

**DETERMINANTS OF BOARD OF MANAGEMENT
MEMBERS' EFFECTIVENESS IN MANAGEMENT OF
DISCIPLINE OF NON TEACHING STAFF IN PUBLIC
SECONDARY SCHOOLS IN KIAMBAA SUB COUNTY,
KENYA**

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

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DECLARATION

This project is my original work and has not been submitted for any award of a degree in any other university

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DEDICATION

I dedicate this work to my wife Linet Wanjiru Waithaka.

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ABBREVIATIONS AND ACRONYMS

BOG	Board of Governor
BOM	Board of Management
CAP	Chapter in the Laws of Kenya
DEO	District Education Officer
KEMI	Kenya Education Management Institute
MOEST	Ministry of Education, Science and Technology
PTA	Parents Teachers Association
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Discipline is the force that prompts individual or groups to observe rules, regulations, standards and procedures. The purpose of the study was to explore the determinants of Board of Management members' effectiveness in management of discipline of non-teaching staff in public secondary schools in Kiambaa Sub County, Kenya. The study sought to determine the extent to which board members' academic qualifications, in-service training, administrative experiences and professional experiences influence their effectiveness in management of discipline of non-teaching staff in Kiambaa Sub County.

The research adopted descriptive survey research design. The study targeted all the 23 head teachers, 299 board members and 862 non-teaching staff from secondary schools in Kiambaa Sub County (Kiambaa Sub County, 2014). In this study the sample size was 15 head teachers, 230 non-teaching staff and 100 boards of management members. Stratified sampling was used to ensure all types of schools (National, Extra County and Sub-County schools) in the target population were represented in the sample in proportion to their members in the population. Data was collected by use of questionnaires. Data collected was analyzed using descriptive statistics in terms of tables, percentages, frequency and means.

The study findings established that: majority of the board members had university degrees, in-service training of the board members was important and most of board members with professional and administrative experiences in human resource management had competency to perform their duties effectively.

The researcher recommended: board members to have at least university degree, in-service training to education managers at all levels be enhanced and board members with high administrative and professional experiences.

The researcher suggests detailed study on determinants of board of management members' effectiveness in management of non-teaching staff discipline in Kenya public schools at large.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Lunenburg and Ornstein (2012) defined discipline as the force that prompts individuals or groups to observe rules, regulations, standards and procedures deemed necessary for an organization. Further, they noted that discipline can either be positive or negative. Positive discipline involves creation of an atmosphere in an organization whereby employees willingly conform to the established rules. Mullins (2005) noted that positive discipline can be achieved through rewards and effective leadership. He pointed out that under negative discipline, penalties are used to force the workers, to obey rules and regulations out of fear of warnings, penalties and other forms of punishment.

Mosley (2008) observed that unfair management practices, absence of effective leadership, communication barriers, defective supervision, divide and rule policy, victimization, inadequate attention to personnel problems, differing settlement of employees' grievances and mismanagement in promotion and placement are causes of workers' indiscipline. He further observed that reporting to work late, defiance, insubordination, stealing of the organization property, incitement, laziness, absence from duty without permission and fighting with colleagues are workers' indiscipline. School board members in all the states of America are generally more educated than broader American public. Three quarters of the board members have at least a four year college degree while others have a graduate degree (UNESCO, 2005). The high academic qualification of board members provide them with knowledge, skills and training which have improved

the management of secondary schools and discipline of both teaching and non teaching staff in America. Tondeur (2008) observes that university qualification in education, professional experience in education, sufficient knowledge in management and accountancy, and knowledge of the Rwanda laws are requirements for one to be appointed secondary school board member in Rwanda. He further observed that these qualities enhance participatory management that allow better information flow and dialogue and creates an atmosphere in which all partners take part in decision making and feel a sense of ownership and responsibility. Consequently, participatory management has established a high disciplined non teaching staff.

Vicky (2001) observed that many secondary schools governing bodies in post apartheid South Africa were greatly undermined by inadequate training of board members. Thus the ineptness of managerial skills due to lack of training compromised their effectiveness as school managers including the management of discipline of non teaching staff. Board of management members trained in education management acquire skills and knowledge which enable them discharge their mandate competently including management of non teaching staff discipline.

Education Act Cap 211 (Republic of Kenya, 1968) established the school Boards of Governors (BOGs) for secondary schools, teacher colleges, polytechnics and institutions of technology which are currently called Boards of Management (BOM). BOGs were established to manage public secondary schools on behalf of the government. It is the responsibility of the BOGs to recruit, appoint, and

discipline non teaching staff. In 1981, the government of Kenya established Kenya Education Staff Institute (KESI) currently called Kenya Education Management Institute (KEMI) for the purposes of conducting management training for all cadres of education management staff including secondary schools board members (MOEST, 2008). However, a report of the task force on student unrest and indiscipline in Kenya secondary schools (2001) observed that KESI had not been able to achieve its stated objectives for lack of adequate capacity to carry out sustainable education programmes and clear government policy on training of education stakeholders. The need and demand for education management training had remained unfulfilled. The report further noted that most Boards of Governors members lacked the necessary knowledge on management and administration of secondary schools. As a result, there was poor supervision on non teaching staff when carrying out their duties.

Odhiambo (2004) in his study to establish factors inhibiting Boards of Governors management of public day schools found that educational attainment of BOG members affected the extent to which they are effective in their roles. Board members with high academic qualifications, management experience and training on education management provided sound leadership in schools which included prudent management of non teaching staff discipline. The study recommended that individuals to be appointed as BOG members not only should have high educational attainment but also be trained in educational management.

Report of the Presidential Working Party on Education and Manpower Training for the next decade and beyond (1998) observed that boards of governors role in

management of education institution is crucial and, therefore, education institutions should have their boards appointed on time and their members carefully selected to ensure boards have committed members with complementary talents to enhance management and maintenance of high standards of education and training. The report further noted that discipline of pupils, teachers and non teaching staff is a main function of the secondary school board. To achieve this objective the report recommended that members of the board of governors and school committees be appointed from among persons who have qualities of commitment, competence and experience which would enhance management of discipline. In support of Report of the presidential working party on Education and Manpower training for the next decade and beyond (1988) the session paper No. 6 of 1988, recommends that, board of governors and school committees be appointed from among persons who are committed, competent and experienced in education and human resource management as this would enhance management and development of educational institutions. To ensure secondary schools boards of management are efficient in management of education, Kenyan government policy document, sessional paper No.1 of 2005, emphasizes that there should be a strong linkage for ensuring that members of BOG are regularly trained in management of school affairs, professionalism in discharge of their duties, their judgment in the daily coordination and running of schools (MOEST, 2005).

Okumbe (2001) contends that it is not possible to appoint all members of the school board who are well educated and knowledgeable in education management. Kenya Education Management Institute (KEMI) offers education

courses to secondary schools board of management members on effective leadership and good governance, human resource management, conflict resolution and peace building, performance management, effective communication, finance management and negotiation skills (MOEST,2001). The training equips board members with skills and knowledge required to handle governance challenges including discipline management of non teaching staff.

1.2 Statement of the problem

Kenya Secondary Schools Heads Association (KSSHA) Kiambu County branch organizes seminars and workshops for secondary schools principals in Kiambu County on annual basis. Principals who are members of the board and secretaries to the boards are in serviced on effective management of human resource in their respective schools. The ministry of Education, Science and Technology through Kenya Education Management Institute (KEMI) has developed in service training where board members are equipped with skills to manage discipline of non teaching staff. However, despite the government effort to ensure smooth running of secondary schools, cases of non teaching staff indiscipline were reported in Kiambaa sub county secondary schools which include theft of school property, reporting to school late, incitement of students against administration, illegal supply of drugs to students, insubordination (DEO 2013). Kiambaa Sub County experienced strikes in six public secondary schools in the year 2012. Kiambaa Sub County Education office (2013) attributed some of the strikes to incitement of students by non teaching staff. Some non teaching staff colluded with students to sneak into the school compound mobile phones and drugs for the students.

