FACTORS INFLUENCING BOARD OF MANAGEMENT MEMBERS' EFFECTIVENESS IN HUMAN RESOURCE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ATHI RIVER DISTRICT, KENYA

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DECLARATION

The research project is my original work and has not been submitted for a degree in any other university

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DEDICATION

This work is dedicated to my husband Mr. Jeremy Ndola and children Irene Mueni, Chris Ndola and Shawn Mwendwa who have been my inspiration.

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

CEB   County Education Board

DES   Department of Education and Science

DQASO   District Quality Assurance and Standards officer

HRM   Human Resource Management

KCSE   Kenya Certificate of Secondary Education

KEMI   Kenya Education Management Institute

NACOSTI National Commission for Science, Technology and Innovation

PTA: Parent and Teachers Association

SCEO   Sub-County Education Officer

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi River District, Kenya. The specific objectives were to identify the influence of BOM members' level of education, BOM members' administrative experience, attendance of seminars/workshops and BOM members' gender on their effectiveness in human resource management in public secondary schools in Athi-River District. The target population consisted of the 210 BOM members, 280 teachers, and 14 head teachers from 14 public secondary schools. The study sampled 63 BOM members and 84 teachers. The total sample size was 148 respondents made up of 63 BoM members, one Sub-County Education Officer and 84 teachers. Stratified sampling was used since it helped to select 84 teachers from different categories of the 14 secondary schools. Stratification helped to involve teachers from the 14 secondary schools. Purposive sampling was then used to select the Sub County Education Officer. Questionnaires for Board of Management members, Sub-County Education Officer and teachers were used for data collection. Instrument reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. A coefficient of 0.7 for BOM questionnaires and 0.8 for Sub-County Education Officers and teachers questionnaires indicated that the instruments were reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques that involved thematic analysis and descriptive statistics. The data was presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic analysis were used. It was found from cross tabulation that BOM members' with university as their highest level of education performed better in human resource management in the secondary schools while male gender, board members with more than 10 years administrative experience and had attended seminars/workshops were effective in managing human resource management practices in the secondary schools. The BOM members' should be sensitized on the importance of higher level of education on human resource management in schools. They should be encouraged to enroll for developing courses on human resource management to better their knowledge. The study may give an insight to the BOM on their roles to ensure effectiveness of human resource management. There should be further research on the effect of HRM on academic performance of secondary students.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Human resource is the most important asset in the school environment because of their contribution to teaching and management of learners to assist the principal in the running of the whole school (Kydd; Anderson & Newton, 2003). The BOM should allocate the school's resources most effectively and efficiently to satisfy all the stakeholders. The resources of the school are people, knowledge and power, space and buildings, materials and money which may be scarce but must be allocated most effectively and efficiently to satisfy all the stakeholders (Bear; Caldwell, & Millikan, 2001).

The Board of Management is the central policy-making organ of all education institutions in the United States. In Britain, however, the Board of Management is found from the 8th grade up to the 12th grade whose sole task is to effectively assist the principal in managing the institution. The Board of Management in Germany undergoes a certain criteria that include at least a college degree for one to be eligible to be elected as a member (Maitland, 2009). He suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives.

Iravo (2002) indicated that there is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in human resource management in secondary schools. Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them with the human resource management and familiarizing on how management has been initiated and how it can be implemented.

The Board of Management member is in a unique position as the manager or administrator who controls school's resources for the purpose of attaining his schools' goals. Sadly, this unique position is threatened by a severe lack of qualified and dedicated teachers, cooperative community and a general lack of school resources. In pursuit of quality teaching and learning, schools must see themselves as open systems deriving their energies from a network of relationships including those of host communities. Communities can be a school's greatest friend and friendly critic or its greatest adversary (Odhiambo, 2001).

The Boards of Management chairmen and school managers appointed by the government in United States and United Kingdom are highly regarded individuals in the society. Boards of Management are tasked with policy formulation and implementation in schools and members must be highly qualified and experienced to serve in such roles. If a school is not performing as it should be parents have a

leeway to petition for dissolution of the committee so that it can pave way for a new board (Van, 2001).

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

In Malawi and South Africa, the Boards of Management is selected from prominent members of the society who have excelled in their areas and are considered as role models in their line of specialization (Okumbe, 2001). In Zimbabwe, the government has laid down rules and regulations regarding recruitment and duties of Boards of Management in secondary schools. One of the rules is that one has to have a minimum of a secondary school certificate.

Van (2001) carried out research to investigate the factors influencing the implementation of governing bodies in Post – Apartheid South Africa. The study revealed that BOM need managerial experience in human resource management to govern schools well. Moreover, the study found that thirty seven percent of

parents, BOM members were inexperienced in HRM. This impacted negatively on the ability of the BOM to actively participate in decision-making process within the school resource management. The governing bodies' performance was greatly undermined by lack of adequate training of board members. Consequently, the study reported that skills in general management and making informed judgments was wanting.

The Board of Management is composed of representatives from different interest groups or stakeholders. This includes a chairman appointed by the Minister for Education, three persons representing the community served by the school; four persons, appointed by the Minister representing bodies or organizations that in the opinion of the Minister should be represented on the board not more than three other persons appointed by the Minister such as the Minister may consider necessary after consultation with the board having regard to any special circumstances applicable to the school and not more than three persons (PTA members) co-opted by the board. The County Education Officer and the Sub-County Education Officer are ex-officio and attend the meetings but with no voting power. The head-teacher is the secretary and is responsible for day to day running of the school but gets guidance and approval from the board (Republic of Kenya, 2013).

A study by Osure (2006) to establish head teachers attitude towards the roles of Parents Teachers Association and Board of Management in school management

found that parents and Boards of Managements did not participate adequately in school decision-making. The study recommended that research be undertaken to establish the extent of involvement of both Parents Teachers Association and Board of Management in school management.

Odhiambo (2001) found that educational attainment of BOM members determines the extent to which they are effective in their roles. The study recommended that individuals to be appointed as Board of Management members not only should have high educational attainment but also be trained in educational management. As such, this study would like to establish the factors influencing Board of Management members' effectiveness in human resource management in public secondary schools in Athi-River District Kenya.

1.2 Statement of the problem

Academic performance has continuously been poor in the majority of public secondary schools in Kenya (UNESCO, 2012). This has resulted in many stakeholders questioning the role played by the Board of Management in performing human resource management that affects school management. This has also been shown by Kindiki (2009) who found out that head teachers select close relatives or less qualified Board of Management members who will rarely question their ineptitude in running of the schools. Athi-river has realized poor academic performance that might be as a result of Board of Management members' in effectiveness in human resource management. This is why this study

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endeavors to investigate the factors influencing Board of Management member's effectiveness in human resource management in public secondary schools in Athi-river district.

Athi River is facing a shortage of teachers as indicated by data from the DEO office 2014. The data shows that Lukenya zone has a shortage of 27 teachers while Athi River zone has a shortage of 15 teachers. In total, the district has a shortage of 42 teachers. Furthermore, academic performance in secondary schools in Athi-River District has always been below average. Information provided by the SCEOs indicates that Athi-River District has hardly attained a mean score of 5.0 for the four years. Athi-River District performance has oscillated between mean of 3.125 and 4.942 over the same period. This performance is low compared to the performance of neighbouring districts; Kajiado district and Machakos district which had mean scores of 5.341 and 5.412 in the year 2012 respectively. Table 1.1 shows the academic performance for the district from 2010 – 2012.

Table 1.1 Performance of secondary schools in Athi-River District from 2010 – 2012

Districts	Mean score 2010	Mean score 2011	Mean score 2012
Athi River	4.392	4.456	4.342
Kajiado	5.875	5.012	5.341
Machakos	5.912	5.982	5.412

Source: Sub County Education Office – Athi-River District (2014)

Academic performance is obviously as a result of a number of factors. Board of Management play a key role on contribution towards human resource management. The study therefore sought to investigate the factors influencing Board of Management members' effectiveness in human resource management in public secondary schools in Athi-River District.

1.3 Purpose of the study

The purpose of this study was to investigate the factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi-River District Kenya.

