not develop a project that would contribute to additional knowledge.

Beckett, Elizabeth and Camarata, (2000), note that in Britain school boards are as old as the country's democracy. The boards are charged with duties and mandates to represent parents, staff, community and the interest of the church with the school. Campbell (1970) observes that there are approximately one hundred thousand Americans appointed and serving on school boards in United States. Their role is to make decisions that guide and influence the livelihood of millions of young learners in different schools.

Smoolley (1999), carried a study about the operation of BOGs in the state of Delaware; United States of America. He carried the study with the intention of evaluating the effectiveness of BOGs in management of the state schools in Delaware. The study, geared towards arriving at strategies that could be put in place to improve the effectiveness and governance in the operations of BOGs. He engaged a sample of 45 members (representative of the whole number of BOG members in Delaware) in an interview in order to assess the extent to which BOGs were effective in executing their duties. From the interviews the roles and practices of different boards were analysed and classified into respective categories. Eventually, in the view of the researchers' majority of BOGs were ineffective largely because of poor decision making process.

Education and training in Kenya is governed by the Education Act (1980) and other related Acts of Parliament, including TSC Act, KNEC Act, Adult Education Act, University Act, and various Acts and Charters for universities. However, the Education Act of 1980, and the related Acts are not harmonized, and are no longer adequately responsive to the current and emerging trends in education and training. The legislation governing the sector has therefore not kept pace with new developments.

Since independence, the Government has addressed the challenges facing the education sector through commissions, committees and taskforces. The first Commission, after independence, came up with the Report of the Kenya

Education Commission referred to as the Ominde Commission (The Republic of Kenya, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of the country. The Commission proposed an education system that would foster national unity and creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development.

The Report of the National Committee on Educational Objectives and Policies referred to as the Gachathi report of 1976, focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and the economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools.

The Report of the Presidential Working Party on the Second University in Kenya (Mackay Report, 1981), led to the removal of the advanced (A) level of secondary education and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 systems of education and the Commission for Higher Education (CHE). The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) focused on improving education financing, quality and relevance. This was at a time when the Government scheme for the provision of instructional materials

through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning. From the recommendations of the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) . This led to the policy of cost sharing between government, parents and communities. This indicates that the government of Kenya values education as a worthwhile investment and therefore the management of secondary schools bestowed on BOM should ensure that schools perform well for realization of educational goals.

2.3 Areas of operation of Board of Management on human resource management

At a minimum, the concept of governance of secondary education begins by understanding the structure and functions of the system; the education vision and legislation which guides the systems structure, content, objectives funding and access; and the roles and responsibilities of the staff and other stakeholders that support those functions and objectives at all levels. In sub- Saharan Africa, the tradition of highly centralized governments has tended to concentrate authority in central ministries. The process of decentralization is distributing these responsibilities over different and diverse frameworks. Over the last decade, there has been movement towards locating responsibilities for planning and policy at the central level and moving management to regional levels (for example Botswana, Senegal and Kenya).

Whatever degree of decentralization some conditions are critical for effective governance (i) the assignment of responsibilities and authority should be clear to avoid overlap and gaps; and (ii) staff should be selected or elected on basis of demonstrated competence and be trained for specific job responsibilities (World Bank, 2008).

Dawson (2008) and Mahoney (1988) have highlighted the importance of proper education qualification and competence for the managerial efficiency and effectiveness. These studies established that some members of BOMs were incompetent in school management because majority of them were not well schooled and as such their services were found to be of inadequate use in the schools.

However it is important to note that education does not always present all or majority of the competences required for school management. Some characteristics are innately deposited in the managers. Dean (1995), states that school head teachers should work with school Board of Management and carry the governors with them in planning and implementation of school programmes and activities. The ultimate goal is to improve school management as postulated by Schaeffer, (1990) that improving the quality of education is a major goal of most nations in the developed and developing countries

In Kenya as part of the educational reforms, the Ministry of Education, Science and Technology decentralized administration of educational services. The reason

behind this action was to enable policy makers refine strategies and facilitate choice between possible functional options for system restructuring management of education in Kenya. This resulted to establishment of BOM to manage secondary schools. The body is responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure, development and the provision of teaching and learning materials (Sessional Paper No. 1 (2005).

In sessional paper No. 6 of (1988), the government accepted the recommendations of the Presidential Working Party on Manpower Training in the Next Decade and Beyond famously known as (Kamunge Report, 1988) which states that Members of Boards of Governors and school committees should be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions

The education act Cap. 211 of the Laws of Kenya section10 (Republic of Kenya, 1980) indicates that the minister appoints members of the Boards of Governors through a selected committee comprising of provincial administration, local leaders, members of parliament, local councillor, sponsors, local education officers and the principal. This committee selects three persons representing local community, four representing bodies and organizations like sponsor and three representing special interest groups. Once officially appointed by the minister, the ten members select the chairperson of the board and co-opt three other persons from the Parent's Teachers Association (PTA) into the board (Opot, 2006). This

board is charged with the responsibility of managing discipline in schools among other responsibilities.

2.3.1 Competence of Board of Management on recruitment of teaching and non-teaching staff

The Education Act, (1980) mandated Board of Management of Public secondary schools to run schools through delegated authority. The Republic of Kenya (1967) empowers the Teachers Service Commission to recruit and employ teachers to public secondary schools in Kenya. Further the Teachers Service Commission (2007) delegated the functions of recruitment and employment of interested person, who possess the required qualification to school Board of Management to invite interview and select most suitable candidates. Successful candidates are provided with an employment for on the same day of the interview. However, teacher-recruitment has been marred by serious malpractices and as Sang (2005) cited Daily nation July 31st (2005) that recruitment exercise had be cancelled because of complaints of bias from the selecting Board of Management.

Nzuvu (2004) carried out a research with the intention to assess the effectiveness of BOMs in recruitment of teachers in public secondary schools in Taveta District. He wanted to investigate if the district experienced recruitment challenges as other parts of Kenya. The target population was made up of teachers recruited under selection panels, principals, deputy principals, subject heads and BOM who appearing as educationist had participated in the teacher recruitment exercise in 37 public secondary schools in Taveta District. The researcher used a

stratified sampling and relied on a questionnaire data. Descriptive statistical analysis was employed which included frequencies and percentages.

Eventually, the findings showed that majority Board of Management expressed satisfaction that the guideline recognized their managerial role in having their voice heard and appointing their schools teaching force. Nevertheless, the researcher pointed out that some members sitting in the recruitment panels had vested interest and expressed covert interest on their preferred relatives or tribe men. The study further revealed that some of the BOM members had low academic qualifications.

2.3.2 Competence of Board of Management on management of discipline

Kindiki (2009) BOM members are involved in disciplining teachers who go against regulations. Mutai (2003) also conducted a study to establish the effectiveness of BOMs in the management of public secondary schools in Bureti District. The main purpose of the research was to determine the extent of the BOMs involvement in disciplining of errant teachers among others mentioned earlier. In addition to this, the study showed that majority of board members and teachers were hardly involved in disciplining students. The study showed the need for members of boards and parents to be updated so as to make more significant contribution towards quality of education in their schools.

In his study, Kindiki (2009) also sought to study the extent to which BOMs are involved in matters of discipline of non-teaching staff. He found out that Board of

Management were actively involved in disciplining students and subordinate staffs, however, principals develop cold feet in cases where a teacher is involved an indiscipline case, partly because the principals have low opinion on the competence of the board members or they may seek intervention from Teachers Service Commission . The Daily Nation Newspaper (March 28,2013) in the New Basic Education Act, published by the minister for Education, Mutula Kilonzo states that school Board of Management in consultation with parents, students and teachers shall discuss the disciplinary action to be taken against a student. In case of mass indiscipline, only the Board of management can declare a school closed, and then report to the county Education Board. The Education Appeals Tribunal will be the final appeal authority for aggrieved parties.

2.3.3 Competence of Boards of Governors on staff motivation

Bolam, McMahon, Pocklington, and Weindling,(1993) observe that the centralized machinery (boards of management), which plan, organize, direct, supervise and evaluate activities and operations, is ineffective. However, it has been observed by Maranga (1993) Kenya Educational Machinery is highly centralized both at the national and school level. Halleyday (1993) observes that the falling morale and motivation of teachers in most African countries are a major challenge because many teachers lack self-esteem and commitment to the profession. Bachelor (1980) and Armstrong (1984) agree that involving subordinating decision making improves the quality of the decisions and effectiveness of the organization which leads to high levels of motivation.