1.3 Purpose of the study

The purpose of this study was to investigate determinants of Board of Management members' effectiveness in management of discipline of non-teaching staff in public secondary schools in Kiambaa Sub County, Kenya.

1.4 Objectives of the study

This study aimed at achieving the following objectives:-

- a) To determine the extent to which academic qualifications of Boards of Management members influence effective management of discipline among non-teaching staff in Kiambaa Sub County.
- b) To examine the extent to which in-service training of Boards of Management members influence effective management of discipline among non-teaching staff in Kiambaa Sub County.
- c) To determine the extent to which administrative experience in human resource management of Board of Management members influence effective management of discipline among non-teaching staff in Kiambaa Sub County.
- d) To determine the extent to which professional experience in handling human resource of Boards of Management members influence effective management of discipline among non-teaching staff in Kiambaa Sub County.

1.5 Research questions

The following questions form the basis of this research:-

- a) To what extent do academic qualifications of Board of Management members influence effective management of discipline among non teaching staff in Kiambaa Sub County?
- b) To what extent does training of Boards of Management members influence effective management of discipline among non teaching staff in Kiambaa Sub County?
- c) To what extent does administrative experience in human resource management of Board of Management members influence effective management of discipline among non teaching staff in Kiambaa Sub County?
- d) To what extent does professional experience in handling human resource of Boards of Management members influence effective management of discipline among non teaching staff in Kiambaa Sub County?

1.6 Significance of the study

The findings may be useful to Kenya Education Management Institute (KEMI) in identifying the training needs of the BOM for structuring capacity building programmes for them. The findings may also be useful to the Ministry of Education, Science and Technology in formulating an appropriate policy and criteria that BOM nominating panels should use to appoint board members who may be effective and efficient in managing discipline of non teaching staff in respective secondary schools. The findings of this study may help schools improve services delivery to students, have disciplined students and improve schools academic performances both in internal and external examinations.

1.7 Limitations of the study

Limitations are aspects of the study that the researcher knows may adversely affect the results or generalization of the results of the study, but over which he/she has no direct control over (Orodho, 2005). Kiambaa Sub County had a small proportion of secondary schools as compared to the entire number of secondary schools in Kenya and hence could not claim to be a representative for the rest of secondary schools in Kenya.

The researcher depended on the cooperation of the respondents for data collection procedures and responses. However, some respondents were unwilling to give information on non teaching staff indiscipline in sensitive issues like sneaking of illegal drugs into school, incitement of students against administration and sexual immorality between students and non teaching staff even after the researcher assured them confidentiality of their identities.

1.8 Delimitations of the study

The delimitation of the study is setting boundaries of study or limiting the scope of study to make it manageable (Mugenda & Mugenda 2003). The research was delimited to public secondary schools only, BOM members, head teachers and non teaching staff in public secondary schools in Kiambaa Sub County.

1.9 Assumptions of the study

The study was carried out on basis of the following assumptions:

- i. All the respondents gave genuine, truthful and honest responses to the questionnaires.
- ii. All public secondary schools in the area of the study had legally constituted Board of Management.

1.10 Definitions of significant terms

The following are significant terms used in the study:

Board of Governors refers to legal body entrusted by the Government with the responsibility of managing secondary schools and tertiary institutions before ratification of Basic Education Act in January 2013.

Board of Management refers to a legal body entrusted by the Government with the responsibility of managing secondary schools in education after ratification of Basic Education Act in January 2013.

Determinants these are factors that positively influence BOM members' effectiveness in discipline management of non teaching staff.

Effectiveness refers BOM success in management of discipline among non teaching staff.

Participatory management means that responsibilities are shared; consultations, dialogue and communication are pillars of team work in effective learning organization.

Staff discipline refers to a condition in the organization where employees conduct themselves in accordance with organizations rules and standards of acceptable behavior.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of 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 and definitions of the significant terms. Chapter two deals with literature review on the definition and purpose of discipline, types of discipline, factors to consider when disciplining non teaching staff, principles that guide effective disciplining of non teaching staff, training of school board of management, academic qualifications of members of board of management, summary of literature review, theoretical framework and conceptual frame work. Chapter three consists of research methodology focusing on research design, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis techniques. Chapter four focuses on data analysis, data presentation and interpretation. Chapter five covers the findings summary, conclusion, recommendations of the study and area of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section, literature was reviewed under the following headings; definition and purpose of discipline, types of discipline, principles of effective support staff discipline, training of the Boards of Management, academic qualifications of the school boards of management, summary of the literature review, theoretical framework and conceptual framework.

2.2 Definition and purpose of discipline

Discipline is a controlled, ordered behavior resulting from obedience of the rules or self control, doing the right thing at the right place and one of the life's paradoxes that leads not to repression but freedom (Kyungu, 1999). Mwangi (2006) observes that discipline is a training that corrects, molds, or perfects knowledge, attitudes, behaviors or conduct. According to Moles (2007) school discipline has two main goals: to ensure the safety of staff and students and to create conducive environment for teaching and learning. Mwangi (2006) contends that discipline leads to self-control, promotes conditions leading to orderly behavior in work environment, and renders punishment for improper behavior.

Munyasya (2008) argues that discipline is vital because no group can work together successfully without established standards of behavior, mutual respect and desirable system of values. It is these values that lead each person in a group

to develop self-control and self-direction. Thus without discipline aims and aspirations of the school cannot effectively be realized.

2.2.1 Types of discipline

There are two types of discipline namely preventive and corrective (Kasambira, 1997). Preventive discipline refers to the administrative actions taken by the education managers to encourage employees to follow the standards, rules and regulations which prevent infractions and stimulate the students to meet the organizations' expectations enthusiastically. Corrective discipline refers to the administrative actions that follow an infraction of a rule in order to discourage further infringement of the rule. The main aim of corrective discipline is to reform the offenders, to deter others from similar actions and to maintain consistent effective group standard (Davis & Newsrom, 1999).

2.2.2 Principles of effective support staff discipline

Okumbe (1999) noted that clear advance warning, immediate action, consistent and impersonality are main principles prerequisite in effectively disciplining non teaching staff. Mosley (2008) noted that employees should know what is and what is not expected of them. There should be a clear warning that a given offence will lead to a discipline, and a clear warning of amount of discipline that will be imposed for an offense. Moles (2007) argued that disciplinary process should begin as soon as the school managers notice a violation. This is important because an employee may assume that the supervisor is too weak to enforce the rules, or an employee may believe that the supervisor does not value the rule important enough to be enforced. Okumbe (1999) argued that similar circumstances should

be administered with similar discipline and after administering discipline to an employee, supervisors need to retain a normal relationship with that person.

2.3 Training of Boards of Management and discipline of non teaching staff

Mahoney (1988) defined training as a systematic process by which individuals learn skills, abilities, knowledge or attributes to further organizations or personal goals. He argued that BOGs members should be trained to enable them be more knowledgeable, confident, determined and effective in their roles. Banks (2002) observed that inadequate training of BOGs members in Scotland as a hindrance to their role in school management. Omollo (2011) defined 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, abilities and attitudes needed by the organization. Kagendo (2010) argues that training is learning activity which is directed towards acquisition of specific knowledge and skills for the purposes of an occupation/or task. She noted that management requires technical skills that can only be acquired through training. The focus of the training is the job or task while the aim is to have efficiency and competent management in the organization.

Kamunge Report (1988) reiterated that the Kenya Education Management Institute (KEMI) training be expanded to provide in-services training to all heads of educational and training institutions and other personnel involved in various aspects of institutional management for them to acquire the necessary skills for competent management to be attained. Hackett (1998) points out that, failure to provide enough continuous board members training and development to fill

identified future needs poses a threat to the institution. Good training enables a school manager to build capacity required to handle discipline challenges of non teaching staff. Republic of Kenya (1999) Totally Integrated Quality Education and Training (TIQET) report noted that secondary schools Board of Governor members had not been exposed to adequate management training. Further the report pointed out that majority of board of governors members lacked adequate supervisory competencies to utilize available information for management purpose. Therefore, the management of education institutions in Kenyan secondary schools was found to be weak because most of board of governors members lacked quality management capabilities through in service training. As such many secondary schools board of governor members, lacked adequate capacity to oversee and account for utilization of human resource under them including the discipline of non teaching staff. The national 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 organized either by the school or by the Ministry of Education Science and Technology.