1.4 Research objectives

The objectives of the study were:

i. To identify the influence of Board of Management members' level of education on the effectiveness in human resource management in public secondary schools in Athi-River District.

ii. To establish the influence of Board of Management members' administrative experience on the effectiveness in human resource management in public secondary schools in Athi-River District.

iii. To examine the influence of Board of Management members' attendance of seminars/workshops on the effectiveness in human resource management in public secondary schools in Athi-River District.

iv. To establish the influence of Board of Management members' gender on the effectiveness in human resource management in public secondary schools in Athi-River District.

1.5 Research questions

The research questions of the study were:

i. How do levels of education of Board of Management members' influence the effectiveness in human resource management in public secondary schools in Athi-River District?

ii. To what extent do Board of Management members' administrative experiences influence effectiveness in human resource management in public secondary schools in Athi-River District?

iii. How does Board of Management members' attendance of seminars/workshops influence effectiveness in human resource management in public secondary schools in Athi-River District?

iv. What is the influence of Board of Management members' gender on effectiveness in human resource management in public secondary schools in Athi-River District?

1.6 Significance of the study

The study may give an insight to the BoM on their roles to ensure effectiveness of human resource management. The study may be useful to BoM, Education officers and principals. The knowledge gained would enable them to be effective

in human resource management of schools for better academic performance. The researcher hopes that the findings of this study may prove useful to the secondary schools in establishing training needs for the BoM and also set up minimum academic, management experience and professional qualifications for one to be appointed as a BoM.

1.7 Limitations of the study

A questionnaire was used to collect data; it relied heavily on the honesty of the respondents. The researcher guided the respondents in interpreting the questions. Some were hesitant to give information for fear of being victimized. The researcher assured the respondents that the data was to be used for academic purposes only. This ensured they answered the questions without fear.

1.8 Delimitation of the study

The study was confined to public secondary schools in Athi-river District and mainly schools that have been established more than four years and have offered candidates for Kenya Certificate of Secondary Education. The study involved the BOM members and teachers from the secondary schools in Athi-River district.

1.9 Assumptions of the study

The following were the assumptions of the study:

  i).   The respondents would comment honestly and truthfully on the extent to which they are involved in management of public secondary schools.

ii). All public secondary schools had legally constituted BOM and all members know the role of BOM in school management.

1.10 Definitions of significant terms

The following are the significant terms that were used in this study;

Administrative experience refers to BOM's previous handling of human resource management duties in a secondary school

Board of Management refers to a body consisting of persons appointed by the Cabinet Secretary of Education to manage the affairs of a secondary school on behalf of the Minister as described in the Basic Education Act of 2013.

Effectiveness refers to is the capability of the Board of Management members to produce a desired result in terms of Human Resource Management in secondary schools. This was established through cross tabulation of individual factors and human resource management practices. The factors that were influencing human resource management practices more were deemed more effective.

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

Human resource management refers to part of the school management process that specializes in the management of teachers and subordinate staff in school. This involves recruitment and selection of staff, induction, motivation, staff discipline and employee separation.

Influence refers to effect of individual factors such as BoMs level of education, administrative experience, attendance of seminars/workshops and gender on human resource management practices in secondary schools. This was measured through cross tabulation of the factors with human resource management.

Level of education refers to BOM education levels range from K.C.S.E certificate holders and below to degree holders.

Workshops/seminars refers to systematic short in-service courses which should be conducted on a continuous basis by BoMs to sharpen their HRM skills.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of background to the study, statement of problem, purpose of study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions, definitions of significant terms and organization of the study. Chapter two consists of literature review related to the study; review of research carried out on the influence of BOM level of education, administrative experience, attendance of seminars, and gender on effectiveness of HRM, summary of literature review, theoretical framework and conceptual framework.

Chapter three includes research methodology that was employed in carrying out the study. This includes research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability,

data collection procedure and data analysis techniques. Chapter four presents data analysis, interpretations and discussion of data obtained from the respondents. Chapter five consists of the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of research carried out on the influence of level of education, administrative experience, attendance of seminars/workshops, gender of Boards of Management in human resource management in other parts of the world and finally in Kenya, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of human resource management

The Human Resource Management of the school as an organization needs an organizational leadership management who can ensure that the organization's philosophy, policies, culture and procedures are implemented as intended. The principal should allocate tasks to the best suitable skillful, talented and competitive individuals to facilitate them most effectively. The school needs professional experience and commitment. The principal must apply his/her educative leadership skills of human resources by negotiating and meeting the needs of educators (Keith, 2001).

Neither the goals of the organization nor of the educators must be neglected but it must be ensured that they suit each other. If there is a need for teacher development, empowerment and training, information should be accessible and disclosed, to equip them with knowledge, skills and accountability for the

effective success of the school and to improve the culture of teaching and learning. The principal's attitude and behavior have direct impact on the school's effectiveness. For the culture of the organization to be positive it needs people who are also positive. The effective teaching, learning and quality education depends on the culture and climate of the school (Dessler, 1997).

The most important step to take in effective and efficient resource management is assessing the learning progress of the results of the learners in relation to their previous achievement benchmark against large national samples of learners (Coleman, 2000). In order to attend to efficiency it needs the school to carefully assess the cost of alternative approaches to improve learning outcomes effectively and efficiently by the cost effective budgeting process. It could be more flexible to finance new developments. The value-added analyst could be most useful at schools and colleges because of the availability of information to address strengths and weaknesses and using information from other schools on how they tackle similar problems (Coleman, 2000).

2.3 Level of education and effectiveness in human resource management

In secondary schools, the head teacher and the Board of Management carry out management duties (Samways, 2003). Perhaps among the most common unanticipated consequences noted by managers is the level of education, rigidity and time involved in the implementation process and its influence in human resource management. Keith (2001) emphasizes that level of education can affect

five main areas of human resource management namely: administrative staffing, communication, financial allocations, instrumental programs and physical facilities. On funding, Samways (2003) adds that head teachers need to come up with strategies to raise funds for the purpose of equipping them with the necessary learning materials and facilities. Samways heaps this responsibility on the Board of Management that can help in human resource management.

Nzuvu (2004) conducted a study to establish the effectiveness of Board of Management in recruitment of teachers in public secondary schools in Kasarani District. The research was intended to find whether the outcry of malpractices in teacher recruitment country wide was true or false taking Kasarani District as a representative. The researcher's finding indicated that majority of BOM members felt the process of recruiting teachers through the BOM recognized their managerial role in having say in whom to teach in their schools. However, the study revealed that some panel members who participated in teacher recruitment process had vested interests and wanted a candidate either of their choice or community being given undue advantage over others.

Studies carried in Kenya have indicated that there is need for adequate professional training for secondary school administrators and managers. According to the Republic of Kenya (1988) institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management. The document also indicates that lack of such training adversely

affects effective management of educational institutions and maintenance of quality and high standards of education and training. The in-service programmes need to be provided regularly to the managers, administrators, teachers and curriculum implementers. Secondary education can only be improved by identifying and training the right people. Head teachers and other managers have to be appointed based on institutional management and training and, qualification.

2.4 Administrative experience and effectiveness in human resource management

Organizational and administrative skills are essential parts of human resource management. Yet majority of Boards of Management do not have prior experience in management (Sifuna, 2003). Every committee member, at whatever level, either inside or outside a school must look ahead or plan accordingly. Therefore the role of Boards of Management as well as all those involved in the process of setting up and implementation is an essential part in the success of the whole managerial process and improved academic performance in secondary schools. Secondary school management takes a similar form almost everywhere else in the world. According to Mutai (2003) the reasons for this widely agreed form are not purely managerial but by the needs of the countries objectives and goals. Therefore, this shows that the Board of Management and the head teachers who is the secretary to the committee has to cooperate with and rely upon others, education authorities, school staff and pupils, parents and the general public.

Training of managers in government or school education, help them gain relevant knowledge, skills and administrative experience necessary for Human Resource Management (Iravo, 2002). Staff is usually promoted to positions of management and this might pose new challenges that one staff was not accustomed to at the lower level. Again even at the management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations. Education level and experience must be given further training and development. Normally people are promoted to positions of management and as such this possesses new challenges that one was not accustomed to at the lower level. Again even at the management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations (Okumbe, 2001).