Fullan (2003) acknowledges that the context of school environment has changed greatly such that management should change too. These changes call for re-thinking, formulating and restricting educational policies from top to bottom (Bell, 1982). Dean (1995) asserts that BOMs' responsibility in human resource management involves leading and motivating staff, delegating. Grainger, (1994) emphasizes that leading and motivating staff requires certain specific skills, and experience on the part of the principal, who acts as the chief executive to the BOM. Working in an organization where managers show empathy and concern about their staff needs, production of the staff is bound to be high; the opposite is true. BOM's should therefore be able to use motivators like staff recognition, responsibility, personal growth and advancement potential. Other needs like physiological, sociological and security needs should not be neglected.

2.4 Factors influencing BOM competence in human resource management

The concept BOM in Kenyan education system came into place after independence following recommendation by the Kenya Education Commission Report commonly known as the Ominde commission, (Republic of Kenya, 1964). The commission recommended that each school be on its own personality through decentralization process in terms of authority for effectiveness. Education act Cap. 211 and sessional paper No. 1 (2005) state that the Boards of Governors have been given the role of managing human and other resources so as to

facilitate smooth operations, infrastructural development and provision of teaching and learning materials MOEST, (2005) and Kamunge (2007).

Although all secondary schools in Kenya comply with government requirement of putting governing bodies, there is evidence of ineffectiveness. The appointment of secondary school governing bodies in Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining consideration of persons who have qualities of commitment, competence and experience which would enhance the management and development of schools. However, this study sought to generate new knowledge that widen horizons of existing knowledge - concerning the personal characteristics of Boards of Governors and the management of human resources in secondary schools in Kathonzweni district.

2.4.1 Influence of level of education and professional qualifications on BOM members

According to Okumbe (2001), the overall management of secondary schools and college is vested on Board of Management. It is also imperative that the members of these boards not only be persons with good education but must also be people with sufficient practical knowledge in educational management.

The BOM are charged with responsibilities of policy making and policy implementation, discipline, upholding high academic standards for the schools, promoting public image of the school, recruiting members of teaching staff and non- teaching staff, controlling financial management and initiation of development projects for the schools (MOEST, 2001).

BOM members should have academic qualifications which allow them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: The Education Act, TSC Act, the BOM management code, The Children's Act, Public Health Act among others.

In recognition of the challenges facing BOMs in the management of public secondary schools, MOEST is categorical that the minimum academic qualification for BOMs members should be secondary level (Kenya Certificate of Secondary Education) and the chairman of BOM should preferably be a degree or a public accredited profession.

2.4.2 Influence of Training and experience of Board of Management

Monappa (1996) defines training as the teaching/ learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills and attitudes needed by that organization. Cole (2002) defines training as any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job or task while the aim is to have efficiency and competent management in the organization.

According to Okumbe (2001), it is not possible to appoint all members of the school board who are well educated and knowledgeable in educational management. The education management should therefore put in place machinery which will upgrade management skills of the board members. This could be done through in service training seminars and workshops either by the school or the ministry of education.

Long term practice and use of acquired knowledge provides the user with capacity to use and generalize whenever a challenge arises. This is called experience. Although experience is not training but the former builds the basis on which the later will operate. A well trained person will most likely than not be better experienced to handle issues of human resource development and management.

For instance BOM is charged with the duty to recruit teachers on behalf of TSC, in secondary schools using interviewers. According to (Cole 2002) interviewers should possess skills in order to carry out a neutral recruitment process. These skills include; ability to prepare adequately read the relevant documents for the interview, differentiation of facts from fallacies in the interview process, questioning skills, ability to summarize and make notes on the candidates' responses, building rapport and control of interview tactfully. No one is perfectly fit at the time of recruitment (Okumbe, (2001) and Flippo, (1984).

In order to make management of schools effective and efficient, the Republic of Kenya through the Ministry of Education in 1988 established Kenya Education Staff Institute (KESI) to offer in-service training to heads of educational institutions including school principals. Further, the KESI mandate diversified to take care of both serving and potential school leaders like the BOM members. Despite the introduction of KESI two decades ago, the facility has not been properly utilized due to lack of capacity as a result of inadequate funding and lack of full time training facilities as stated in Sessional Paper No. 1 (2005).

According to Kogan (1984), the secondary schools Boards of Governors in Kenya have not been exposed to management training. Also, majority of them lack adequate supervisory competencies to utilize available information for management purposes. As such many secondary school principals lack the capacities to oversee and account for the utilization of resources under them. The inquiry of Koech report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the Boards of Governors lacked quality management capabilities. These challenges sometimes lead to poor performance in national Kenya certificate of secondary education (KCSE) and indiscipline in schools.

According to Dessler (2008) training is the hall mark of good management and a task that managers ignore at their peril. In addition, BOMs should undergo training on courses such as communication, employee selection and separation, student achievement and general leadership in the community

Globally the management of learning institutions has been bestowed to the central government that directly controls the operations of institutions especially the public institution. However, the degree of centralization within organizations has been an issue since the early days of organization theory with both Weber (1947) and Fayol (1930) for example, prescribing highly centralized structures in the interest of organizational effectiveness and the most efficient use of resources. This system of centralized management of organizations has been challenged in recent past. According to Gaynor, (1998), many countries are decentralizing the

financing and administration of educational services to regional, local or school levels. Therefore, decentralization in organizations has found much more favour, especially with corporations growing in size. It is against this background that there has been growing interest in the decentralization of human resources management function (Purcell and Ahlstrand ,1994), (Marginson, 1998), and (Hall,1995).

In education sector, the management of schools is bestowed to various bodies which in some countries are known as School Governing Bodies (SGBs) like the case of Switzerland, USA, and Britain (Hall et al, 1998). However, globally there are incidences of indiscipline despite the formation of such bodies. Research studies conducted in developed countries such as the United States (USA) and in the United Kingdom (UK), France and Spain consistently highlight similar issues of the deteriorating scale and nature of violence and indiscipline within schools (Gaynor, 1998).

In Kenya, the functions of BOM Members on management of secondary schools are spelt out in the Kenya Education Act (KEA), cap 211. Kamunge Report (Republic of Kenya, 1988) observed that the establishment of BOMs by the Kenya government as a worthwhile intention in which case, decentralization of the day-to-day management of educational institutions, in terms of human and financial resources, was laid to the custody of boards and principals. The report further acknowledged that the role played by the BOMs in the management of educational institutions was crucial and therefore boards should be appointed on

time and members carefully selected to ensure that boards have committed members. In addition to that boards have the responsibility of approving and discussing school budget (Ministry of Education 2004).

For the execution of these roles the BOM members should have administrative experience. According to Dawson (2008) administrative experience has an effect on job satisfaction of teachers. This implies that a long serving BOM member might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of institutions, the better the management of human resources in secondary schools. As the BOM members get satisfied with doing what they know best due to accumulated experience, the repertoire of skills is used to manage teachers who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school (Okumbe, 1998)

2.4.3 Challenges facing BOMs in human resource management

Chalel, (2007) carried out a study on the challenges faced by BOM in teacher recruitment in Baringo district. The study was aimed at establishing criteria used by the BOMs in selection of secondary school teachers, establish the various challenges BOMs face as they perform their teacher recruitment and these challenges are handled. The finding showed that a number of the BOMs were not aware of the guidelines set by the TSC on teacher recruitment. Most of the BOM

members had vested interests in the recruitment process in that they had fronted their own favourite candidates.

According to Magiri (2005) members of Boards of Governors were not fully aware of their roles in management of school human and financial resources which eventually leads to over-reliance on the deliberations of the school heads. This is majorly because they lack substantial education and training on management Wangai (2001) did a study in Meru Central District and found out that all the members were not inducted after appointment and were therefore performing most of their duties through trial and error which calls for all the time direction from the principals.

Wangai (2001) on the report of the task force on students discipline and unrest in schools acted lack of quality management of human resources. The report observed that policy formulation and implementation posed a big challenge to BOMs. This is because they lacked adequate knowledge to articulate the policies correctly in order to enable them achieve the goals and objectives of education in general of education in general and their roles in particulate. Mwiria (Daily Nation Newspaper July 31st, 2005) attributed poor management to unqualified BOMs where majority of them were semi – schooled and lacked capacities to plan and implement school policies.

Mwiria (Daily Nation Newspaper July 31st, 2005) also observed that problems in management are heightened by vested interests among BOMs, PTAs and church

sponsor who present unqualified person to be part of BOMs and PTA thus posing a challenge poor management of resources. BOMs should maintain good working relationships among themselves and with of stakeholders to ensure that any problem encountered in the management process can is handled and solved amicably without causing further problem, and assistance readily provided (KIM, 2008).