Kipnuse (2001) found that most of the school managers take up management positions without formal training in education management hence lack of confidence in disciplining non teaching staff. Training of BOM members in human resource management improves their effectiveness in handling discipline of non teaching staff. Okumbe (1999) agreed that training improves managers effectiveness in discharging their functions. It is therefore important that training

needs for board members in handling personnel are identified immediately they are appointed and be in serviced since this would render them effective in non teaching staff discipline management. Magin (2005) noted that BOG members who are not inducted after their appointment performed their duties through trial and error. He argued that effective disciplining of both teaching and non teaching staffs by school managers require training.

2.4 Academic qualification of Boards of Management in management of non teaching staff discipline

Three quarters of secondary school board members in United State of America have at least a four year college degree while others have a graduate degree (UNESCO, 2005). Skills and knowledge acquired from high education assist board members to handle competently support staff indiscipline cases. Mbiti (2008) contends that if board functions have to be accomplished, BOG members should be educated to at least Form four level or possess good experience, commitment and intelligent. Magin (2005) noted that there is confusion in public schools management of non teaching staff discipline because many BOGs members are appointed without having required credential in education. He contends that the members of management boards should be people with sufficient practical knowledge in educational management to effectively handle discipline of non teaching staff. Kindiki (2009) established that members of BOG were incompetent in handling discipline of both teaching and non teaching staff because majority of them were semi illiterate. He cited low education standards of

BOM and lack of training in school management as hindrances to effective non teaching staff discipline management.

The BOMs are charged with the responsibility of policy making and policy implementation, maintenance of discipline, upholding high academic standards for the school, recruiting members of teaching and non teaching staff, controlling financial management and initiation of development projects for the schools (MOEST, 2002). In recognition of the challenges facing board members in the management of public secondary schools, MOEST is categorical that the minimum qualification of BOM membership should be secondary level (Kenya Certificate of Secondary Education) and the chairman of the board should preferably be a university graduate or a professional of high integrity. However, the policy has no provision for scrutiny of the board members certificates.

Osure (1996) in his study on PTAs and BOGs in Kisumu District stated that conflicts do exist between the BOG and PTA in management in interpreting policies that guide management of the secondary schools. Hence to iron out these differences, head teachers recommended that both board of management committees members and PTA should be drawn from various professional cadres and that illiterate people should not be made members of BOM or PTA or committee. Therefore, board 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 childrens Act and Public health Act.

2.5 Summary of the literature review

Banks (2002) in a research carried in Scotland noted lack of adequate training for BOG members is a hindrance in discipline management of non teaching staff. Kagendo (2010) observed that BOM members require technical skills acquired through training to competently handle support staff discipline. Mbiti (2008) noted that board members with at least form four level of education and relevant knowledge in education may qualify to deal competently with discipline management of non teaching staff. Kamunge Report (1988) established that members of the BOG were incompetent in school management because majority was not learned and as such their services were not found to be useful in schools.

2.6 Theoretical framework

This research was based on bureaucracy theory of management which was developed by Max Weber. According to Mullins (2005) bureaucracy has a well defined formal hierarchy and chain of command that distinguishes the level of authority within an organization with individuals who hold higher positions supervise and direct lower positions within the hierarchy.

In bureaucracy, management is by rules and regulations which provide a set of standard operating procedures that facilitate consistency in both organizational and management. Ministry of Education, Science and Technology established secondary school board of management, its mandate and set of rules and regulations to be followed by BOM in discharging its responsibilities. Authority to discipline non teaching staff is vested in school management board which

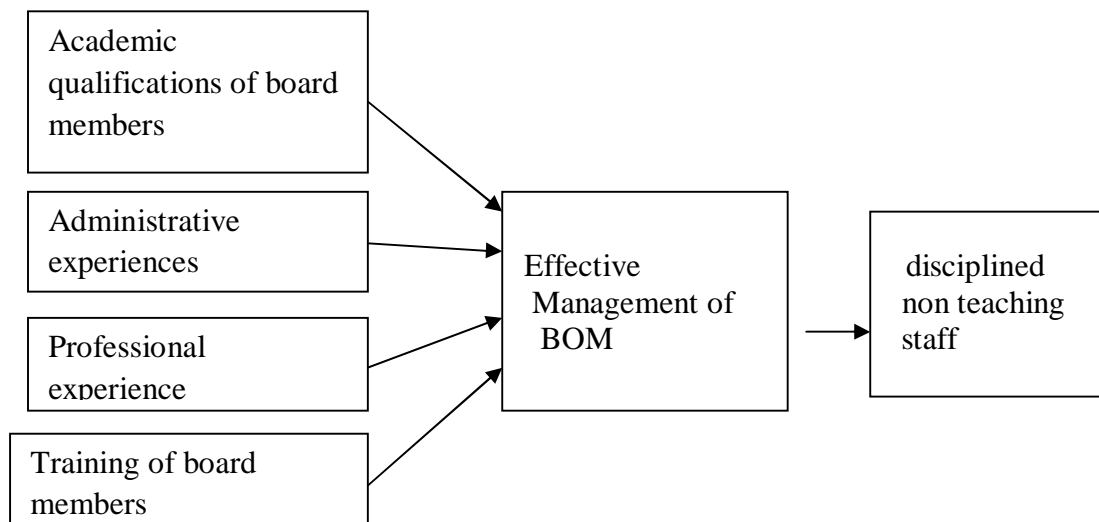
should follow laid down procedures and policies when disciplining non teaching staff. Therefore, the school board of management members should have adequate education; in service training in education management and administrative skill in human resource to ensure efficiency and effectiveness in exercise of authority in handling discipline of non teaching staff.

Public secondary schools are organizations with formal structure, rules, and regulations and follow government policies in day today operations. Therefore, disciplining of non teaching staff requires use of policies and rules that demand board members with adequate education, experience and in service training for them to be effective.

2.7 Conceptual framework

Orodho (2005) defines conceptual framework as a model of presentation where a researcher conceptualizes or represents relationships between variables in the study and shows the relationship graphically or diagrammatically. The conceptual frame work in the figure below shows how the various variables: professional experiences, academic qualification, training affect school boards on managing discipline of non teaching staff.

Figure 2.1: Interrelationships between study variables



Training is the acquisition of knowledge, skills and competencies as a result of the teaching of practical skills and knowledge that relate to specific useful competencies. Effective board of management training equips board members with skills needed to perform their duties effectively including management of non teaching staff discipline. Trained board members understand discipline procedure, labor relations, create and implement strategies of handling non teaching staff discipline. Negotiation, coordination and team building are administrative skills acquired through in service training that help board members promote good working environment in schools, cultivate high morale among staff and create strong, productive and disciplined teams in school. The disciplined teams assist eliminate many indiscipline cases among non teaching staff. High academic qualification and experience on secondary schools discipline practices enables board members have good understanding, clear perception and prudent judgments when handling non teaching staff discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research design

This study used descriptive survey as method of research. The purpose of this design is to study the relationships that exists, practices that prevail, beliefs and attitudes held or trends that are developing (Best & Khan, 2004). Borg and Gall (1989) noted that descriptive survey produce statistical information about aspects of education that interest policy makers and educators. The researcher used descriptive survey in this study to generate opinions of the respondents and consequently analyze why some boards of management are not effective in management of discipline among non teaching staff.

3.3 Target population

Orodho (2005) defines target population as all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the study. According to Kiambaa Sub County data return form, the district has 23 public secondary schools, 23 head teachers, 862 non teaching staff and 299 members of Board of Management in public secondary schools (Kiambaa Sub County Education Office, 2013).