2.5 Attendance of seminars/workshops and effectiveness in Human Resource Management

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

There is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in human resource management in secondary schools (Iravo, 2002). Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them with the human resource management and familiarizing on how management has been initiated and how it can be implemented.

The head teachers and BOM can facilitate human resource management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation (Kapkiyai, 2007).

Human Resource Management skills among other tasks by the BOM can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006). Despite the government's effort to support education in public secondary schools in Sameta District in Kisii County through the posting of teachers and improving the infrastructure, the performance has remained dismal. The failure has been

attributed to recruitment and selection process of BOM members and training of the BOM members in carrying out their duties. Therefore panel is expected to make the current practices and plans to strategize, structure and systems which bring the school close to attaining the outcomes of the curriculums (Sifuna, 2003).

To meet the demands of work activities, people need certain skills. For BOM, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership. Research by Mutai (2003) concluded that managers need three essential skills to do their activities. According to him top BOM need conceptual skills, middle managers need human skills and lower level managers need technical skills. This study examined conceptual skills because the board is the top management of a school.

2.6 Human resource management comparison by gender

The issue of whether effective leadership is more dependent upon the situation, the particular characteristics of the leader such as gender or the relationship between a leader and a follower has been the focus of much debate (Sternberg & Vroom, 2002). Most of the studies have shown that there are no significant gender differences in leadership effectiveness, although followers may prefer to work under a leader of a certain gender.

In the last decade, the proportion of female workforce has been increasing at a rapid rate (Reyes) 2001. The change has been attributed to cultural beliefs and

norms. Many studies on gender job satisfaction do not have a census on satisfaction in regard to gender. However Reyes (2001) did a study on one hundred and fifty (150) teachers and his findings were that gender was related to job satisfaction in which more women were satisfied with their jobs than men.

Okumbe (2001) indicated no significant differences between male and female graduate teachers. Many scholars have indicated that gender is significantly not a factor affecting job satisfaction but rather that other factors have a greater impact on job satisfaction. The bone of contention is that women will waste a lot of organizations time due to family problems.

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

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

Schools with women board members can expect significantly higher returns and better overall Human Resource Management for a number of reasons including, gender diversity at the board level solve problems faster and more effectively than like-minded boards (Dobbin & Jung, 2007). Gender diversity at the board level brings different perspectives to the table and improves communication (Dobbin and Jung, 2007). It also sends a powerful message to the women who already work for their organizations that their contributions are valuable – that their voices are heard. It demonstrates to employees, investors and other stakeholders that diversity truly matters to their corporate success (Stephenson, 2004).

2.7 Summary of literature review

From the literature review above, the researcher has found out that school Board of Management members have a role to play towards effective school administration and Human Resource Management. Human Resource Management or administrative support is one of the extremely critical conditions of successful implementation of a new change in education. Robbins and Coulter (2007) contend that conceptual skills are skills managers use to think and conceptualize about abstract and complex situations. He does not show how it relates to human resource management. This study will therefore fill this gap by investigating more on Human Resource Management in secondary schools among the BOM members. The application of these skills permits managers to see the organization as a whole with sub-units linked and fitting together. Chandan (2007) on his part

argues that managers must understand that each unit contributes towards the overall success of the organization. He does not point out the influence of individual factors like level of education, administration experience, attendance of seminars on human resource management and gender. This study will therefore investigate the factors influencing Board of Management members' effectiveness in HRM in public secondary schools in Athi River District, Kenya.

2.8 Theoretical framework

The study was guided by the Contingency theory. Contingency theory was developed by improving previous concepts (Taylor, Fayol & Weber, (1841-1925) in Donaldson (2001) which described recommendations that appeared effective under any circumstances. Contingency theory supposes that under different circumstances different solutions may prove effective (Dobák–Antal, 2010). This can be considered one of the primary insights of the theory, because instead of propagating universally applicable organisation-management principles, the theory tries to demonstrate that different circumstances require different organisational structures (Baranyi, 2001). This can be related to interrelationship between level of education, administrative experience, attendance of seminars/workshops and gender of BOM members and effectiveness in HRM.

The fact that Dobák–Antal (2010) use the contingency approach with the opportunity for strategic choice also highlights the theory's relevance. Contingency theory played a leading role in the organisational practice of the

1970s. It typically examined the relationship between organisational structure and the operating conditions; the contextual totality of contingency factors, using the method of empirical comparative analysis.

Contingency theories dealing with organisational structure so-called 'structural contingency theories' consider the environment, the organisational size and the strategy of the organisation as contingency factors. Beyond structural contingency theories, there are additional theories that focus on organizational characteristics such as management, human resources and strategic decision making (Donaldson, 2001). This theory has been criticized because it does not tell us specifically in behavioral terms what the leader needs to do to become more effective. It is therefore not helpful in terms of providing recommendations and training on how to become a more effective leader.

2.9 Conceptual framework

This study was guided by the following conceptual framework.
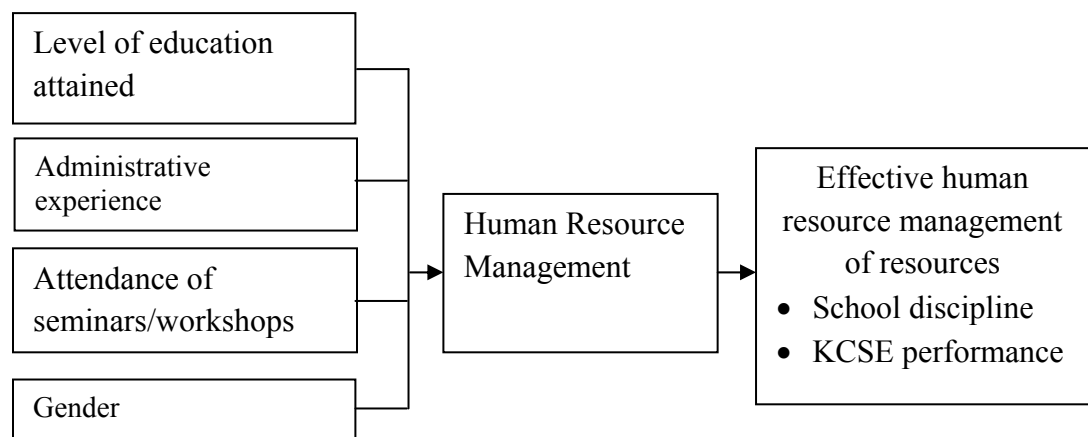
Figure 2.1 Conceptual framework on human resource management in public secondary schools

The above interrelationship between level of education, administrative experience, attendance of seminars/workshops and gender of BOM members and effectiveness in HRM. Education level will make them competent when dealing with human resource management matters related to the school. Professional qualification and experience in education will enable them to interpret educational policies and enable them identify their roles as school managers. Involvement in management activities of the school is necessary for proper decision making that leads to the BOM to work on school matters where there is consensus and this will lead to most suggestions accepted by most of education stakeholders as shown in Figure 2.1.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology that was used in carrying out the study. The section describes the research design, target population, sample size and sampling techniques, data collection instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis procedures.

3.2 Research design

A research design refers to a plan, blue print or a guide for data collection and interpretation, set of rules that enable the investigator to conceptualize and observe the problem under study (Kothari, 2004). The study employed a descriptive survey design where variables will be investigated without any manipulation or alteration. Descriptive survey design was a valid method for researching specific subjects and as a precursor to more quantitative studies. This design was useful since the study aimed at observing and describing the behavior of the subjects under study without influencing them in any way.

3.3 Target population

The study targeted 14 public secondary schools in Athi-River District Kenya. The target population consisted of the 210 BOM members, 280 teachers, 14 head teachers from 14 public secondary schools. Each school has fifteen BOM members making a total of 210 members. The one Sub County Education officer

was also targeted because he/she represent the Ministry of Education in school boards. As education experts was required to ensure schools within their area of jurisdiction are well managed as indicated in the Basic Education Act 2013.