The function of BOM of any education institution includes promotion of the best interest of the school and striving to ensure its development through the provision of quality education for all students, adopting a code of conduct among themselves and teachers and supporting the principal and other staff members in their performance of their professional functions. Conflicts among PTA, the sponsor and BOM especially over appointment of principals have led to wrangles hence closure of schools (Koech 1999). According to Smolley (1999) political pressure hinders positive work relationships between principals and BOMs.

Lethoko et. al (2001) focusing on factors influencing implementation of policies in post apartheid south Africa states that 37 percent of school boards are illiterate and that government bodies performance is greatly undermined by lack of adequate training of board members. Banks (2002), in a research carried out in Scotland identified inadequate training of BOM as a hindrance to their role in school management. According to Lethoko et. al (2001), for effective and efficient functioning of the school governing bodies, there is need for literacy,

experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making.

2.5 Summary of literature review.

Kamunge report (republic of Kenya, 1988) saw the establishment of BOMs by the government as a noble intention to decentralize the day to day management of educational institutions to the boards and the principals. The Ministry of Education (2000) Board of Management is charged with the responsibility of discussing and approving school budget.

The literature review in this section indicates that most sub-Saharan African countries have their schools run by school governing bodies. In Kenyan public secondary schools are governed by Board of Management. Nzovu (2004) study in Taita Taveta showed that majority of Board of Management have substantial competence in school management; partly due to the fact that most of the Board of Management comprise retired teachers who have a wealth of experience. However, another study done by Ngware (2006) showed that though Boards of governors are instituted in many schools, majority of them lack necessary skills to adequately carry out their roles without hiccups. The research showed that the management bodies largely lacked a sufficient training on management skills or their level of academics is still wanting. This study in Kathonzwani District is meant to establish if Boards of Governors exhibit adequate competence necessary

for management public secondary schools in Kathonzweni District, effectively and efficiently.

2.6 Theoretical framework of the study

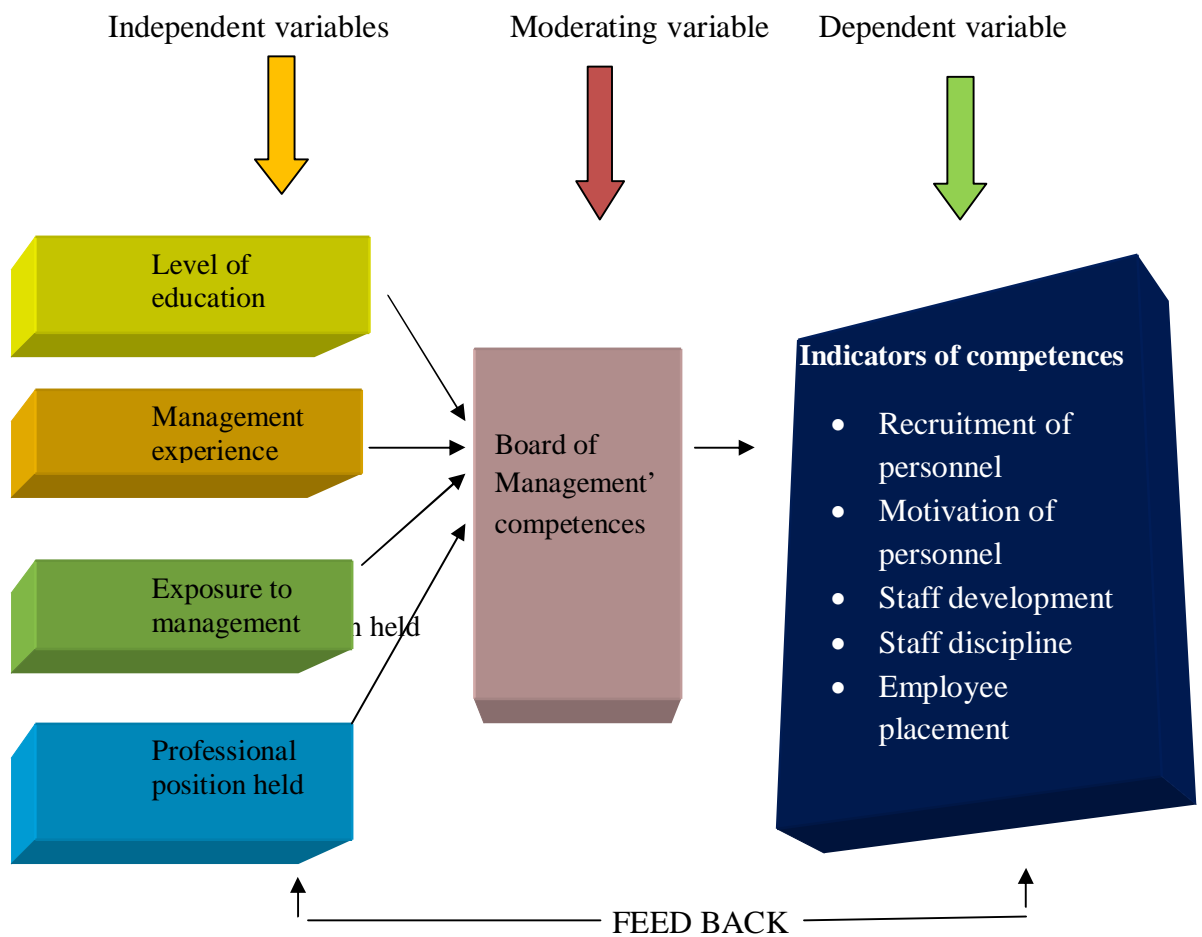
This study was based on a dual – model theory as propagated by Miles (1975). These are; human relations and the human resources models of management otherwise called the soft and hard models of human resource management. The soft (human relations) emphasizes individuals and their self -direction and places commitment, trust and self–regulated behaviour at the centre of any strategic approach to people. The hard model (human resources model) places emphasis on performance management and an instrumental approach to the management of individuals. According to Miles (1975) managers, subscribe to the two management models. Cascio (1989), contents that the human relations model is modified and gives attention to the social and egoistic needs of the organization. It postulates that fair treatment and pay are enough but managers still emphasize on controlling, taking into account preventive measures in order to obtain the desire contribution of the organization’s members. The model postulates that employee satisfaction is key to production and quality, open supportive communication enhances satisfaction and that employees will be motivated to do good work if the work environment permits it.

On the other hand, the human resources model sees the manager as the developer and facilitator of activities and functions to help the subordinates achieve their target performance. It is the responsibility of the management to attract, select,

train, assess, and reward employees while at the same time the management oversees organizational leadership and culture and ensure compliance with employment and labor laws. In this model members of the organization engage in an involving goal setting activity (Miles, 1975).

2.7 Conceptual framework of the study

Figure 2.1 Conceptual framework



The figure 2.1 above is a conceptual framework that shows the relationship between Boards of governors' competence levels and their ability to perform in management of public secondary schools. The framework shows that the

individual characteristics of BOM members such as the level of education, professional status, managerial experience and exposure to training influences the way BOM manages human resource in schools. In this case for example the framework indicates that when the levels of education of boards are high, there is greater performance of schools towards achieving their goals. It also shows that Members of management boards with long service in management of schools are likely to exhibit better performance levels than those with shorter service. In addition, members of management boards with adequate training skills are likely to exhibit greater competences than those with low training skills. However, these variables are moderated by the government policies on education. If the government policies emphasize that for one to qualify to be a BOM member one must be a graduate it consequently follows that the BOM members will be people with degree as the highest level of education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research design, target population, sample size, sampling techniques, research instruments, instrument validity, instrument reliability, and data collection procedures and data analysis techniques.

3.2 Research design

The research study adopted the descriptive survey. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2004) Mugenda and Mugenda (2003), point out that descriptive survey determines and reports about things as key art. It can be used when collecting information about people's attitudes, opinions, habits or any variable in the society, whether educational or not. For the purpose of this study, the design used to determine the management competences among BOM members in their endeavour to manage human resource.

3.3 Target population

Mugenda and Mugenda (2003), defines a population as a complete set of individual(s) or objects that demonstrate similar characteristics. The target population for this study was all the 35 public secondary schools in Kathonzweni District. Since the study is focusing on the BOM members the study targeted 35 secondary principals and 455 members of BOM.