Table 3.1: The target population

Category	Target population
Head teachers in public secondary schools	23
Board members in public secondary schools	23 x13 =299
Non teaching staff	862
Target population	1184

3.4 Sample size and sampling technique

Ogula (1998) defines sample as the individuals, set of respondents or groups of individuals that participate in the study and are selected to represent the actual population. According to Mugenda and Mugenda (2003) 10 percent of the target population can be picked as a sample size. In this study, the sample was 15 head teachers, 230 non teaching staff and 100 Boards of Management members. The study employed stratified sampling as a sampling technique. According to Welman and Krunger (2004) stratified sampling involves dividing the population into homogeneous sub-groups and thereafter taking simple random sampling in each sub group to determine the sample size.

3.5 Research instruments

Mugenda and Mugenda (1999) define research instrument as a tool or device that enables one to gather or collect data with a view to answering the stated questions. This study used questionnaires for head teachers, board of management members and non teaching staff. As the research instruments Kombo and Tromp (2006) point out that a questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint. A questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The questionnaires consisted of two sections: section A dealt with demographic information of the respondents while section B dwelt with questions relating to the discipline of non teaching staff. The researcher developed research instruments with assistance of the supervisors and experts from the Department of Educational Administration and Planning.

3.5.1 Instrument validity

Validity is the degree to which a test measures what it purports to be measuring (Kombo & Tromp, 2006). Borg and Gall (1989) observed that a questionnaire will be said to be valid if it yields the information it was intended to get from the respondents. Validity is concerned with soundness and effectiveness of the measuring instrument which are important in establishment of accuracy and truthfulness of the research.

The researcher used piloting to find out if the responses from respondents reflected what was intended to be established. In this study, a pilot study was

conducted with 3 head teachers, 10 board members and 20 non teaching staff. The schools where respondents were chosen for pilot study were not included in the final study.

3.5.2 Instrument reliability

Reliability is the consistency levels of results of data after repeated trials (Mulusa, 1990). The researcher used test-retest technique to determine the reliability of the research instrument. Orodho (2005) noted that test-retest technique usually involves administering the same instrument twice to the same group of the same subjects. Test-retest reliability also referred to as coefficient of stability is the degree to which scores are consistent over a time. The questionnaires administered to the respondents in pilot schools were similar to those in the sample. According to Orodho (2004) the number in the pre-test should be 10% of the entire sample. In this study 3 head teachers, 10 board members and 20 non teaching staff were selected. Items that were unclear, repetitive or ambiguous were analyzed. Pearson's product moment correlation formula was employed to compute the correlation coefficient to establish the extent to which the content of the questionnaires were consistent in eliciting the same responses over time the instrument is administered.

The formula for computing the Pearson coefficient is as follows

$$r_{xy} = \frac{N \sum xy - (\sum x) \sum y}{\sqrt{N \sum x^2 - (\sum x)^2 (N \sum y^2 - (\sum y)^2)}}$$

Where r_{xy} = Pearson coefficient of correlation

N= number of subject

\sum = Sum

X = scores on the test

Y = scores of the other test.

A Pearson product moment correlation coefficient of 0.78 was realized using the formula above with the help of SPSS software. The reliability of standardized test is usually expressed as a correlation coefficient, which measures the strength of association between 0.00 and 1.00 with the former showing that there is no reliability and the latter shows that there is perfect reliability which is an ideal

According to Mugenda (1999) reliability coefficient of above + 0.6 is satisfactory while Orodho (2005) noted that a correlation coefficient of about 0.75 should be considered high enough to judge the reliability of the instrument.

3.6 Data collection procedure

Data collection commenced after receiving a research permit from MOEST through National Council for Science, Technology and Innovation. The permit was acquired after presenting an introduction letter from the Chairman Department of Educational Administration and Planning. The researcher administered questionnaires to the respondents during the pilot and the main study. Duration of one week was given to respondents to fill the questionnaires before they were collected for data analysis.

3.7 Data analysis techniques

Kombo and Tromp (2009) define data analysis as the examining of what has been collected in a study/survey and making deductions and inferences. After gathering data, analysis started by systematically assigning each item numerical values which was coded. This was done after checking whether all questionnaires had been filled in correctly. Quantitative data derived from the demographic section of the questionnaire was analyzed using descriptive statistics while qualitative data generated from open ended questions in the research instrument was organized into themes and patterns, categorized through content analysis and then tabulated. In this study quantitative data collected was computerized by use of Statistical Package for Social Sciences (SPSS) program analysis. The researcher used analyzed data to make conclusions and inferences.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers questionnaire return rate and demographic information of the respondents. It also covers academic qualifications, in service training, administrative and professional experiences of board members influence on discipline management of non teaching staff.

4.2 Questionnaire return rate

Response rate is the proportion of the sample that participated in all the research procedures. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent response rate is good and 70 percent response rate is very good. Table 4.1 gives a summary of the response rate:

Table 4.1: Questionnaire return rate

Category	Sample targeted	Questionnaires collected	Percent return rate
Head teachers	15	13	86.66
Board members	100	56	56
Non teaching staff	230	190	82.61
Totals	345	259	75.07

From Table 4.1 a total of 345 questionnaires were administered, out of which 259 were collected. An average response rate of 75.07 percent was obtained which was deemed adequate for data analysis.

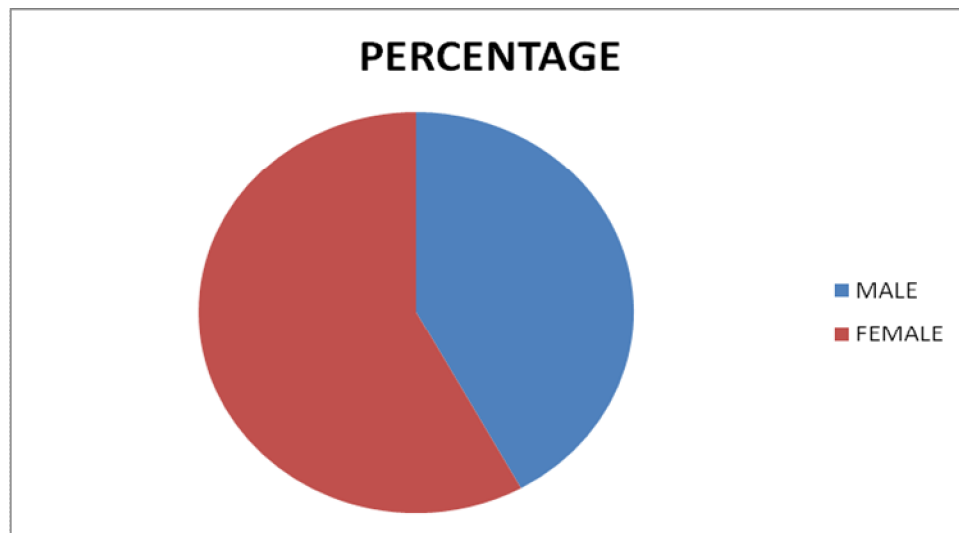
4.3 Demographic Information

This section presents the demographic information:- gender, age, education level, years of service in the school, non teaching staff indiscipline cases and departments the non-teaching staffs work for. This section was of significance in understanding the nature of the population of study and how the general characteristics impacted on the study variables.

4.3.1 Gender of the Respondents

The respondents were asked to indicate their gender. The results were as shown in Figure 4.1

Figure 4.1: Gender of the respondents



From figure 4.1, 58 percent of respondents were female as they were the majority in the sample population and only 42% were male. Though there were more female respondents than male respondents, the Kenya Constitution (2010) rule of a third of either gender working in any institution had been achieved.

4.3.2 Distribution of the respondents by age

The respondents were asked to indicate their age .The results are shown in the Table 4.2

Table 4.2: Age distribution of the respondents

Category/Age	Head teachers	Board members	Non teaching staff
20 -25	–	–	36
26-30	–	–	15
31-40	–	19	80
41-50	10	20	50
50 and above	5	17	9
Total	15	56	190

From table 4.2 most of the head teachers and board members were aged above 41 years of age. This is the age at which the combination of youthful energy and experience is expected to be its peak.