3.4 Sample size and sampling procedure

Mugenda and Mugenda (2003) suggest that for descriptive studies, it is adequate to consider 30 percent of the target population. It is on the basis of the above discussion that the researcher selected 30 percent of the 210 BOM members of each school to get 63 BOM members and 84 teachers. The Sub County Education Officer was purposively sampled to form part of the sample. This is because he is involved with ensuring proper management of secondary schools within his Sub-County. In total, the study sample size was 148 respondents.

Table 3.1: Sample size

Respondents	Population	Sample size	%
BOM members	210	63	30
Teachers	280	84	30
Sub-County Education Officer	1	1	100
Total	**491**		

The study used stratified sampling and purposive sampling techniques. The purposive sampling technique was used to select the chairman, BOM and secretary that make the 63 BOM members. Stratified sampling was used to select 84 teachers from the 14 secondary schools that were from different categories;

extra county, county and district schools. Two secondary schools were day schools while 12 were boarding. Stratification helped to involve teachers from all the schools. This gave all the members an equal chance to be included in the sample. Purposive sampling was then used to select the Sub County Education Officer so as to collect focused information.

3.5 Research instruments

The study used questionnaires to gather data from the sampled BOM members, and Sub-County Education Officer (SCEO). The instrument is simple to administer and less costly compared to interview schedules. On the other hand, a questionnaire may provide low response rate (Orodho, 2004). The questionnaire had five sections. Section I consisted questions on general information and demographic data of the respondents. Section II consisted of questions on influence of level of education of BOMs on performance in Human Resource Management, section III had questions on work experience of BOMs, section IV will form questions on attendance of seminars by BOMs, and section V consisted questions on the influence of gender on the performance of head teachers in human resource management.

Questionnaire was also used to solicit for more information from the Sub County Education Officer (SCEO) and teachers. Being the education officer in the district, he/she shed light on matters relating to the contribution of BOMs to resource management.

3.6 Instrument validity

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Orodho, 2004). It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. The study used content validity, which is the degree to which the content of a given test are related to the traits for which it is designed to measure (Best & Kahn, 2004). To ensure content validity of the questionnaires to be used in the study, the researcher discussed the items in the instrument with the supervisors, lecturers from the department and colleagues. Advice given by these people helped the researcher determine the validity of the research instruments. These suggestions were used in making necessary changes.

3.7 Instruments reliability

According to Mugenda and Mugenda (2003) the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instrument to be used in the study, piloting was used. The study selected a pilot group of 10% of the sampled 14 schools to involve one of school in the neighbouring Machakos district (Kothari, 2004). To determine the coefficient of reliability, Cronbach's alpha was calculated by application of Statistical Package for Social Sciences (SPSS). The value of the alpha coefficient ranges from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous that is, questions with two possible answers. A higher value shows more reliable generated scale.

The coefficients were greater than 0.7 a conclusion was drawn that the instruments were appropriate for the study. The results obtained from the pilot study assisted in revising the questionnaire.

3.8 Data collection procedures

The researcher got an introduction letter from the University and the National Commission of Science, Technology and Innovation (NACOSTI). Research clearance was obtained from Athi-River Sub-County Education Office. The SCEO granted permission for research. Appointment with the head teachers was sought and the questionnaires were administered to the teachers of the sampled schools.

The researcher personally visited selected schools of study and administered the questionnaires. The researcher booked for an appointment with the Sub County Education Officer (SCEO) to issue the questionnaire. The questions in the questionnaire focused on the study objectives. Various important documents including performance records in schools and BOMs member's recruitment policy documents from the Sub County Education Office (SCEO) were scrutinized.

3.9 Data analysis techniques

Before processing the responses, the completed questionnaires were edited for completeness and consistency. The data was then coded to enable the responses to be grouped into various categories. Qualitative data analysis seeks to make

general statements on how categories or themes of data are related by describing events and occurrences (Mugenda & Mugenda, 2003). Thematic analysis was used to analyze qualitative data. Thematic discussions were employed to analyze the open ended research questions from the data in the questionnaires.

Quantitative data analysis was assigned numerical values from responses in the questionnaire that are close – ended (Mugenda & Mugenda, 2003). The researcher grouped collected raw data from questionnaire items which involved scrutiny of the completed questionnaire. This ensured that the data collected was accurate, consistent and facilitate coding and tabulation. An analytical software SPSS (Statistical Package for Social Sciences) version 20 was used for analysis. Data was represented in frequency tables and graphs.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented analyzes the factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi River District, Kenya. The study was guided by the following specific objectives: To identify the influence of BOM members' level of education on the effectiveness in human resource management, to establish the influence of BOM members 'administrative experience on the effectiveness in human resource management, to examine the influence of BOM members' attendance of seminars/workshops on the effectiveness in human resource management and to establish the influence of BOM members' gender on the effectiveness in human resource management in public secondary schools in Athi-River District.

4.2 Response rate

Out of 148 respondents that included 63 BOM members, 84 teachers and the Sub County Education Officer. Of the administered instruments, 131 responded, of which 55 were BOM members, 75 teachers and one Sub County Education officer. This represented an 88.5 percent response rate, which is considered satisfactory to make conclusions for the study. This can be related to Mugenda and Mugenda (1999) who said a 50 percent response rate is adequate, 60 percent

good and above 70% rated very good. This implies that basing on this assertion, the response rate in this case of 88.5% is very good.

4.3 General information

The researcher started by analyzing the demographic information of the respondents. The study involved the gender of respondent, duration of time worked and level of education.

The study studied BoM gender so as to establish the performance between male and female in human resource management. The finding of the gender of respondents is presented in Table 4.1.

Table 4.1 Distribution of teachers by gender

	BOM members		Teachers	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	37	68%	40	53%
Female	18	32%	35	47%
Total	**55**	**100%**	**75**	**100%**

Table 4.1 indicates the gender of the respondents. Majority 37 (68%) of the BOM members were male. The teachers majority 40 (53%) were male. This implies that the study sample both gender and so the results is a view of both sexes. It also might indicate that TSC has not observed gender balance in the employing of

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

The researcher then investigated the working experience of the respondents, the results is presented in Table 4.2.

Table 4.2 Working experience of the respondents

| | BOM member | | Teachers | |
	Frequency	Percentage	Frequency	Percentage
Below 13 years	33	60%	24	32%
14 – 15 years	12	22%	22	29%
16 – 20 years	4	7%	14	19%
Above 20 years	6	11%	15	20%
Total	**55**	**100%**	**75**	**100%**

Table 4.2 indicates the working experience of the respondents. Majority 33 (60%) of the BOM members had worked for below 13 years. Many 24 (32%) of the teachers had worked for below 13 years. This implies that the study sample had enough experience to know the factors influencing Board of Management

members' effectiveness in Human Resource Management in public secondary schools in Athi River District, Kenya.

4.4 Influence of BoM members' level of education on the effectiveness in human resource management

The first objective investigated the influence of BOM members' level of education on the effectiveness in human resource management in public secondary schools in Athi-River District. This was covered by studying the level of education of the respondents and Human Resource Management practice in schools.

The researcher studied the level of education of the respondents. This was to establish if the head teachers are qualified to handle their position as head teachers of the secondary schools and as human resource managers of the schools. The results are presented in Table 4.3.

Table 4.3 Level of education of the respondents

Education level	BOM members		Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma	13	24%	16	21%
Degree	32	58%	45	60%
Masters	7	13%	12	16%
Phd	3	5%	2	3%
Total	**55**	**100%**	**75**	**100%**

Table 4.3 shows the level of education of the respondents. Majority of the BOM members 32 (58%) had a degree as their highest level of education. The majority of the teachers 45 (60%) had degree as their highest level. This means that BOM members' level of education might influence BoM members' effectiveness in HRM in public secondary schools. The findings concurred with Brown and Duguid (2003) who found that highly skilled personnel enhance performance of high quality outcomes and effective quality improvement in an institution.

The researcher studied the relationship between Human Resource Management practice and BoM level of education. The results are shown in the Table 4.4.