3.4 Sample size and sampling procedures

A sample is a sub-set of the population to which research intended to generalize the results (Wiersma, 1986). To get the sample size for the school principals the Yamane (1967) formulae was used.

$$n = \frac{N}{1 + (Ne^2)}$$

Where; n = minimum desired sample size

N = the target population (35)

e = degree of precision (5percent)

Therefore by substitution:

$$n = \left[\frac{35}{1 + (35 * 0.05^2)} \right] = 32.18 \text{ which is } 32 \text{ principals. To get the sample size for}$$

the BOM members the researcher used Sarantakos (2002) recommendation which qualifies 10percent of the sample to represent the target population. In this case the researcher sampled 120 BOM members which is 27 percent of the total population. The 26 percent is way above the recommended 10 percent by Sarantakos (2002). Since there are only 6 lady principals in the district, all of them were included in the collection of data, thus they were not sampled. Twenty seven male principals were sampled.

Table 3.1 Sampling frame

| Category of respondents | Target population | Sample (males) | Sample (females) | Total (Sample) |
|--------------------------------|--------------------------|-----------------------|-------------------------|-----------------------|
| Head teachers | 35 | 26 | 6 | 32 |
| Board of Management | 455 | - | - | 120 |
| Total | 490 | - | - | 150 |

3.5 Research instruments

This study employed questionnaires for both for principals and members of Board of Management for the purpose of data collection. Questionnaires are conventionally suitable for descriptive surveys since they help to collect huge data from diverse areas within a short time, largely avoid bias and uphold confidentiality (Kombo and Tromp, 2006). Question items in the questionnaire were structured and unstructured and were divided into two sections; A and B for head teachers and Board of Management respectively. Section A (i) demographic information (ii) level of education of BOM members (iii) Board of Management' Management experience (iv) Board of Management exposure to management training (v) Board of Management' professional positions held (vi) Head teachers' perception of Board of Management' characteristics on competence. Section B (i) demographic information (ii) level of education (iii) BOMs' management

experience (iv) Board of Management exposure to management training (v) BOMs' professional positions held.

3.6 Instrument validity

Validity is the degree to which the empirical measure or several measures of the concept measure the concept accurately (Orodho and Tromp, 2006). Validity of instrument is meant to establish if the questionnaire content is able to measure what it purports to measure. Content validity arises from how comprehensive appropriate and consistent the result of a test variable (Fraenkel and Wallen, 1993). Construct validity is established from the demographic information in the questionnaire e.g. gender and experience.

Both content and construct validity were established by supervisors and panel experts who judged the questionnaires adequately by looking at the items and through a pilot study (Fraenkel and Wallen, 1993, Gay, 1992). A pilot study involved 20 members of the Board of Management, 2 schools and 2 principals who according to Kothari (2005) formulae were selected through simple random sampling techniques. The two schools and 2 principals were obtained through sampling frame from all secondary schools in Kathonzweni District where names of the schools and heads (separately) were picked from a pool.

3.7 Instrument reliability

Reliability refers to the degree of consistency that an instrument demonstrates (Best and Khan, 1989). The reliability of a standardized test is expressed as a correlation co-efficient which measures the strength of association between variables. The study used test-re-test reliability method by administering BOM and head teacher questionnaires twice to the same participants after an interval of two weeks to ensure consistency.

The scores of test one and those of test two were calculated and the reliability coefficient computed to indicated the relationship between the two sets of scores obtained (Fraenkel and Wallen, 1993). The reliability coefficient should range between -1.00 and +1.00 (Gray, 1992). According to Best and Kahn (1989) the reliability coefficient formula was;

$$r = \frac{[N (\epsilon xy) - (\epsilon x)(\epsilon y)]}{\sqrt{[N\epsilon x^2 - (\epsilon x)^2] [N\epsilon y^2 - (\epsilon y)^2]}}$$

Where; r = reliability

x = first test

y = second test

Through calculation of the reliability index of +0.87 was obtained an indication that the instrument administered the test will be reliable.

3.8 Data collection procedures

Data collection starts by seeking an authorization letter from the Department of Education Administration and Planning University of Nairobi, which in turn helped the researcher obtain a permit from the National Council for Science Technology and innovation allowing the researcher to administer to head teacher and BOM members of Kathonzi District after submitting a copy of the permit to the DC, DEO and AEO of the same District. Prior arrangement was made and appointment booked for absent or busy principals. The principals and the BOM members were given three days to fill in the questionnaire. The questionnaires were later picked for analysis.

3.9 Data analysis techniques

For this study, data was collected and analysed using descriptive statistics. Analysis of data was done qualitatively and quantitatively. Quantitative data are measurements that are recorded on naturally occurring numerical scales whereas qualitative data are measurements that cannot be computed on natural/usual numerical scales.

Data was analysed by use of Statistical Package for Social Sciences (SPSS) Programme. Here raw data from the field was summarized, coded, edited, and computerized through synthesizing information from questionnaire by SPSS (Kombo and Tromp, 2006). The Chi-square was used to establish the relationship between variables. The reason for using the Chi-square is that, it enables the researcher to establish the relationship between the variables. The analyzed data is

presented using frequency tables, graphs and charts since they are easy to present data and interpret. Data presented using frequency tables, graphs and charts can be seen and analysed at a glance.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and presentation in form of descriptive statistics such as frequencies, mean and percentages. Chi-square test of independence was used to test the association between key variables and BOM competencies and results presented in form of alpha statistic, having been worked out at the significance level set at 0.05. The data analysed in this chapter was collected from 32 secondary schools in Kathonzweni district in the month of May 2013.

4.2 Questionnaire return rate

The questionnaire return rate refers to the number of questionnaire that has been returned after they are administered to the respondents. Out of 32 questionnaires administered to the school principals 30 of them were returned making the questionnaire return rate for the principals to be 94percent. Those administered to the BOM members 92 of them were returned making the questionnaire rate for the BOM members to be 77 percent. In the percentage of the questionnaires returned constituted 86percent of the questionnaires returned.

4.3 Demographic information of respondents

The study sought to establish the characteristics of the respondents such as age, gender, academic qualification, working experience and professional qualifications of the respondents.

4.3.1 Age of the respondents

The study sought to establish the age of the respondents with the aim of establishing whether age of an individual is considered for the appointment of BOM members as shown in Table 4.1.

Table 4.1: Age of BOM members

| Age bracket (years) | Frequency | Percent |
|----------------------------|------------------|----------------|
| 25-30 | 7 | 7.6 |
| 31-35 | 5 | 5.4 |
| 36-40 | 18 | 19.6 |
| 41-45 | 22 | 23.9 |
| 46-50 | 15 | 16.3 |
| 51 and above | 25 | 27.2 |
| Total | 92 | 100.0 |

The results in Table 4.1 shows that majority of Board of Management (BOM) members who who responded (through questionnaires) were 36 years and made 87 percent of the respondents. Only few (about 13 percent) fell in age bracket of between 25-35 years Table 4.1 shows that the BOM members are of age 25 and above an indication that the BOM is comprised of youthful and elderly members and therefore the decisions made concerning the human resource cuts across all the ages. This helps in sharing ideas for good decision making.

The study also sought to establish the age of the principals. This was with the aim of establishing whether there are youthful principal who would come up with new ideas on matters of human resource management in schools, the results are as in Figure 4.1

Figure 4.1: Age of principals

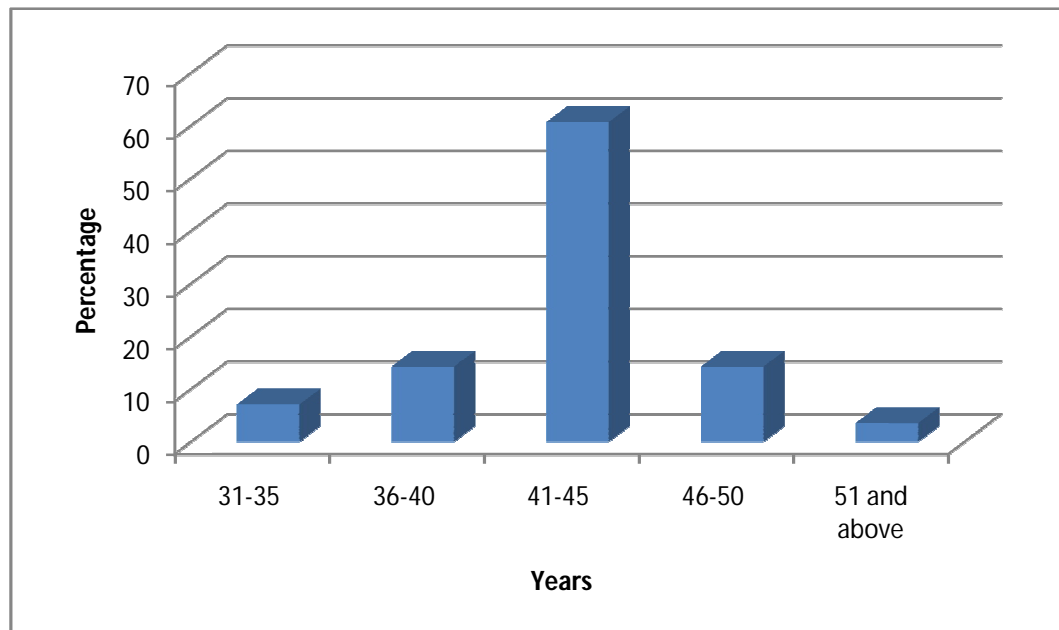


Figure 4.1 shows that most of the principals were of age 41-45 followed by those of age 36-40 and 46-50 at 14.3percent. This is an indication that for one to be a principal, he or she must have served for a long time. His system blocks youthful people with vibrant ideas from becoming schools principal which to some extent affects the human resource management in schools.