4.3.3 Years of service to school as head teacher and non teaching staff

The respondents were asked to indicate the duration they had served secondary school as head teacher or non teaching staff. The results are shown in Table 4.3

Table 4.3: Years in Service to school as head teacher and non teaching staff.

Category/Age	Head teachers	%	Non teaching staff	%
0 ó 5 years	2	15.38	31	16.31
5 -10 years	5	38.46	42	22.11
11- 15 years	4	30.77	53	27.89
15 -20 years	1	7.69	49	25.79
20 and above	1	7.69	15	7.89
Total	13	100	190	100

From table 4.3 majority (80 %) of head teachers had an experience of 5 years and above in the management of secondary schools.

4.3.4 Distribution of non teaching staff by areas of operation

Distribution of non teaching staff by areas of operation was recorded. The summary of the findings is given in the Table 4.4 below.

Table 4.4 Working section for non-teaching staff members

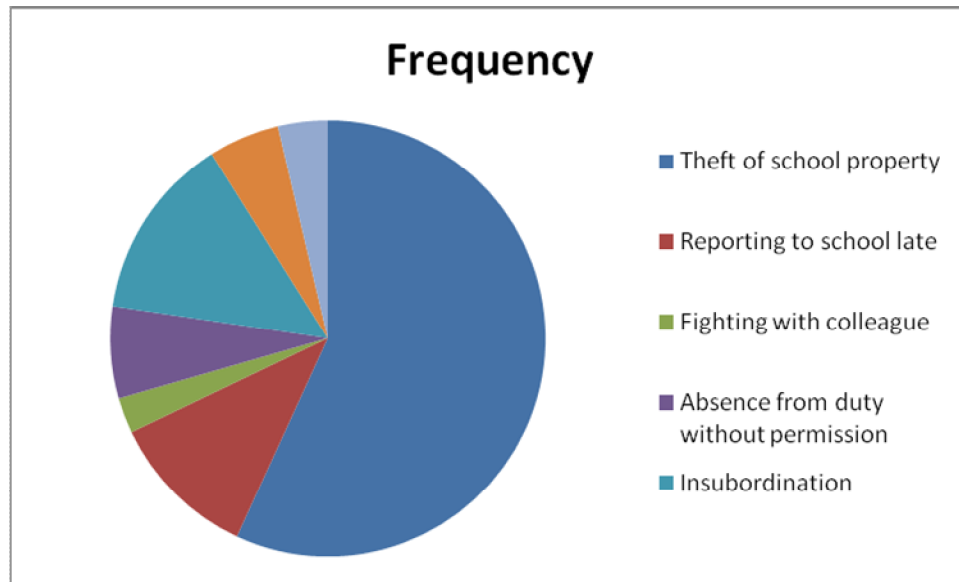
	Respondent	Frequency	Percent
Valid	Accounting	27	14.21
	Security/drivers	38	20
	Catering	51	26.56
	Storekeeping	24	12.63
	General maintenance	23	12.11
	Secretaries/ clerical officers	28	14.73
	Total	190	100.0

From table 4.4 most of the non-teaching staff members worked in the catering department while general maintenance department had lowest number of non teaching staff.

4.3.5 Non teaching staff indiscipline cases

The non teaching staff was asked to indicate the common indiscipline cases they were involved in. The summary of the findings is given in the figure 4.2 below.

Figure 4.2: Non teaching staff indiscipline cases



From figure 4.2, the study revealed that 61% of respondents indicated theft of school property was the common indiscipline case among the non teaching staff. The other indiscipline cases were as follows: 10.6% reporting to school late, 2.7% fighting with colleagues, 14.4% insubordination, and 7.0% absence from duty without permission, 3.8% inciting students against administration and 5.5% sneaking illegal substances into the school compound.

4.4 Academic qualifications of B.O.M members and discipline management of non teaching staff

The study sought to know the academic qualifications of BOM members. The findings are indicated on the Table 4.5 below.

Table 4.5: Board members' academic qualifications

Academic level	Frequency	%	Relevant knowledge in education management	%	No knowledge in education management	%
KCSE	12	21.43	–	–	12	100
Certificate	7	12.5	2	28.56	5	71.44
Diploma	5	8.92	3	60	2	40
Degree	15	26.79	7	46.66	8	53.33
Masters	9	16.07	3	33.33	6	66.67
PHD	8	14.46	5	62.5	3	37.5
Total	56	100	20	35.71	36	64.29

From Table 4.5 majority of respondents (57.14 %) were holders of university degrees. The study findings revealed that five doctorate holder respondents were lecturers in education institutions of higher learning and possessed skills in the following areas: human resource management in education, educational administration, public administration and business administration. The study findings showed that their education in area of administration provided them with

experiences which are relevant to management of non teaching staff discipline. The other degree holders were masters and undergraduates who were education administrators with ministry of education and tutors of tertiary institution. All of them had done administration courses on motivation, negotiation skills, leadership, conflict resolution and communication in education which they confessed assisted them to handle discipline of non teaching staff in a quality manner.

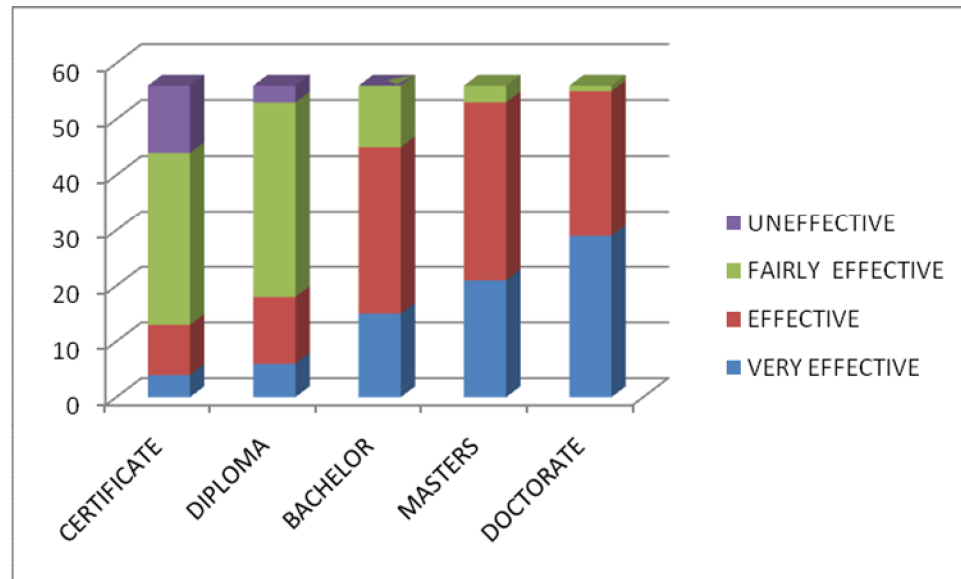
The head teachers who filled the questionnaires commented that doctorate and masters holders with relevant knowledge in education management were enriched with skills and knowledge to handle non teaching staff discipline. They noted that at diploma and degree level one is taught administration in narrow perspective while at master and doctorate level management of secondary schools and administration at large is taught in details.

The findings are in line with Basic Education Act (2013) which is categorical that the minimum academic qualification for a board chairman is a university degree.

The findings of this study are similar with Tondeur (2008) who noted that university degree enhances participatory management which facilitate establishment of highly disciplined support staff. The findings of this study are also similar with Mweseli (2005) who found that board members with at least university degree, good experiences, commitment and intelligence are effective and efficient in management of non teaching staff discipline.

The study sought to know from respondents to what extent the level of education influenced the B.O.M members' effectiveness in management of non teaching staff discipline. The summary of the findings is given in the figure 4.3.

Figure 4.3: Board members' education and non teaching staff discipline.



From figure 4.3 doctorate, masters and bachelor levels of education had the highest number of both very effective and effective board members.

The findings of this study are similar with Njenga (2010) who noted that for board members to be effective in discharge of their duties including management of non teaching staff discipline must have a university degree and understand school management. She further noted that at least undergraduate relevant studies in management assist BOM members in acquisition of skills and knowledge for effective management of non teaching staff discipline.