Table 4.4: Cross tabulation of BOM level of education and human resource management practices

Level of education	Human resource management practices	Very effective	Effective	Fairly effective	Ineffective
Certificate	Recruitment and selection	14 (25%)	7 (13%)	14 (26%)	20 (36%)
Diploma	Staff induction	9 (17%)	6 (11%)	24 (43%)	16 (29%)
Bachelors	Staff discipline	20 (37%)	24 (43%)	5 (9%)	6 (11%)
Masters	Staff development	30 (54%)	14 (25%)	9 (16%)	2 (5%)
PhD	Staff motivation	31 (56%)	9 (16%)	10 (18%)	5 (9%)

Majority of the respondents indicated that BoM members who had PhD as their highest level of education were effective in practicing staff motivation. Majority of the respondents indicated that those with certificate were ineffective in staff recruitment and selection. This therefore implies that the level of education of BoM members influences human resource practices in secondary schools by the BOMs. (Samways, 2003) indicated that perhaps among the most common unanticipated consequences noted by managers is the level of education, rigidity and time involved in the implementation process and its influence in HRM.

Table 4.5 Human Resource Management practices and levels of education

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly ineffective	Ineffective
Develop and maintain a school strategic plan	8 (15%)	11 (20%)	26 (47%)	9 (16%)	1 (2%)
Supervise school projects	10 (18%)	20 (36%)	18 (33%)	7 (13%)	2 (4%)
Hold regular BOM meetings	3 (5%)	22 (40%)	17 (31%)	8 (14%)	5 (9%)
Procure goods and services as per laid down regulations	9 (16%)	29 (53%)	10 (18%)	6 (11%)	1 (2%)
Ensure the curriculum is implemented through effective supervision of teachers	5 (9%)	14 (25%)	21 (38%)	14 (25%)	1 (2%)

Provide teaching and learning resources	7	22	16	9	1
	(13%)	(40%)	(29%)	(16%)	(2%)
Review the school academic Performance	16	11	9	8	11
	(29%)	(20%)	(16%)	(15%)	(20%)
Motivate teachers and students	22	10	9	11	3
	(40%)	(18%)	(16%)	(20%)	(5%)

Majority 45 (82%) of the respondents indicated that BOM's human resource management practice involves effectively developing and maintaining a school strategic plan. Majority 48 (87%) indicated that they effectively supervise school projects and hold regular BOM meetings while 48 (87%) indicated they effectively procure goods and services as per laid down regulations. Majority indicated that they effectively ensure the curriculum is implemented through effective supervision of teachers while others indicated that they provide teaching and learning resources. They also showed that they effectively reviewed the school academic performance and motivate teachers and students.

These findings are supported by Keith (2001) who emphasized that level of education can affect five main areas of human resource management namely: administrative staffing, communication, financial allocations, instrumental programs and physical facilities. On funding, Samways (2003) adds that head teachers need to come up with strategies to raise funds for the purpose of equipping them with the necessary learning materials and facilities. Samways

heaps this responsibility on the Board of Management that can help in human resource management. Studies carried in Kenya have indicated that there is need for adequate professional training for secondary school administrators and managers.

According to the Republic of Kenya (1998) institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management. The document also indicates that lack of such training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training. The in-service programmes need to be provided regularly to the managers, administrators, teachers and curriculum implementers. Secondary education can only be improved by identifying and training the right people.

4.5 BoM members administrative experience and effectiveness in human resource management

The second objective examined the influence of BOM administrative experience on the effectiveness in Human Resource Management. The researcher studied the BOMs administrative experience in performing certain human resource management practices.

Table 4.6: Cross tabulation of BOM administrative experience and human resource management practices

Administrative experience	Experienced		Inexperienced	
Human resource management practices	**Effective**	**Ineffective**	**Effective**	**Ineffective**
Recruitment and selection	51	4	13	42
	(93%)	(7%)	(24%)	(76%)
Staff induction	48	7	21	34
	(87%)	(13%)	(38%)	(62%)
Staff discipline	42	13	18	37
	(76%)	(24%)	(33%)	(67%)
Staff development	46	9	14	41
	(83%)	(17%)	(25%)	(75%)
Staff motivation	40	15	17	38
	(73%)	(27%)	(31%)	(69%)
Staff compensation	41	14	11	44
	(75%)	(25%)	(20%)	(80%)

The majority 51 (93%) of the respondents indicated that BOMs who were experienced were more effective than those who were inexperienced. Majority 48 (87%) indicated that the experienced board of Management members were effective in staff induction than the inexperienced. Majority also indicated that the

experienced were effective in staff development, motivation, and compensation. This therefore implies that experience helps the BoM in performing human resource management practices in schools. According to Sifuna (2003) organizational and administrative skills are essential parts of human resource management. Yet majority of BoM do not have prior experience in management.

Table 4.7: BoM effectiveness in Human Resource Management practice and administrative experience

Human Resource Management practice	Very important	Moderately important	Important	Fairly important	Not important
Prepare and discuss the school budget that prioritize activities	34 (62%)	6 (11%)	11 (20%)	4 (7%)	0 (0%)
Mobilize parents/stakeholders to source for funds	37 (67%)	4 (7%)	12 (22%)	2 (4%)	1 (2%)
Monitor school expenditure	41 (75%)	5 (9%)	0 (0%)	6 (11%)	0 (0%)
Prepare and discuss the school budget that prioritize activities	42 (76%)	3 (5%)	4 (7%)	6 (11%)	0 (0%)
Mobilize parents/stakeholders to source for funds	32 (58%)	5 (9%)	11 (20%)	5 (9%)	2 (4%)
Monitor school expenditure	31 (56%)	9 (16%)	8 (15%)	4 (7%)	3 (5%)

Majority 51 (93%) of the respondents indicated that BOM's human resource management practice found it important to prepare and discuss the school budget that prioritize activities. Majority 53 (96%) indicated that it's important to mobilize parents/stakeholders to source for funds, 46 (84%) indicated that it's important to monitor school expenditure while 49 (88%) indicated that they find that it's important to prepare and discuss the school budget that prioritize activities. This implies that BOM ability to handle financial management in schools might be influenced by their administrative experience in mobilization of funds, monitoring expenditure and priotization of activities. The performance of BOM members who have administrative experience as compared to those who lack is phenomenon since administrative experience enhances performance in human resource management.

Majority 43 (56%) indicated that they effectively they ensure the curriculum is implemented through effective supervision of teachers while 67 (76%) indicated that they prepare and discuss the school budget that prioritize activities. 48 (87%) showed that it's important to effectively mobilize parents/stakeholders to source for funds and a majority 48 (93%) indicated that it's important to monitor school expenditure. Organizational and administrative skills are essential parts of human resource management. Yet majority of Boards of Management do not have prior experience in management (Sifuna, 2003).

Table 4.8: Human Resource Management practices

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Develop and maintain school infrastructure	43 (78%)	5 (9%)	4 (7%)	3 (5%)	0 (0%)
Inspect school facilities	35 (64%)	6 (11%)	7 (13%)	9 (12%)	0 (0%)

Majority 52 (94%) of the respondents indicated that it's important for BOM's to develop and maintain school infrastructure. Majority 48 (88%) indicated that its important for BOM to inspect school facilities. According to Mutai (2003) the reasons for this widely agreed form are not purely managerial but by the needs of the countries objectives and goals. Therefore, this shows that the Board of Management and the head teachers who is the secretary to the committee has to cooperate with and rely upon others, education authorities, school staff and pupils, parents and the general public.