4.3.2 Gender of the respondents

The study also sought to establish the gender of the respondents. This aimed at establishing whether the view of all gender was accommodated in the study. The results on gender of the respondents is as in table 4.2

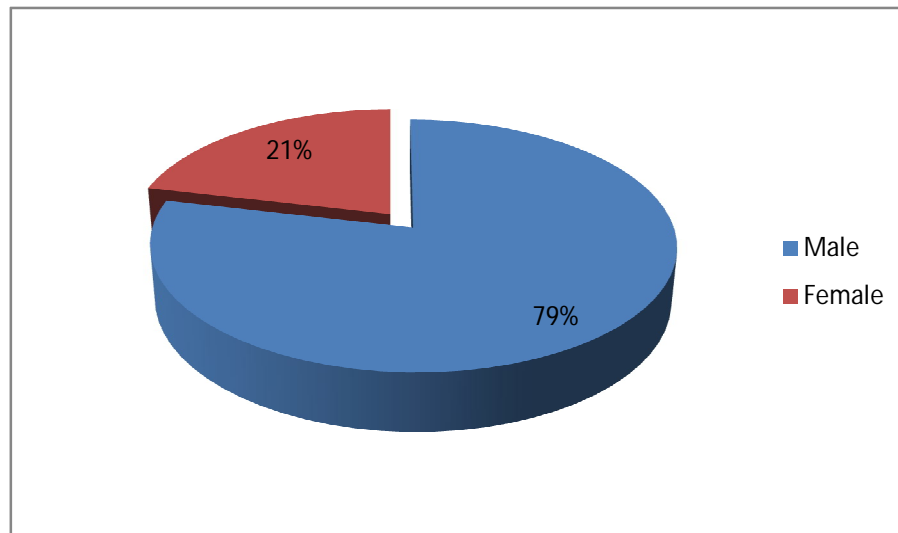
Table 4.2: Gender of BOM member

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 62 | 67.4 |
| Female | 30 | 32.6 |
| Total | 92 | 100.0 |

Table 4.2 shows that majority of the BOM members are males. This implies that women are given minimal chances to be members of the board which is against the constitution thresholds of one third of the members. The school management ought to rethink and give women chances to be in the BOM so that their views can also be sought in the management of human recourses in schools.

The study also sought to establish the gender of the principals. The results are as shown in figure 4.2

Figure 4.2 Gender of principals

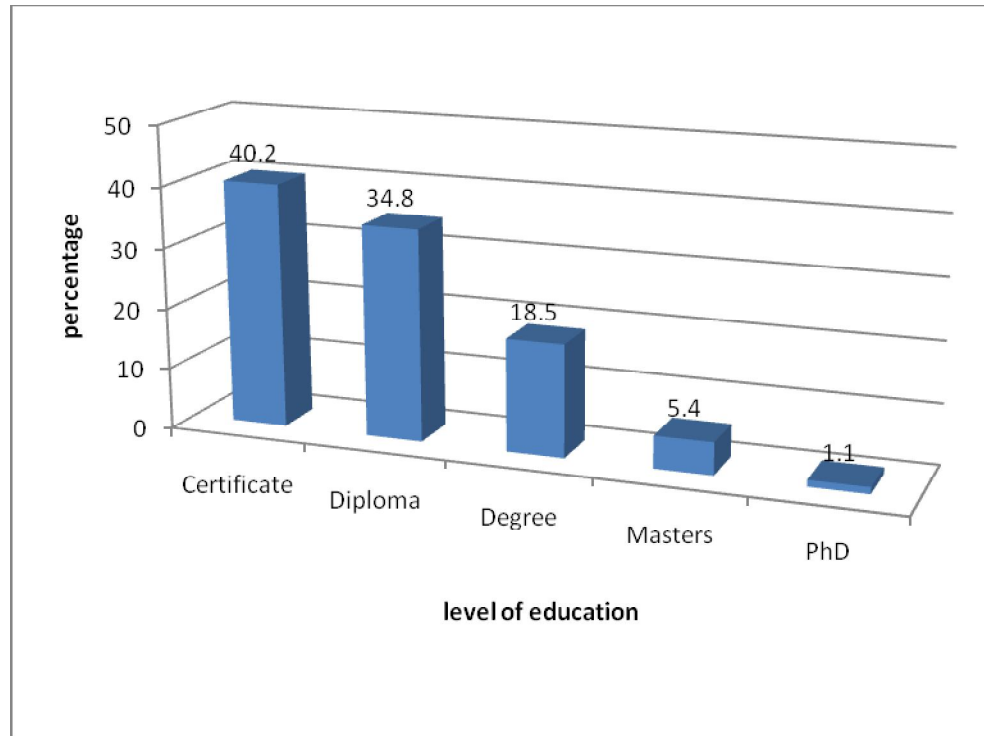


On the gender of the principals, the results shows that majority of the principals interviewed were male (about 79 percent) as opposed to female (about 21 percent) as shown in figure 4.2, which is an indication that headship of schools is also male dominated and implication that again on the headship of schools the one third rule as enshrined in the constitution and Vision 2030 is not applied. This has deprived women of chances to manage schools as school heads.

4.4 BOMs' levels of education and management of human resource

One of the objectives of the study was to establish whether the academic qualification of the BOM members influence human resource management in schools. The study therefore sought to establish the education qualification of the BOM.

Figure 4.3 Academic qualifications of the BOM members



The academic level of majority of BOM members as shown in figure 4.3 was certificate followed by diploma, making up a total of 75 percent. Only a quarter (25 percent) of BOM members had first degree, masters and PhD as shown in Table 4.5. This implies that the appointment of the BOM members does emphasize on education as one of the qualification to be a board member.

In order to establish the relationship between the academic qualification of the BOM members and human resource management, the chi-square test was carried out and the results are as in Table 4.3

Table 4.3 The relationship between BOM academic qualification and human resource management

| Statement | Pearson Chi-Square Asymp. Sig. (2-sided) |
|--|--|
| Influence of academic and professional on effectiveness on staff recruitment | .488 |
| Influence of Academic and professional on Competence in staff motivation | .645 |
| Influence of academic and professional on strategies on staff development | .934 |
| Influence of academic and professional on staff talent development | .641 |
| Influence of academic and professional qualification on staff discipline mgt | .615 |

The results shows that when academic qualification is tested against self evaluation factors by use of Chi-squire, the results of the relationship at 0.05 level of significance are as shown in Table 4.3. Table 4.3 the relationship between level of education and effectiveness on staff recruitment was at value (0.49), competence in staff motivation (0.65), strategies of staff motivation (0.59), staff talent development and turnover (0.64), staff discipline management (0.62) and employee separation (0.74). These results show that none of the BOM self evaluation factors has any significant relationship with academic level of BOM

members because they all have an alpha value of more than 0.05 significant. This can be interpreted to mean that education level of BOM does not influence the management of human resources in secondary schools. These results contradict the work of Okumbe (2001) who said that BOM members should have academic qualifications which allow them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: The Education Act, TSC Act, the BOM management code, The Children's Act, Public Health Act among others. This study has shown that since the principal is a graduate, the rest of the members of the BOM endorse the decisions of the principal hence making the education level of the BOM not significant when huddling human resources in schools

In recognition of the challenges facing BOMs in the management of public secondary schools, MOEST is categorical that the minimum academic qualification for BOMs members should be secondary level (Kenya Certificate of Secondary Education) and the chairman of BOM should preferably be a degree or a public accredited profession.