4.5 In-service training of BOM members and discipline management of non teaching staff

On being asked to indicate the in service courses which they had attended, the respondents responded as indicated in Table 4.6 below

Table 4.6: Board members' in service training

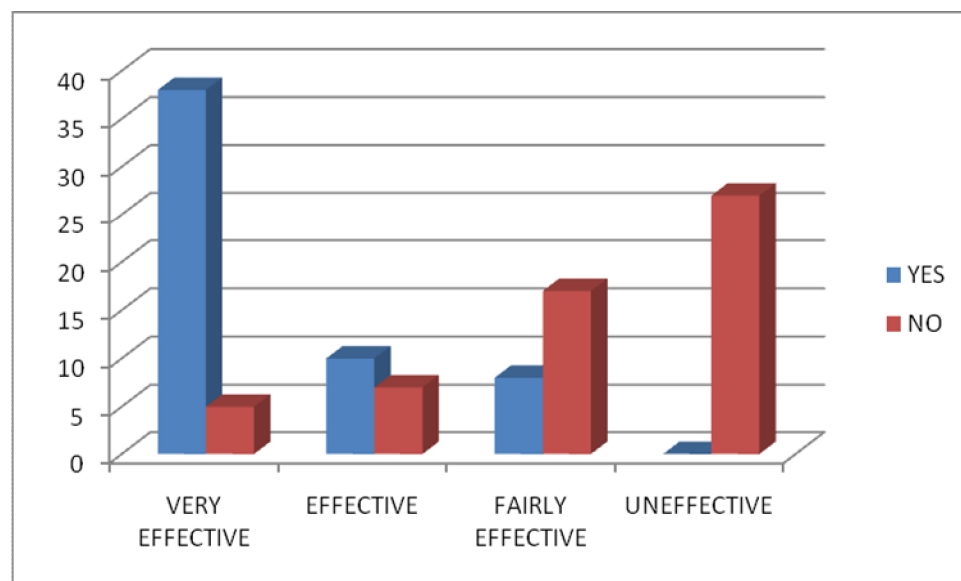
In service course attended	Yes	Yes	No	No
	Frequency	Percent	Frequency	Percent
Human resource planning	18	32.14	38	67.86
Human resource management	29	51.76	27	48.24
Team building	42	75	14	25
Conflict resolution and discipline management of school staff	31	55.36	25	44.64
Financial management	13	23.21	43	76.79
Project management	9	16.07	47	83.93
Strategic planning	38	67.86	18	32.14

From table 4.6 team building, strategic planning and conflict resolution and discipline management of staff are the main in-service courses attended by the board members. From the questionnaires the board members commented that in service training improve quality of service delivery and ineptness in management mitigated.

The study agreed with Kathryn and David (1991) who observed that in service training strengthens board members skills, knowledge and attitude which improve their competency in management of non teaching staff discipline. The findings of this study are similar with (Dessler, 2008) who observed that in service training on courses such as communication, human resource management and legal issues in education improves board members effectiveness in discipline management of non teaching staff.

The second objective of the study sought to find out the influence of in service training of members of BOM on discipline of non teaching staff. To address this objective the board members were asked the extent to which courses attended helped them acquire necessary skills for non teaching staff discipline management.

Figure 4.4: Board members' in service training and non teaching staff discipline



The board members who filled the questionnaires commented that in service courses help BOM members acquire skills and knowledge for effective management of non teaching staff discipline. They further noted that to attain a dedicated, disciplined, motivated support staff and achieve school mission and vision, in service training of board members is necessary. The findings of this study are similar with Mwikali (2006) who noted that in service training familiarize board members with skills required for effective management of support staff discipline.

4.6 Administrative experiences of BOM members and discipline management of non teaching staff

The study sought to know the administrative experiences of BOM members. The summary of the findings is shown in the Table 4.7 below

Table 4.7: Board members' administrative experiences

Administrative experiences	Yes		No	
	Frequency	percentage	Frequency	percentage
Administration at universities	2	3.57	54	96.43
Administration at tertiary institutions and colleges	7	12.5	49	87.5
Administration in corporate business world	19	33.93	37	66.07
Public administration	5	8.93	51	91.07
Administration in non governmental organization	6	10.71	50	89.28
Administration in private businesses	36	64.28	20	35.71

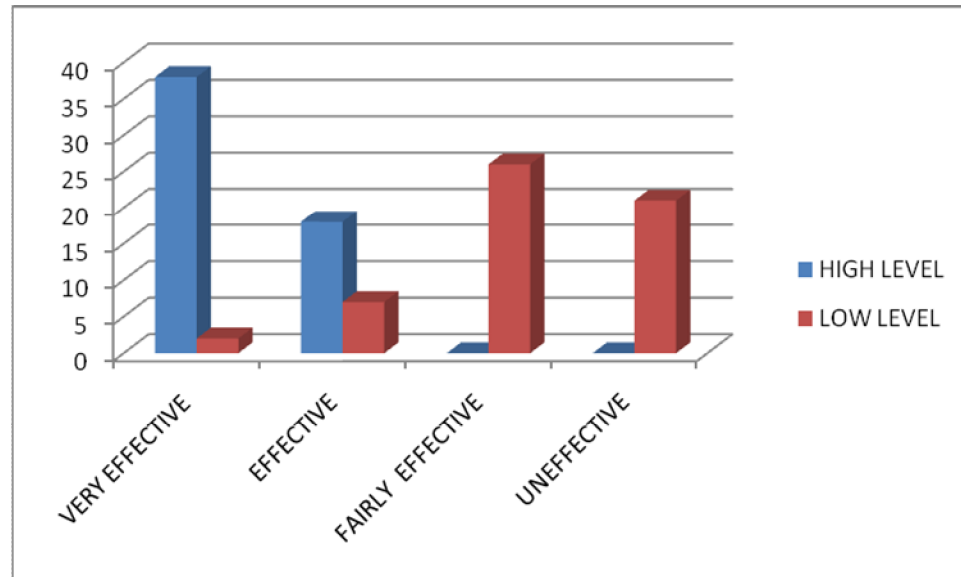
The study findings revealed that 64.28% of board members who participated in the study owned businesses which included supermarkets, hotels, public service vehicles and private primary schools, secondary schools and colleges. The board members agreed that the administrative skills acquired in their administration

positions in places of employment and running of their businesses was positively contributing to management of non teaching staff discipline.

The board members who participated in the study mentioned good communication skills, good listening skills, commitment to the truth, persuasion, leadership ability; obstacle removal, heat absorption, project management, uncertainty removal and finance skills as administrative skills that help board members become effective in their responsibility. The findings of this study are similar with Mosley (2008) who observed that school managers with administrative experience are effective in support staff discipline management.

The study sought to determine the extent of agreement of the respondents to whether administrative experiences influence the effective management of discipline among non teaching staff members. The summary of responses was analyzed in the figure 4.5.

Figure 4.5: Board members' administrative experiences and non teaching staff discipline



From figure 4.5, the study revealed that majority (67.86%) of board members strongly agreed that administrative experiences of board members positively influence effective management of discipline among non-teaching staff. The findings of this study are similar with Harwell (2009) who noted that administrative experiences are required for success in school management and effective discipline management of support staff.