Table 4.9: Recruitment, appointment and discipline of non-teaching staff

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Recruitment and selection of staff.	35 (62%)	12 (22%)	4 (8%)	2 (4%)	2 (4%)
Orientation and maintenance of staff	22 (40%)	18 (33%)	8 (14%)	5 (9%)	2 (4%)
Staff motivation	25 (45%)	8 (14%)	12 (22%)	5 (9%)	5 (9%)
Staff development	31 (56%)	9 (16%)	11 (20%)	4 (8%)	0 (0%)
Staff discipline	21 (38%)	13 (24%)	9 (16%)	7 (13%)	0 (0%)

Majority 51 (92%) of the respondents indicated that it's important for BOM's human resource management practice to involve recruitment and selection of staff. Majority 48 (87%) indicated that it's important that BOM do the orientation and maintenance of staff, 45 (81%) indicated that it's important to do staff motivation while 51 (92%) indicated that it's important for BOM to supervise staff development. Majority 43 (78%) said that they effectively staff discipline. These findings are reflected by Nzuvu (2004) who established in his study on the effectiveness of Board of Management in recruitment of teachers in public secondary schools in Kasarani District that majority of BOM members felt the process of recruiting teachers through the BOM recognized their managerial role

in having say in whom to teach in their schools. However, the study revealed that some panel members who participated in teacher recruitment process had vested interest and wanted a candidate either of their choice or community being given undue advantage over others. Similarly the study revealed that some of the BOM possessed low academic qualifications not beyond primary level to be effective in recruitment process.

Table 4.10 Students welfare and discipline

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Create a conducive environment for students to learn	22 (40%)	14 (25%)	13 (24%)	4 (8%)	2 (4%)
Promote leadership qualities for students e.g. through Student councils	31 (56%)	9 (17%)	14 (25%)	1 (2%)	0 (0%)
Provide guidance and counseling services for students	13 (24%)	7 (13%)	22 (40%)	8 (14%)	5 (9%)
Following right procedure when disciplining students	35 (64%)	9 (16%)	6 (11%)	0 (0%)	5 (9%)

Majority 49 (89%) of the respondents indicated that it's important for BOM's human resource management practice to involve creating a conducive environment for students to learn. Majority 54 (98%) indicated that they it is important to promote leadership qualities for students e.g. through Student Councils, 42 (77%) indicated that it is important to provide guidance and counseling services for students while 50 (91%) indicated that it is important to follow right procedure when disciplining students. Training of managers in government or school education, help them gain relevant knowledge, skills and administrative experience necessary for Human Resource Management (Iravo, 2002).

4.6 Attendance of seminars/workshops and effectiveness in Human Resource Management

The third objective sought to establish the influence of BOM members' attendance of seminars/workshops on the effectiveness in Human Resource Management. The study investigated the BOM members' attendance of Human Resource Management courses and the human resource practices frequently conducted in school.

The researcher studied the relationship between BOM members' attendance of seminars/workshops and Human Resource Management practices. The findings are shown in Table 4.11.

Table 4.11 Cross tabulation of BOM members' attendance of seminars/workshops and Human Resource Management practices

Attendance of seminars/workshops	Attended		Not attended	
Rate of Human resource management practices	**Very effective**	**Effective**	**Fairly ineffective**	**Ineffective**
Recruitment and selection	48	7	21	34
	(87%)	(13%)	(38%)	(62%)
Staff induction	50	5	11	44
	(90%)	(10%)	(20%)	(80%)
Staff discipline	43	12	20	35
	(78%)	(12%)	(36%)	(64%)
Staff development	40	15	19	36
	(73%)	(27%)	(34%)	(66%)
Staff motivation	41	14	29	26
	(74%)	(26%)	(53%)	(47%)
Staff compensation	39	16	21	34
	(71%)	(29%)	(38%)	(62%)

From Table 4.11, majority 48 (87%) of the respondents indicated that BOM members who attended Human Resource Management courses were very effective in recruitment and selection of staff. Majority also indicated that the BoM members who had attended the seminars were effective in staff induction,

maintaining staff discipline, staff development, staff motivation and staff compensation. Silverman and Subramaniam (1999) stated that attitude development is important because teachers, coaches and the society regard daily attitudes as a form of assessment for them and for assessing other people's strengths. To meet the demands of work activities, people need certain skills. For BOM, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership.

Research by Mutai (2003) concluded that managers need three essential skills to do their activities. According to him top BOM need conceptual skills, middle managers need human skills and lower level managers need technical skills. This study examined conceptual skills because the board is the top management of a school. Robbins and Coulter (2007) contend that conceptual skills are skills managers use to think and conceptualize about abstract and complex situations. The application of these skills permits managers to see the organization as a whole with sub-units linked and fitting together. Chandan (2007) on his part argues that managers must understand that each unit contributes towards the overall success of the organization.

The researcher studied the frequency of Human resource practices conducted in school. The findings are shown in Table 4.12.

Table 4.12 Human resource practices frequently conducted in school

Condition of facilities	Frequency	Percentage
Financial reporting	35	63
Staff recruitment and selection	13	24
Staff motivation and maintenance	7	13
Total	**55**	**100**

From Table 4.12, majority 35 (63%) of the respondents indicated that they frequently do financial reporting. There is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in human resource management in secondary schools (Iravo, 2002). Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them with the human resource management and familiarizing on how management has been initiated and how it can be implemented. The head teachers and BOM can facilitate human resource management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers

so that they can discuss their teaching techniques and methods of evaluation (Kapkiyai, 2007).

Human Resource Management skills among other tasks by the BOM can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006). Despite the government's effort to support education in public secondary schools in Sameta District in Kisii County through the posting of teachers and improving the infrastructure, the performance has remained dismal. The failure has been attributed to recruitment and selection process of BOM members and training of the BOM members in carrying out their duties. Therefore panel is expected to make the current practices and plans to strategize, structure and systems which bring the school close to attaining the outcomes of the curriculums (Sifuna, 2003). This implies that the BOM members who have trained have more knowledge in human resource management than those who have no training. They are able to handle challenges professionally and perform better.

4.7 Human resource management comparison by gender

The fourth objective sought to establish the influence of BOM members' gender on the effectiveness in Human Resource Management. The study probed the gender composition of the Board of Management in the schools, gender distribution of the BOM in schools and the composition of the executive

committee of the BOM. It was important to study influence of gender because many of the board members in different schools are male dominated. This study therefore sought to investigate if one gender performed better in human resource management than the other and if this is the reason why they are preferred to form part of the board members.

The researcher studied the gender composition of your Board of Management in the schools. The findings are shown in Table 4.13.

Table 4.13: Gender composition of Boards of Management

Gender	Frequency	Percentage
Male	38	69
Female	17	31
Total	**55**	**100**

Majority 38 (69%) of the respondents indicated that gender composition in their Board of Management is dominated by male. Schools with women board members can expect significantly higher returns and better overall Human Resource Management for a number of reasons including, gender diversity at the board level solve problems faster and more effectively than like-minded boards (Dobbin & Jung, 2007). The high number of male BOM members might mean that they are better performers in human resource management than their female counterparts.

The researcher studied the relationship between BoM gender and human resource management practices in the schools. This was studied in order to establish if a given gender perform better in human resource management practices. The findings are shown in Table 4.14.

Table 4.14: Cross tabulation between BoM gender and human resource management practices

Gender	Male		Female	
Human resource management practices	Effective	Ineffective	Effective	Ineffective
Recruitment and selection	34	21	27	28
	(62%)	(38%)	(49%)	(51%)
Staff induction	38	17	22	33
	(69%)	(31%)	(40%)	(60%)
Staff discipline	32	23	14	41
	(58%)	(42%)	(26%)	(74%)
Staff development	40	15	30	25
	(73%)	(27%)	(54%)	(44%)
Staff motivation	42	13	27	28
	(76%)	(24%)	(49%)	(51%)
Staff compensation	38	17	34	21
	(69%)	(31%)	(62%)	(38%)

Majority 34 (62%) of the respondents indicated that the male BoM members were effective in recruitment and selection than the female. Majority 38 (69%)

indicated that the male were effective than the female in staff induction. Majority also indicated that the male were effective in maintaining staff discipline, staff development, staff motivation, and staff compensation. This might imply that the male BoM members perform better in human resource management practices better than the female. The issue of whether effective leadership is more dependent upon the situation, the particular characteristics of the leader such as gender or the relationship between a leader and a follower has been the focus of much debate (Sternberg & Vroom, 2002).

The researcher studied the gender role distribution of the Board of Management in the schools. This was studied in order to establish if some roles are seen to be better handled by one gender in favourable of the other. The findings are shown in Table 4.15.