Table 4.4 Cross tabulation between academic, professional qualification and Effectiveness on staff recruitment Cross tabulation

| Academic & professional qualification | Effectiveness on staff recruitment | | | | |
|---------------------------------------|------------------------------------|-----------|-------------|----------|----------|
| | Very high | High | Fairly high | Low | Very low |
| Certificate | 1 | 9 | 23 | 2 | 1 |
| Diploma | 4 | 9 | 15 | 3 | 0 |
| Degree | 1 | 8 | 6 | 2 | 0 |
| Masters | 0 | 4 | 1 | 0 | 0 |
| PhD | 0 | 1 | 0 | 0 | 0 |
| Total | 6 | 31 | 45 | 7 | 1 |

Table 4.4 shows that even the BOM members with Masters and PhD indicated that the academic qualification of the BOM members does not translate to effectiveness in staff recruitment as one aspect of human resource management. This implies that even if the BOM members have high level of education that does not influence the way they recruit staff. This can be attributed to the TSC guidelines on employment because the TSC has given the guidelines to be used to recruit teachers. Implying that even if the BOM members have low education level still they would recruit somebody with the right qualifications

Table 4.5 Cross tabulation between academic qualification of the BOM and competence in staff motivation

| Academic & professional qualification | Competence in staff motivation | | | | |
|---------------------------------------|--------------------------------|-----------|-------------|-----------|----------|
| | Very high | High | Fairly high | Low | Very low |
| Certificate | 4 | 4 | 19 | 8 | 1 |
| Diploma | 0 | 6 | 22 | 3 | 0 |
| Degree | 0 | 4 | 12 | 1 | 0 |
| Masters | 0 | 1 | 3 | 1 | 0 |
| PhD | 0 | 0 | 1 | 0 | 0 |
| Total | 4 | 15 | 57 | 13 | 1 |

As a reflection of table 4.5 shows that the BOM level of education has no bearing on the staff motivation. This implies that regardless of the level of education of the BOM the staff members will still be motivated. This can be attributed to the school's principal as the secretary of the BOM. If the principals feels that teachers ought to be motivated consequently the BOM members supports the idea of the principal.

4.5 Board of Managements' experience on management of human resource in secondary schools

The other objective of the study was to establish the influence of BOM member's management experience on human resource management. The respondents were asked to indicate their management experience and the results are as in Table 4.6.

Table 4.6 Management experience of the BOM members

| Period served as BOM member (years) | Frequency | Percent |
|--|------------------|----------------|
| 0-5 | 53 | 57.6 |
| 6-10 | 30 | 32.6 |
| 11-15 | 6 | 6.5 |
| 16-20 | 2 | 2.2 |
| 24 yrs and above | 1 | 1.1 |
| Total | 92 | 100.0 |

As shown in Table 4.6, about 58 percent of Board of Management members had only served in their positions for a period of five years and below. They were followed by those who had served between 6-10 years (about 33 percent) with a small number (9 percent) which had served for over 10 years.

When the length of service as a BOM member was tested through Chi-square to establish the relationship between the two the results are as in Table 4.7

Table 4.7 The relationship between BOM managerial experience and human resource management

| Statement | The Pearson Chi-Square Asymp. Sig. (2-sided) |
|--|--|
| The influence of BOM member management experience on effectiveness on staff recruitment. | 0.80 |
| The influence of BOM member management experience on competence in staff motivation | 0.73 |
| The influence of BOM member management experience on strategies of staff motivation | 0.98 |
| The influence of BOM member management experience on staff talent development | 0.71 |
| The influence of BOM member management experience on staff discipline management | 0.79 |
| The influence of BOM member management experience on employees separation | 0.65 |

Table 4.7 shows that there is a weak relationship between the BOM managerial experience and self evaluation competencies, the following are results of the relationship at 0.05 percent level of significance: effectiveness on staff recruitment (0.80), competence in staff motivation (0.73), strategies of staff motivation (0.98), staff talent development (0.71), staff discipline management (0.79) and employees separation (0.65). This result implies that the length of service as a BOM member does not necessarily influence human resource management. This implies that a BOM member who has served for a shorter time

may make a bigger impact than the one who has served for many years on matters of human resources

4.6 Current professional status of members of Board of Management and management of human resources

On the professional status of the respondents, the respondents were asked to indicate their professional qualification. The results are as in figure 4.8.

Table 4.8 Current profession of BOM members

| Current profession | Frequency | Percent |
|--------------------|-----------|---------|
| Accountant | 4 | 4.7 |
| Architect | 1 | 1.2 |
| Banker | 3 | 3.5 |
| Business | 11 | 12.8 |
| Clerk | 5 | 5.8 |
| Clinical officer | 2 | 2.3 |
| Community worker | 4 | 4.5 |
| Doctor | 1 | 1.2 |
| Farmer | 22 | 25.6 |
| Housewife | 1 | 1.2 |
| Lecturer | 2 | 2.3 |
| Nurse | 4 | 4.7 |
| Officer | 9 | 10.5 |
| Pastor | 1 | 1.2 |

| | | |
|---------------|-----------|--------------|
| Policeman | 1 | 1.2 |
| Retiree | 4 | 4.7 |
| Secretary | 1 | 1.2 |
| sub-chief | 1 | 1.2 |
| Teacher | 1 | 1.2 |
| Teaching | 7 | 8.1 |
| Treasurer | 1 | 1.2 |
| Not responded | 6 | 2.1 |
| Total | 92 | 100.0 |

As Table 4.8 shows, the current profession of majority of BOM members was farming (mentioned by 25 percent) followed by business (12 percent). This implies that on appointment of the BOM anybody can be appointed to be a BOM member. However, the majority are farmers and business people meaning that BOM members are drawn from the villages at convenience of an individual regardless of the professional qualification.

In order to establish whether there is a relationship between the professional qualification and human resource management. A chi-square test was run and the results are as in table 4.9

Table 4.9 The influence of professional status on human resource management

| Statement | The Pearson Chi-Square Asymp. Sig. (2-sided) |
|---|---|
| The influence of professional status on effectiveness on staff recruitment | 0.07 |
| The influence of professional status on staff motivation | 0.28 |
| The influence of professional status on staff talent development and turnover | 0.08 |
| The influence of professional status on staff discipline management | 0.20 |
| The influence of professional status on employee separation | 0.21 |
| The influence of professional status on strategies of staff development | 0.02 |

On the relationship between the profession status of the BOM members and human resource management, the results show that there was only one factor that was found to be significant, which is making strategies of staff development as indicated by statistical significance of 0.02 or 98% . This means the current profession is only important as far as strategies on staff development is concerned but does not have an impact on other competencies. The alpha for the rest of the competencies is as follows: effectiveness on staff recruitment (0.07), staff

motivation (0.28), staff talent development and turnover (0.08), staff discipline management (0.20) and employee separation (0.21). This means, all these competencies are not significant at all hence they are not affected by the current profession of BOM members.

The study also sought to establish then occupation of the respondents. The results are as shown in Table 4.10,

Table 4.10: Professional position held in the community

| Profession in the community | Frequency | Percent |
|------------------------------------|------------------|----------------|
| Business | 6 | 7.5 |
| church member/elder | 3 | 3.8 |
| Clerk | 5 | 6.3 |
| Clinical officer | 1 | 1.3 |
| Community health work | 4 | 5.0 |
| Councilor | 1 | 1.3 |
| Farmer | 45 | 56.3 |
| NGO committee member | 2 | 2.5 |
| Pastor | 2 | 2.5 |
| Retiree | 10 | 12.5 |
| social worker | 1 | 1.3 |
| Total | 92 | 100.0 |

Table 4.10 shows that majority of BOM members were engaged in farming (mentioned by about 56 percent). About 11 percent said they were retirees, meaning although they may be on pension or engages themselves in other activities such as farming, business or others.

4.7 Board of Management’ training levels and competence in management of human resource in secondary schools

With regard to whether one had attended a workshop or training on school management the results are as presented in Table 4.11

Table 4.11: Ever attended workshop or training on school management

| Category | Frequency | Percent |
|--------------|-----------|--------------|
| Yes | 42 | 45.7 |
| No | 50 | 54.3 |
| Total | 92 | 100.0 |

Table 4.11 indicated that majority (about 54 percent) of BOM members said they had not undergone any training on human resource management. This is in comparison to 46 percent who said they attended the workshop or the training. On average ones who had attended a workshop or training did so for about day or two days.