4.7 Professional experiences of B.O.M members and discipline management of non-teaching staff.

The study sought to know the number of years board members had served in BOM. The summary of the findings is shown in the table 4.8

Table 4.8: Board members' professional experiences

Experience in years	Frequency	Percentage
1	23	41.07
2	13	23.21
3	10	17.86
4	5	8.92
5	2	3.57
6	3	5.36
Total	56	100

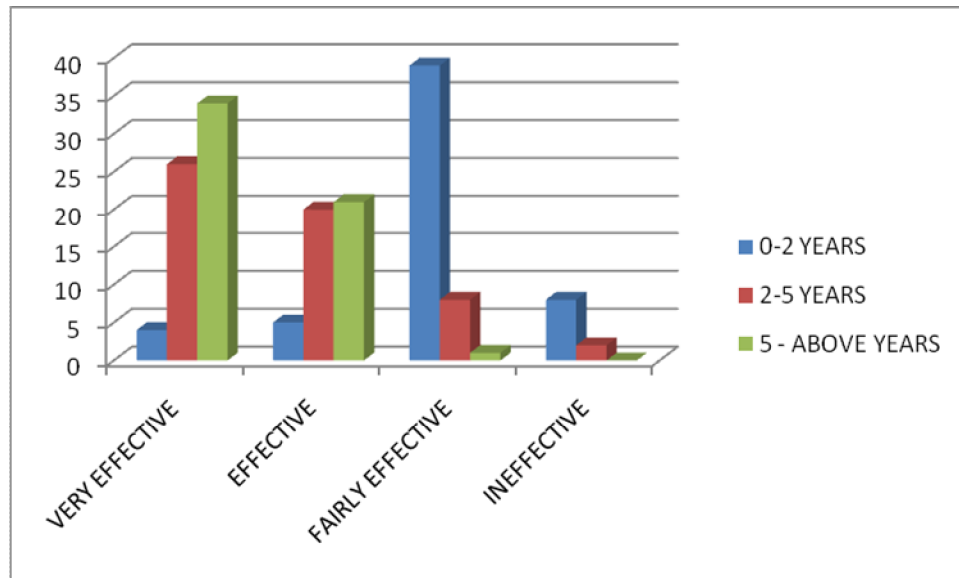
Most of the board members (41.07%) who participated in the study commented that they were not experienced in management of the schools and therefore needed in service courses for capacity building in order to cope with BOM governing issues including discipline management of non teaching staff. Majority of respondents (68.4 %) from table 4.8 were of opinion that board members with more years of management experiences were better prepared to maintain order and discipline of non teaching staff

The findings of this study are similar with Nsubuga (2003) who noted that board members with professional experience are efficient and effective in management of support staff discipline.

The findings of this study are similar with Satya and Parthasarathy (2001) observed that professional experience provides skills, attitudes and understanding needed to manage effectively discipline of support staff.

In-order to determine the extent of agreement of the respondents to whether professional experience influences the effective management of discipline among non-staff members, respondents were asked to indicate whether professional experience on board members had positive influence on management of non teaching staff discipline. The summary of responses is analyzed in the figure 4.6.

Figure 4.6: Board members’ professional experiences and non teaching staff discipline



From figure 4.6 Majority 60.71% of respondents agreed that professional experience of the board members positively affects the management of non-teaching staff discipline in public secondary schools.

The findings are similar with Okumbe (2001) who noted that BOM experience derived from in service training and duration of their service to board significantly determine their efficiency in board management. Majority of respondents (72.4 %) from figure 4.6 were of opinion that board members with more years of management experiences were better prepared to maintain order and discipline of non teaching staff. The experience gained through serving in BOM assisted them make informed judgments on discipline of non teaching staff.

From figure 4.6 the study findings established that experience in education management positively influence the board members in discipline management of non teaching staff. Therefore, board members with high experience may be better placed to deal with discipline of non teaching staff than low experienced board members.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers summary of the study, summary of the study findings, conclusions, recommendations and suggestion for further studies.

5.2 Summary of the study

The purpose of this study was to find out the determinants of board of management members' effectiveness in management of discipline of non-teaching staff in Kiambaa Sub County. The study was guided by Research Questions: To what extent do academic qualifications of B.O.M members influence effective management of discipline among non-teaching staff? To what extent does training of B.O.M influences effective management of discipline among non-teaching staff? To what extent do administrative experiences in human resource of board of management members influence effective management of discipline among non-teaching staff? To what extent does professional experience in handling human resource of B.O.M members influences effective management of discipline among non-teaching staff?

The study was carried out through descriptive survey research design. It adopted stratified sampling. The data was analyzed using qualitative and quantitative techniques. Data was collected through the use of questionnaires where the questions were structured in such a manner that all the four objectives of the study

are captured. The data collection was done through questionnaire administration, where the questions were both open ended and closed questions.

The questionnaire constituted five sections, section one captured the general information of the respondents, section two academic qualifications of board of management, section three the in-service training of B.O.M, section four administrative experiences in human resource and the fifth section constituted the professional experiences in handling human resource of B.O.M members on effective management of discipline among non-teaching staff. The researcher used descriptive statistics where frequencies and percentage of responses were obtained.

5.3 Summary of the study findings

This section gives the summary of researcher's study findings obtained. The first objective of the study was to determine the extent to which academic qualifications of board of management members influence effective management of discipline among non-teaching staff in public secondary schools in Kiambaa Sub County in Kenya.

The study findings showed that majority of the board members (57.14 %) had university degrees. The study findings established that 46.9% of board members with university degrees had relevant knowledge in education management and were effective in discipline management of non teaching staff. The study findings showed that 26.3% of board members had acquired secondary and middle level college certificates. The study findings established that relevant knowledge in education management provided skills on motivation, negotiation, leadership,

communication and conflict resolution mechanisms which are important in handling discipline issues of non teaching staff.

The second objective was to examine the extent to which in-service training of board of management members influence effective management of discipline among non-teaching staff. The study findings established that 76.81% of board members were exposed to in service training. The study findings revealed that team building, strategic planning, conflict resolution and discipline management of school staff and human resource management were main in service courses offered to members of board of management. The study findings showed that majority of board members (75%) were trained in team building while 67.86%, 55.36% and 51.76% of board members were trained in strategic planning, conflict resolution and discipline management of school staff and human resource management respectively. The study findings revealed that in service training assists board members acquire relevant knowledge, skills and attitudes for competent handling of non teaching staff discipline

The third objective of the study sought to determine the extent to which administrative experience in human resource of B.O.M members influence effective management of discipline among non-teaching staff. The study findings established that majority of board members (77.45 %) had acquired administration experience. The study findings revealed that 64.28 % of board members had administrative experience from private businesses while 33.93%, 12.5% and 10.7% of board members had administrative experiences from corporate business world, tertiary institutions and colleges and non governmental

organizations. The study findings showed that administrative experience provides management competency which is important for handling support staff discipline. The study findings revealed that 68.86% of board members who had acquired administrative experience were effective in handling discipline management of support staff.

The researcher sought to determine the extent to which professional experience in handling human resource of BOM members influence effective management of discipline among non-teaching staff. The study findings showed that most of the board members (41.7 %) had professional experience of one year while 23.21% and 17.86% had professional experiences of 2 years and 3 years respectively. The study findings established that 69.64 % of board members with professional experience were effective in discipline management of support staff. The study findings established that skills and knowledge acquired through professional experience made the board members effective and efficient in handling discipline matters of non teaching staff.

5.4 Conclusions

With reference to the study findings obtained under the analysis of the collected data, the researcher makes conclusions with respect to each research question posed. From the study findings the researcher concluded that: board members with university degree and relevant knowledge in education are effective in discipline management of support staff, in service training in education management equips board members with skills and knowledge that enhance their capacity to handle non teaching staff discipline and administrative and

professional experiences equip board members with management competence which improves their efficiency and effectiveness in support staff discipline management.

5.5 Recommendations

Based on the study findings, the researcher made the following recommendations to the study.

- i. Members of the management board should not only be persons with good education but must be people with sufficient practical knowledge in educational management. Head teachers should assist recruit B.O.M members with minimum qualification of university degree or a professional of high integrity.
- ii. Kenya Education Management Institute training should be expanded to provide in-service training to all heads and managers of educational and training institutions and other personnel involved in various aspects of institutional management for them to acquire the necessary skills for competent management to be attained.
- iii. All B.O.M members should have administrative experience so as to reform offenders, to deter others from similar actions and to maintain consistent effective group standard. Administrative actions taken by the education managers should encourage employees to follow the standards, rules and regulations which prevent infractions and stimulate students to meet organizations expectations.

5.6 Suggestion for further studies

The researcher then recommends further studies on determinants of board of management members' effectiveness in discipline management of non-teaching staff in public secondary schools in Kenya at large. A detailed study should be conducted to evaluate more secondary schools in Kenya.