Table 4.15: Gender distribution of the BOM members

Gender distribution	Frequency	Percentage
Equal	6	11
Skewed in favour men	29	53
Skewed in favour women	11	20
Not considered	9	16
Total	**55**	**100**

Majority 29 (53%) of the BOM members respondents indicated that the gender distribution is skewed in favour of men. Gender diversity at the board level brings different perspectives to the table and improves communication (Dobbin & Jung, 2007). It also sends a powerful message to the women who already work for their organizations that their contributions are valuable – that their voices are heard. It demonstrates to employees, investors and other stakeholders that diversity truly matters to their corporate success (Stephenson, 2004).

The researcher studied the composition of the executive committee in the schools. The findings are shown in Table 4.16.

Table 4.16: Composition of the executive committee

Composition	Female	Male
Chairman	15 (36%)	35 (64%)
Secretary	18 (33%)	37 (67%)
Treasurer	14 (25%)	41 (75%)
PTA chairperson	15 (36%)	35 (64%)

Majority 35 (64%) of the respondents indicated that there were more male chairmen in their board. A majority 37 (67%) have female secretaries. Majority 41 (75%) had male as treasuries. There were more female PTA chairpersons as indicated by a majority 35 (64%) of the respondents. This finding shows that the

male are preferred for the high posts in the board. This might be due to their better performance in terms of human resource management in schools. They might be better managers of finances in their schools and hence preferred for the high and crucial roles.

Reyes (2001) did a study on one hundred and fifty (150) teachers and his findings were that gender was related to job satisfaction in which more women were satisfied with their jobs than men. The issue of whether effective leadership is more dependent upon the situation, the particular characteristics of the leader such as gender or the relationship between a leader and a follower has been the focus of much debate (Sternberg & Vroom, 2002). Most of the studies have shown that there are no significant gender differences in leadership effectiveness, although followers may prefer to work under a leader of a certain gender.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The purpose of the study was to investigate factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi River District, Kenya. The study was guided by the following objectives; to identify the influence of BOM members' level of education on the effectiveness in Human Resource Management, to establish the influence of BOM members 'administrative experience on the effectiveness in Human Resource Management, to examine the influence of BOM members' attendance of seminars/workshops on the effectiveness in Human Resource Management and to establish the influence of BOM members' gender on the effectiveness in Human Resource Management in public secondary schools in Athi-River District.

5.2 Summary of the study

The study aimed to find out the investigate factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi River District, Kenya. The researcher singled out four challenges that she deemed are the factors facing influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi River District. The study targeted 210 BOM members,

280 teachers, 14 head teachers from these 14 public secondary schools. The study

sampled 63 BOM members and 84 teachers were sampled. The total sample size

was 148 respondents. Stratified sampling was used to select 84 teachers from the

14 secondary schools. Stratification helped to involve teachers from all the

schools. Purposive sampling was then used to select the Sub County Education

Officer. Questionnaires and interview schedules were used for data collection.

Reliability analysis was done through test-retest method. Pearson's product

moment's correlation was used to test reliability. Validity was ensured through

discussion with the experts including supervisors and colleagues. Primary data

was collected and analyzed using quantitative and qualitative techniques and

presented in tables and graphs. Secondary data was obtained from journals and

schools data base. Data collected was analyzed using SPSS (Statistical Package

for Social Sciences). Descriptive statistics and thematic statistics were used.

The findings on the influence of BoM members' level of education on the

effectiveness in human resource management in public secondary schools in Athi-

River District revealed that a majority of the BoM members 32 (58%) had a

degree as their highest level of education. The majority of the teachers 45 (60%)

had degree as their highest level. Majority 45 (82%) of the respondents indicated

that BoM's human resource management practice involves effectively developing

and maintaining a school strategic plan. Majority 48 (87%) indicated that they

effectively supervise school projects, 42 (76%) indicated that they effectively

hold regular BoM meetings while 48 (87%) indicated they effectively procure

goods and services as per laid down regulations. Majority 40 (72%) said that they effectively they ensure the curriculum is implemented through effective supervision of teachers while 45 (82%) indicated that they provide teaching and learning resources. 36 (65%) showed that they effectively reviewed the school academic performance and majority 41 (74%) also indicated that they motivate teachers and students.

The findings on the influence of BoM members 'administrative experience on the effectiveness in human resource management in public secondary schools in Athi-River District revealed that a majority 51 (93%) of the respondents indicated that BoM's human resource management practice found it important to prepare and discuss the school budget that prioritize activities. Majority 53 (96%) indicated that it's important to mobilize parents/stakeholders to source for funds, 46 (84%) indicated that it's important to monitor school expenditure while 49 (88%) indicated that they find that it's important to prepare and discuss the school budget that prioritize activities. Majority 43 (56%) said that they effectively they ensure the curriculum is implemented through effective supervision of teachers while 67 (76%) indicated that they prepare and discuss the school budget that prioritize activities. 48 (87%) showed that it's important to effectively mobilize parents/stakeholders to source for funds and a majority 48 (93%) indicated that it's important to monitor school expenditure. Majority 52 (94%) of the respondents indicated that it's important for BoM's to develop and maintain school infrastructure. Majority 48 (88%) indicated that it's important for BoM to

inspect school facilities. Majority 51 (92%) of the respondents indicated that it's important for BoM's human resource management practice to involve recruitment and selection of staff. Majority 48 (87%) indicated that it's important that BoM do the orientation and maintenance of staff, 45 (81%) indicated that it's important to do staff motivation while 51 (92%) indicated that it's important for BoM to supervise staff development. Majority 43 (78%) said that they effectively staff discipline.

The findings on the influence of BoM members' attendance of seminars/workshops on the effectiveness in human resource management in public secondary schools in Athi-River District revealed that a majority 32 (58%) of the respondents indicated that they disagreed that BoM members attended Human Resource Management courses. Majority 35 (63%) of the respondents indicated that they frequently do financial reporting.

The findings on the study of the influence of BoM members' gender on the effectiveness in human resource management in public secondary schools in Athi-River District indicated that the majority 38 (69%) of the respondents indicated that gender composition in their Board of Management is dominated by male. Majority 29 (53%) of the BoM members respondents indicated that the gender role distribution is skewed in favour of men. Majority 35 (64%) of the respondents indicated that there were more male chairmen in their board. A majority 37 (67%) have female secretaries. Majority 41 (75%) had male as

treasuries. There were more female PTA chairpersons as indicated by a majority 35 (64%) of the respondents.

5.3 Conclusions

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

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

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

It can be concluded that there is influence of BoM members' gender on the effectiveness in human resource management in public secondary schools in Athi-River District. The male preference for human resource management roles is

affecting the management negatively. The schools should observe gender equality in the selection of roles in human resource management among the BoMs.

5.4 Recommendations

The BoM members' should be sensitized on the importance of higher level of education on human resource management in schools. They should be encouraged to enroll for developing courses on human resource management to better their knowledge.

Every school should be mandated to have BoM members appointed after gaining the required administrative experience in secondary schools. The school management should be advised on the need to include checking the BoM members' administrative experience in the human resource management.

The BOM members' should be motivated to attend of seminars/workshops. This can be done through provision of time and schedule for BoM members to attend refresher courses in human resource management.

5.5 Areas for further research

The following are areas for further research;

   i.   The effect of human resource management on academic performance of secondary students.

   ii.   The training of BoM members and its influence on the human resource management in secondary schools.

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Appendix I: Letter of introduction

University of Nairobi,

P.O. Box 29012,

Nairobi.

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a student from University of Nairobi pursuing a Master Degree in Education in Corporate Governance. I am carrying out a research study: **"Factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi-River District, Kenya."** Please allow me to collect data from your school. The questionnaire is meant to help in fulfilling the research objectives.

Yours Faithfully,

Susan Muthiani

E55/71803/2011

Appendix II: Questionnaire for Board of Management members

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi-River District, Kenya**.** All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: Background of respondents

1. What is your gender   Male   ☐   Female   ☐

2. What is your age?

        Below 30 years   ☐   30-35 years   ☐

        36-40 years   ☐   Over 40 years   ☐

3. What is your highest level of education?

        Primary level ☐   Secondary level   ☐

        College level ☐   University level   ☐

4. Course attended (tick where appropriate)

        Education Arts   ☐   Education Science   ☐

        MBA   ☐   BBM   ☐

        Others (state)_____

5. What position do you hold in the school Board of Management?

   Chairperson ☐ Secretary ☐ Member ☐

6. Are you a member of Board of Management (BOM) elsewhere?

   Yes ☐ No ☐

   If yes, how many Boards?_____

7. How long have served as a member of BOM?

   Less than 5 years ☐ 5 years ☐ 0 years ☐ ore than 10 years ☐

8. Have you attended any course (s) related to human resource management?

   Yes ☐ No ☐

   If yes, state the course_____

9. Among the following human resource practices which one(s) do you frequently conduct in your school?

   ☐ Financial reporting ☐ Staff motivation and maintenance

   ☐ Staff recruitment and selection Others (state)_____

Section B: Level of education on Board of Management members on effectiveness in human resource management

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

   1= Ineffective   4= Moderately effective

   2= Fairly effective   5= Very effective

   3= Effective

(I) Plan, organize, direct, monitor and supervise approved school projects and programmes

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Develop and maintain a school strategic plan					
Supervise school projects					
Hold regular BOM meetings					
Procure goods and services as per laid down regulations					
Ensure the curriculum is implemented through effective supervision of teachers					
Provide teaching and learning resources					
Review the school academic Performance					
Motivate teachers and students					

(II) Sourcing and management of school finances

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Prepare and discuss the school budget that					

prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					

(IV) Recruit appoint, and discipline non-teaching staff

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Recruitment and selection of staff.					
Orientation and maintenance of staff					
Staff motivation					
Staff development					
Staff discipline					

(V) Students welfare and discipline

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Create a conducive environment for students to learn					
Promote leadership qualities for students E.g. through Student councils					
Provide guidance and counseling services for students					
Following right procedure when disciplining students					

Section C: Influence of BOM members' attendance of seminars/workshops on the effectiveness in Human Resource Management

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

        1= Ineffective   **4= Moderately effective**

        2= Fairly effective   **5= Very effective**

        3= Effective

(II)Plan, organize, direct, monitor and supervise approved school projects and programmes

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Attendance of seminars/workshop					
Relevant courses offered at the workshops					
Frequent attendance of the workshops by BOMs					
Adequate time spend at the seminars					
Support from management for BOM to attend the workshops					

Section D: Administrative experience influence on effectiveness in human resource management

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

> **1= Not important4=   4=Moderately important**
>
> **2= Fairly important   5= Very important**
>
> **3= Important**

(I) Plan, organize, direct, monitor and supervise approved school projects and programmes

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Human Resource Management practice	Very important	Moderately important	Important	Fairly important	Not important
Develop and maintain a school strategic plan					
Supervise school projects					
Hold regular BOM meetings					
Procure goods and services as per laid down regulations					
Ensure the curriculum is implemented through effective supervision of teachers					
Provide teaching and learning resources					
Review the school academic Performance					
Motivate teachers and students					

(II) Sourcing and management of school finances

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					

	Very important	Moderately important	important	Fairly important	Not important
Monitor school expenditure					
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					

(III) Development of physical facilities

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Develop and maintain school infrastructure					
Inspect school facilities					

(IV) Recruit appoint, and discipline non-teaching staff

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Recruitment and selection of staff.					
Orientation and maintenance of staff					
Staff motivation					
Staff development					
Staff discipline					

(V) Students welfare and discipline

Human Resource Management practice	Very important	Moderately important	Important	Fairly important	Not important
Create a conducive environment for students to learn					
Promote leadership qualities for students e.g. through Student councils					
Provide guidance and counseling services for students					
Following right procedure when disciplining students					

Section E: Influence of gender on effectiveness of human resource management

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

    (i) Number of BOM_____

    (ii) Males_____ Females_____

14. How would you describe gender role distribution of the BOM in your school?

       ☐   Equal

       ☐   Skewed in favour men

       ☐   Skewed in favour women

       ☐   Not considered

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

(i) Chairman _____

(ii) Secretary_____

(iii) PTA chairperson_____

Appendix III: Questionnaire for Sub-County Education Officer and teachers

This questionnaire is for the purpose of research on the factors influencing the Board of Management member's effectiveness in Human Resources Management in Public Secondary Schools in Athi River, Kenya.

Please indicate your response by placing a tick (√) in the appropriate box.

1. Please indicate your gender:

   Male ( )   Female ( )

2. Do all your public secondary schools have legally constituted BOMs?

   Yes ( ) No ( )

   If No, please give reasons

   _____

   _____

   _____

   _____

   _____

3. For how long have you served as a Sub-County Education Officer in this district? _____ years.

4. How do rate the BOMs in terms of effectiveness in the following human resources management practices. Use the following likert scale;

1= Ineffective 2= Fairly effective 3= Effective

4= Moderately effective 5= Very effective

(I) Plan, organize, direct, monitor and supervise approved school projects and programmes

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Develop and maintain a school strategic plan					
Supervise school projects					
Hold regular BOM meetings					
Procure goods and services as per laid down regulations					
Ensure the curriculum is implemented through effective supervision of teachers					
Provide teaching and learning resources					
Review the school academic Performance					
Motivate teachers and students					

(II) Sourcing and management of school finances

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					

(III) Recruit appoint, and discipline non-teaching staff

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Recruitment and selection of staff.					
Orientation and maintenance of staff					
Staff motivation					
Staff development					
Staff discipline					

(IV) Students welfare and discipline

Human Resource Management practice	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Create a conducive environment for students to learn					
Promote leadership qualities for students E.g. through Student councils					
Provide guidance and counseling services for students					
Following right procedure when disciplining students					

Section C: Administrative experience influence effectiveness in human resource management

5. How do you rate the BOMs administrative experience in performing the following human resource management practices Use the following likert scale; **1= Not important, 2= Fairly important, 3= Important**

   4= Moderately important, 5= Very important

(I) Plan, organize, direct, monitor and supervise approved school projects and programmes

Human Resource Management practice	Very important	Moderately important	Important	Fairly important	Not important
Develop and maintain a school strategic plan					
Supervise school projects					
Hold regular BOG meetings					
Procure goods and services as per laid down regulations					
Ensure the curriculum is implemented through effective supervision of teachers					
Provide teaching and learning resources					
Review the school academic Performance					
Motivate teachers and students					

(II) Sourcing and management of school finances

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					
Prepare and discuss the school budget that prioritize activities					
Mobilize parents/stakeholders to source for funds					
Monitor school expenditure					

(III) Recruit appoint, and discipline non-teaching staff

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Recruitment and selection of staff.					
Orientation and maintenance of staff					
Staff motivation					
Staff development					
Staff discipline					

(IV) Students welfare and discipline

Human Resource Management practice	Very important	Moderately important	important	Fairly important	Not important
Create a conducive environment for students to learn					
Promote leadership qualities for students e.g. through Student councils					
Provide guidance and counseling services for students					
Following right procedure when disciplining students					

APPENDIX IV

Research authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

6th June, 2014

NACOSTI/P/14/7644/1923

Susan Mukii Muthiani
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing Board of Management members' effectiveness in Human Resource Management in public secondary schools in Athi River District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **30th July, 2014.**

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

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

APPENDIX V

Research clearance permit

THIS IS TO CERTIFY THAT:
MISS. SUSAN MUKII MUTHIANI
of UNIVERSITY OF NAIROBI, 94175-200
nairobi,has been permitted to conduct
research in *Machakos   County*

on the topic: *FACTORS INFLUENCING*
BOARD OF MANAGEMENT MEMBERS'
EFFECTIVENESS IN HUMAN RESOURCE
MANAGEMENT IN PUBLIC SECONDARY
SCHOOLS IN ATHI RIVER DISTRICT,
KENYA

for the period ending:
30th July,2014

....
Applicant's
Signature

Permit No   : NACOSTI/P/14/7644/1923
Date Of Issue : 6th June,2014
Fee Recieved :Ksh 1,000

....
FOR: Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 1881

CONDITIONS: see back page

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