Table 4.12 The relationship between BOM training and human resource management

| Statement | The Pearson Chi-Square Asymp. Sig. (2-sided) |
|--|--|
| The influence of BOM training on effectiveness in staff recruitment | 0.02 |
| The influence of BOM training on staff talent development and turnover | 0.05 |
| The influence of BOM training on staff motivation | 0.07 |
| The influence of BOM training on strategies on staff development | 0.19 |
| The influence of BOM training on staff discipline management | 0.13 |
| The influence of BOM training on employee separation | 0.24 |

When attendance of a workshop or training in human resource management was tested through chi-square at significant level of at 0.05 levels the results shows that training of the BOM members influences effectiveness in staff recruitment at significant level of (0.02) and staff talent development and turnover at (0.05). This mean that the skills gained by a BOM member when attending a workshop or training have an effect on staff recruitment, and staff development and

turnover. These results are in line with Dessler (2008) who asserted that training is the hall mark of good management and a task that managers ignore at their peril. In addition, BOMs should undergo training on courses such as communication, employee selection and separation, student achievement and general leadership in the community for the schools to achieve the set goals more particularly human resource management

The study established that the rest of the factors were not significant as indicated by: staff motivation (0.07), strategies on staff development (0.19), staff discipline management (0.13) and employee separation (0.24). The study also sought to establish the courses taught to the BOM members in relation to human resource management. This was informed by the results of earlier results which indicated that Long term practice and use of acquired knowledge provides the user with capacity to use and generalize whenever a challenge arises. This is called experience. Although experience is not training but the former builds the basis on which the later will operate. A well trained person will most likely than not be better experienced to handle issues of human resource development and management.

For instance BOM is charged with the duty to recruit teachers on behalf of TSC, in secondary schools using interviewers. According to (Cole 2002) interviewers should possess skills in order to carry out a neutral recruitment process. These skills include; ability to prepare adequately read the relevant documents for the interview, differentiation of facts from fallacies in the interview process,

questioning skills, ability to summarize and make notes on the candidates' responses, building rapport and control of interview tactfully. No one is perfectly fit at the time of recruitment (Okumbe 2001; Flipppo, (1984).

Table 4.13 Areas emphasized on during training

| Areas emphasized in the training | Frequency | Percent |
|---|------------------|----------------|
| • Communication | 20 | 27.7 |
| • Accounting | 1 | 1.1 |
| • Community development | 1 | 1.1 |
| • Community mobilization | 1 | 1.1 |
| • Financial mgt | 4 | 4.3 |
| • Human resource | 1 | 1.1 |
| • Human resource mgt | 4 | 4.3 |
| • Improvement in buildings | 1 | 1.1 |
| • Motivation | 1 | 1.1 |
| • Organization | 2 | 2.2 |
| • Procurement | 2 | 2.2 |
| • Recruitment guidelines | 1 | 1.1 |
| • School mgt | 3 | 3.3 |
| • Not responded | 50 | 3.3 |
| Total | 92 | 100.0 |

Table 4.14: Respondent’s opinion on whether training helped them on school management as BOM member?

| Category | Frequency | Percent |
|-----------------|------------------|----------------|
| Yes | 42 | 9.45 |
| No | 2 | 4.54 |
| Total | 44 | 100.0 |

When BOM members were asked how the training helped them, they mentioned various reasons. However majority said the training helped them in management and organization of the school, human resources and finances. This was mentioned by 35 percent of respondents. About 22 percent mentioned the training helped them in knowing the role of stakeholders and how to mobilize them. Other reasons mentioned by the minority of respondents included helping them: to discipline both teachers and students, motivate students and teachers and know an area that require immediate intervention in addition to gaining knowledge in procurement and helping them become effective in managing school projects.

When the members of BOM were asked if the training had helped them on school management, majority of them (about 89 percent) said yes it did, with only a few mentioning that it did not as shown in Table 4.13.

4.8: Principals' perceptions of Board of Management' competence levels in human resource management

In the evaluation of the BOM competencies, principles fairly agreed with 6 of the 8 statements listed in Table 4.15 as shown by the average score of 3 (fairly agree). They however as shown by an average of 4, they agreed that BOM members possessed adequate level of education and that they gave appropriate motivation to teachers. The results indicate that the principle's felt that the BOM in their school had the necessary competencies to be able to run the schools well.

Table 4.15: Summary of principals' evaluation of BOM competencies

| Competency | Average score |
|---|----------------------|
| BOM members possess adequate level of education | 4 |
| BOM members have adequate training in school management | 3 |
| BOM members willingly attend meetings when called upon | 3 |
| BOM members have knowledge about recruitment guidelines | 3 |
| BOM members are actively involved in recruitment of teaching and non teaching staff | 3 |
| BOM members give appropriate motivation to teachers | 4 |
| BOM members are involved disciplining errant teachers | 3 |
| BOM members have enough skills on financial management | 3 |

Note: 3=Fairly agree 4=Agree.

Table 4.16: Self evaluation of BOM members

| Competencies | Average score (3=fairly high) |
|---------------------------------------|--------------------------------------|
| Effectiveness on staff recruitment | 3 |
| Competence in staff motivation | 3 |
| Strategies of staff development | 3 |
| Staff talent development and turnover | 3 |
| Staff discipline management | 3 |
| Employee separation | 3 |

On their part, members of BOM rated themselves fairly high in all the competencies as shown by an average score of 3 as in Table 4.16. This means that they felt competent enough and therefore equal to the task of being board members of secondary schools thus the BOM have the capacity to carry out staff recruitment at(0.49), staff motivation strategies (0.65), staff development(0.59), staff talent development and turnover(0.64), staff discipline management (0.62) and employee separation(0.74); competently. However, majority of the BOM members felt that the competence needed is not influenced largely by BOMs' levels of education.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on summary of the study, discussion, conclusion, recommendation and suggestions for further studies. The analysis is done in line with the following objectives: To establish the extent to which Board of Management' education qualification, management experience, training levels and professional status influence their competence in management of human resource in secondary schools in Kathonzwani District.

5.2 Summary of the study

The purpose of this study was meant to establish the individual factors influencing Board of Management' competence in human resource management of public secondary schools in Kathonzwani district, Kenya. The study was guided by five objectives that focused the influence of the level of education of BOM, the management experience, he BOM training level, the professional status and the challenges facing the BOM members in managing the human resources in schools. The study adopted the descriptive research design and the main tool for data analysis was a questionnaire, through data analysis the study established that the academic level of majority of BOM members was certificate followed by diploma. The chi-square test shows that when academic qualification is cross-tabulated with BOM self evaluation factors such as effectiveness on staff recruitment, competence in staff motivation, strategies of staff motivation, staff

talent development and turnover, staff discipline management and employee separation, none of these factors has any significant relationship with academic level of BOM members. This means the education level of BOM does not matter in management of human resources in secondary schools.

When the length of service as a BOM member was cross-tabulated with BOM self evaluation on functions, none was found to be significant. These results mean that the length of service as a BOM member does not really matter as far as making an impact in human resource management is concerned. A BOM member can serve in the board for short period time and make an impact in comparison to the one who has served for several years. The study also showed that the current profession is only important as far as strategies on staff development is concerned and does not have an effect on other competencies such as the ones previously mentioned. On whether a BOM member had attended a workshop on school management, majority of BOM members said they had not.

The cross-tabulated of workshop in human resource management attendance was with competences of human resource management, only two factors were found to be significant at 0.05. This can be interpreted to mean that the skills gained by a BOM member when attending workshops or training have effect on staff recruitment as well as their development and turnover. In the evaluation of the BOM competencies, principals felt that the BOM in their schools had the necessary competencies to run the schools. On their part, members of BOM rated

themselves fairly high in all the competencies, meaning that they also felt equal to the task running the schools.

5.2 Conclusions

The study established that BOM members cuts across all the ages and gender however, males dominates females in most BOM in secondary schools in Kathonzwani district, the study also established that most of BOMs are comprised of people with certificate as the highest level of education and that majority of the BOM members are farmers. This implies that the constitution of the BOM is done without emplaning on academic qualification as one of the requirement for one to be considered to be a board member

The study also established that the level of education of the board members does not influence the way he BOM members manage the human resource as it was evidenced by through chi-squire testing whose results indicated that there is no relationship between the level of education of the BOM members and human resource management. However, with the schools principals as the secretary to the BOM members, they have the mandate to guide the BOM on how to manage the human resources in school making the academic qualification of the BOM on management of human resource irrelevant.

The study also established that the length of service (management experience) as a BOM member does not really matter as far as making an impact in human resource management is concerned. A BOM member can serve in the board for

short period time and make an impact in comparison to the one who has served for several years. The results are not in line with earlier results by Okumbe,

The other outstanding results shows that the training of the BOM members plays a key role on the capability of the BOM members to manage human resources especially on staff recruitment and staff talent development and turnover meaning that the skills gained by a BOM member when attending workshops or training have effect on staff recruitment as well as their development and turnover. The research showed that the management bodies largely lacked a sufficient training on management skills which are requisite in management of human resources in secondary schools.

The study also established that the professional status of the BOM members play a major role on management of human resources especially on making strategies of staff development. This means that the current profession status of the BoM members is only important as far as strategizing for staff development is concerned.

5.4 Recommendations

The following are the key recommendations based on the findings:

- i. Results indicate that the period of service as secondary school BOM member does not matter in making an impact in human resource development. This is because even a person who has served in a short period of time can still make an impact. Arising from this finding, there is

need to limit the period of service of a BOM member to a fixed five year term so that members do not sleep on their job of overseeing school matters.

- ii. Since training/workshops have a significant relationship with staff recruitment and development, there is need to intensify the training/workshop attendance of BOM members to sharpen their skills.
- iii. The study also established that the profession status of the BOM members plays a role on management of human recourses especially on matters concerning the strategizing for staff development, in line with this findings the study also established that most of BOMs are comprised of farmers, the study therefore recommends that the appointment of the BOM members should be based on merit where people in careers such as teachers, medics or engineers. Such people can encourage or motivate teachers to further develop themselves through education or financial enrichment.
- iv. Although results show that BOM members have the necessary competence to run schools and that education of BOM members does not matter as far human resource development is concerned, there is need to recruit graduates as board members, which will help lift the profile of the school, especially this time when the country is transiting wholly to the new constitutional dispensation.

5.5 Suggestions for further studies

Based on the finding of this study, the researcher suggests that;

- i. A study on individual factors influencing Board of Management' competence in human resource management should be carried in other districts in order to compare he results since every area has unique characteristics.
- ii. A study can also be carried on the influence of the BOM members on school community relationship since the relationship of the school and the community plays a role on school human resource management.

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APPENDICES
APPENDIX A:
LETTER OF INTRODUCTION

Kimeu Onesmus Mutisya

University of Nairobi
P.O Box 30197
Nairobi.

Dear Respondent,

RE: PARTICIPATION IN RESEARCH:

I am a post graduate student from University of Nairobi pursuing a Masters of Education Degree in Educational Administration and Planning. I am carrying out a study on individual factors influencing Board of Management' competence levels in human and financial resource management in Kathonzwani District, Kenya.

The study will largely be conducted through questionnaires. The questionnaire items are designed for this research project only and therefore the data shall be used for the research propose and respondents' identity will be absolutely confidential and anonymous: no name shall be required from any respondent.

Your participation and co-operation will be highly appreciated.

Yours sincerely

Kimeu Onesmus Mutisya

APPENDIX B
PRINCIPALS' QUESTIONNAIRE

This questionnaire is designed to gather information on secondary schools. BOM members' individual factors vis-à-vis their management competence levels in public secondary schools in Kathonzwani District. Please don't put your name anywhere on the questionnaire. This information will be treated confidentially. Indicate response by ticking (√) appropriately in the box.

Section A: Demographic Information

1. What is your age bracket? Tick (√) in the space provided.
25 – 30 years [] 31 – 35 years [] 36 – 40 years []
41 – 45 years [] 46 – 50 years [] 51 years and above []
2. What is your gender?
Male [] Female []
3. What is your academic and professional qualification?
Certificate [] Diploma [] Degree [] Masters []
Any other (specify) _____
4. How long have you served as a secondary school head teacher?
0 – 5 years [] 6 – 10 years [] 11 – 15 years []
16 – 20 years [] 24 years and above []
5. Have you worked in other secondary schools as a principal?
Yes [] No []
6. Have you ever trained on school management?

Yes [] No []

If yes (explain) _____

7. Have you ever held any other professional position except the current?

Yes [] No []

If yes (specify) _____

Section B: Principals' perception of Board of Management' competence level.

8. How would you rate you Board of Management' competence on the management of your school? Use the key below to tick where appropriate.

Key: strongly agree (5); agree (4); fairly agree (3); disagree (2); strongly disagree (1)

Table 3.2 Principals table of self evaluation

| | Statement | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 1. | BOM members possess adequate level of education | | | | | |
| 2. | BOM member have adequate training on school management | | | | | |
| 3. | BOM members willingly attend meetings when called upon | | | | | |
| 4. | BOM members have knowledge about recruitment guidelines | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 5. | BOM members are actively involved in recruitment of teaching and none teaching staff | | | | | |
| 6. | BOM members give appropriate motivation to teachers. | | | | | |
| 7. | BOM members are involved in disciplining errant teachers | | | | | |
| 8. | BOM members have enough skills on financial management. | | | | | |
| 9. | BOM members are actively involved in budgeting of school finances. | | | | | |

APPENDIX C

BOARD OF MANagements' QUESTIONNAIRE

This questionnaire is designed to collect information about board members' individual factors against their management competences in public secondary schools in Kathonzwani District. Please don't give your name anywhere on the questionnaire for the information provided should and will be treated with confidentiality. Answer by ticking (✓) in the box appropriately

Section A: demographic information

1. What is your age bracket? Tick in the space provided.

25 – 30 years [] 31 – 35 years [] 36 – 40 years []

41 – 45 years [] 46 – 50 years [] 51 years and above []

2. What is your gender?

Male [] Female []

3. What is your academic and professional qualification?

Certificate [] Diploma [] Degree [] Masters []

Any other (specify) _____

4. How long have served as a secondary school BOM member?

0 – 5 years [] 6 – 10 years [] 11 – 15 years []

16 – 20 years [] 24 years and above []

5. What is your position in the secondary school board?

6. Have you worked in any other school board?

Yes [] No []

If yes give details _____

7. What is your current profession? _____

8. What is the professional position you hold?

_____ (e.g. Manager, clerk, accountant)

Section B: Skills of Board of Management in school management.

9. i) Have you ever attended any workshop or training on school management?

Yes [] No []

If YES, for how long? _____

ii) Has the training helped you on school management as a BOM member?

Yes [] No []

If YES, explain _____

10. Are you aware of recruitment guidelines for teachers?

Yes [] No []

11. Do you participate in recruitment of teachers?

Yes [] No []

12. Do you follow guidelines given by TSC on recruitment of teachers?

Yes [] No []

13. Is BOM involved in disciplining teachers?

Yes [] No []

14. Are BOM members involved in making decisions in the school?

Yes [] No []

15. Using the scale below, make an assessment of your skill levels against these management variable: Very high; High; Fairly high; Low; Very low


Table 3.3 Principals' evaluation of BOMs' members in human resource management

| | Skill level | Very high | High level | Fairly high | Low | Very low |
|---|----------------------|-----------|------------|-------------|-----|----------|
| 1 | Recruitment of staff | | | | | |
| 2 | Staff discipline | | | | | |
| 3 | Staff motivation | | | | | |
| 4 | Decision making | | | | | |

Thank you for co-operation

APPENDIX D
LETTER OF AUTHORIZATION: NCST

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/667** Date: **15th May, 2013**

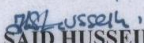
Onesmus Mutisya Kimeu
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **30th April, 2013** for authority to carry out research on *“Individual factors influencing Board of Governors’ competence levels in human resource management of public secondary schools in Kathonzwani District, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Kathonzwani District** for a period ending **30th June 2013**.

You are advised to report to the **District Commissioner and District Education Officer, Kathonzwani District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner,
The District Education Officer,
Kathonzwani District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.

APPENDIX F
RESEARCH PERMIT

PAGE 3

Research Permit No. NCST/RCD/14/013/667

Date of issue 15th May, 2013

Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:


Prof./Dr./Mr./Mrs./Miss/Institution
Onesmus Mutisya Kimeu
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi


has been permitted to conduct research in

Location
Kathonzweni District
Eastern Province

on the topic: Individual factors influencing
Board of Governors' competence levels in
human resource management of public
secondary schools in Kathonzweni
District, Kenya.

for a period ending: 30th June, 2013.


Applicant's
Signature


For: Secretary
National Council for
Science & Technology

APPENDIX E

AUTHORIZATION LETTER

**OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION
AND INTERNAL SECURITY**

Telegrams: "DISTRICTER", Kathonzwani
Telephone: Kathonzwani
Fax:
Ref. No: ADM.3/40 VOL 1 /14



Deputy County Commissioner
Kathonzwani
P.O. Box 1
KATHONZWANI
4th June, 2013

All Assistant County Commissioners
Kathonzwani

RE: RESEARCH AUTHORIZATION – Onesmus Mutisya Kimeu

The above referred person has been authorized by the National Council for Science and technology to carry out a research on *“Individual factors influencing Board of governors competence levels in human resource management of public secondary schools in Kathonzwani District, Kenya.”* ending 30th June, 2013.

This is to introduce him to you

Kindly accord him any necessary support should he approach your office.

A handwritten signature in blue ink, appearing to be 'J.K. Maina', written over a vertical line.

J.K.MAINA
FOR: DEPUTY COUNTY COMMISSIONER
KATHONZWANI

C.C: District Education Officer