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APPENDIX A

LETTER OF INTRODUCTION

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Date í í í í í í í í í

The principal
í í í í í í í í í í í í í í í í

Dear Sir/Madam,

REF: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student at University of Nairobi pursuing a masterø degree in corporate governance in Education. I am carrying out a research on determinants of board of managementsøeffectiveness in management of discipline of non-teaching staff in public secondary schools in Kiambaa Sub County. I request permission to carry out the research in your school.

All the identities of respondents will be handled with utmost confidentiality.

Thank you in advance.

Yours faithfully,

Henry Waithaka

APPENDIX B

HEAD TEACHERS' QUESTIONNAIRE

Please respond to all the items in the spaces provided. You are requested to tick (ç) the appropriate response or as is relevant. The information gathered will be used only for research purpose. You may not write your name or the name of your school anywhere on this questionnaire.

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male female
2. What is your age?
Below 30 years 30-40 years 41-50 years over 50years
3. Indicate your highest professional/academic qualification
Diploma B.Ed
BA/BSC with PGDE M.Ed
Others specify _____
4. How many years have you been in leadership? _____
5. i) Do Board members undergo any in service training on the school management and discipline management of non-teaching staff?
Yes No
ii) If yes, what courses have they been trained on?
 - a) í
 - b) í .
 - c) í ..

iii) Who facilitated the training?.....

6. Based on your experience, please indicate the number of times each of the listed non teaching staff indiscipline case has been dealt with in the last two years in your school.

Indiscipline case	once	twice	thrice	More than three times
Insubordination				
Theft of school property				
Reporting to school late				
Fighting with colleagues				
Absence from duty without permission				
Sexual relation with students				
Inciting students against administration				
Sneaking illegal substances eg. bhang				

7. Kindly indicate the disciplinary actions the BOM usually take on errant non teaching staff in the last two years in your school.

Type of punishment	f	f	f	f	f
	once	twice	Thrice	More than three times	none
Dismissal					
Suspension					
Verbal warning					
Written warning					

8. Kindly indicate the disciplinary action you take against the given indiscipline case.

Indiscipline case	Disciplinary action
Insubordination	
Theft of school property	
Reporting to school late	
Fighting with colleague	
Absence from duty without permission	
Sexual relation with students	
Inciting student against administration	
Sneaking illegal substance like bhang into school compound	

9. Kindly give suggestions /recommendations on requirements of board of management requirement on effective non teaching staff discipline management.

a) í

b) í

c) í

Thank you for your co-operation

APPENDIX C

BOARD MEMBERS' QUESTIONNAIRE

This questionnaire is designed to seek information on determinants of effectiveness of Board of Management in management of discipline among non-teaching staff in Kiambaa Sub County. You are requested to tick (ç) the appropriate response or as is relevant. The identities of respondents will be handled with utmost confidentiality. Information gathered is only required for research purpose. You may not write your name or the name of your school anywhere on this questionnaire. Please respond to all items.

SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male female
2. What is your age?
Below 30 years 30-40 years
41-50 years over 50 years
3. Indicate your length of service in years as Board of Management (B.O.M) member in the schoolí í í í
4. Kindly tick (ç) your highest academic qualifications as Board of Management member?

Level of education	Males	Females
Form four level		
A level		
Bachelors		
Masters		
PhD		

5. (i) What is your occupation?.....
- (ii) How many years have you worked in your occupation?
- 0-5 years 5-10 years 15-20 years over 20years
- (iii) Does your professional experience positively influence your role as BOM member? ..
- (iv) If yes in 4(iii) above, please explain? ..
6. (i) Are you an administrator in your occupation?.....
- (ii) If yes in 6(i) how many years have you worked as an administrator?.....
- (iii) In what ways administrative skill positively influence your role as BOM member? ..
- (iv) If yes in 6(iii) above, please explain? ..

SECTION B: OPEN ENDED AND CLOSED ENDED QUESTIONS ON NON TEACHING STAFF DISCIPLINE

7. The following factors may be contributing to the effectiveness of BOM members in management of non teaching staff discipline. Please rate how strongly you agree or disagree by placing tick mark in the appropriate box.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Low education					
High education					
In service training on education management					
Lack of in service training					
High professional experience					
Low professional experience					
High administrative skills					
Low administrative skills					

8. Based on your experience, please indicate by a tick (ç) the non teaching staff indiscipline cases you have handled as BOM member

- a) Insubordination []
- b) Theft of the school property []
- c) Reporting to school late []
- d) Fighting with colleagues []
- e) Absence from duty without permission []
- f) Sexual relation with students []
- g) Inciting students against administration []
- h) Sneaking illegal substances e.g. bhang into school compound []

Thank you for your co-operation

APPENDIX D

NON TEACHING STAFF QUESTIONNAIRE

Please respond to all the items in the spaces provided. You are requested to tick (ç) the appropriate response or as is relevant. The information gathered will be used only for research purpose. You may not write your name or the name of your school anywhere on this questionnaire.

SECTION A: BACKGROUND INFORMATION

- 1. What is your gender? Male female
- 2. What is your age?
Below 25 years 25-35 years 36-50 years over 50years
- 3. How many years have you worked in this school? _____
- 4. Kindly tick(ç)the section you work for in this school?

Section	Males	Females
Accounting		
Security/drivers		
Catering		
Store keeping		
General maintenance		
Secretaries/ clerical officers		

SECTION B: OPEN ENDED AND CLOSED ENDED QUESTION ON NON TEACHING STAFF DISCIPLINE

- 5. Kindly indicate the disciplinary actions the BOM usually take on errant non teaching staff in the last two years in your school.

Type of punishment	f	f	f	f	f
	once	twice	Thrice	More than three times	none
Dismissal					
Suspension					
Verbal warning					
Written warning					

6. Based on your experience, please indicate the number of times each of the listed non teaching staff indiscipline case has been dealt with in the last four years in your school.

Indiscipline case	once	twice	thrice	More than three times
Insubordination				
Theft of school property				
Reporting to school late				
Fighting with colleagues				
Absence from duty without permission				
Sexual relation with students				
Inciting students against administration				
Sneaking illegal substances eg. bhang				

7. Kindly indicate the disciplinary action taken against the given indiscipline case.

Indiscipline case	Disciplinary action
Insubordination	
Theft of school property	
Reporting to school late	
Fighting with colleague	
Absence from duty without permission	
Sexual relation with students	
Inciting student against administration	
Sneaking illegal substance like bhang into school compound	

8. Kindly give suggestions /recommendations on how BOM can improve/maintain the discipline of non teaching staff.

a)í í

b)í í

c)í í

Thank you for your co-operation.

APPENDIX E



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

COUNTY COMMISSIONER, KIAMBU

Telegraphic address: "Rais"
Telephone: +254-66-2022709
Fax: +254-66-2022644
E-mail: countycommkiambu@yahoo.com
When replying please quote

P.O. Box 32-00900
KIAMBU

Ref. No. **ED.12/1/VOL 1/191**
and date

16th May 2014

Henry Waithaka Muriuki
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to National Commission for Science, Technology and Innovation letter re no. NACOSTI/P/14/0825/1475 of 9th May 2014.

You have been authorized to conduct research on "*Determinants of Board of Management's Effectiveness in Discipline of Non Teaching Staff in Public Secondary School in Kiambu District, Kenya*" for a period ending 30th June 2015.

You are requested to share your finding with the county education office upon completion of your research.


MUGO GICHIRI
FOR COUNTY COMMISSIONER
KIAMBU COUNTY

Cc County Director of Education
KIAMBU COUNTY

National Commission for Science, Technology and Innovation
P.O. Box 30623-00100
NAIROBI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/14/6393/1560

13th May, 2014

Henry Waithaka Muriuki
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants of Board of Management's effectiveness in discipline of non teaching staff in public secondary schools in Kiambu District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **30th June, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** 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 County Commissioner
The County Director of Education
Kiambu County.



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified