

**INFLUENCE OF BOARD OF MANAGERMENTS' CONTRIBUTION TO
DEVELOPMENT OF PUBLIC SECONDARY SCHOOLS IN NYAMIRA
NORTH DISTRICT, NYAMIRA COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this research project to my dear husband Amon Marucha.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEO	District Education Officer
BOM	Board of Management
CBA	Collective Bargaining Agreement
CDF	Constituency Development Fund
GOK	Government of Kenya
H/T	Head Teacher
KCSE	Kenya Certificate Of Secondary Education
MOE	Ministry of Education
PTA	Parents Teachers Association
SDP	School Development Plan
SMB	School Management Bodies
SMC	School Management Committee
TSC	Teacher Service Commission

ABSTRACT

The purpose of this study was to investigate the influence of board of managements' contribution in development of public secondary schools. The objectives of the study were to determine the extent to which BOM members' involvement in decision making process has enhanced the management of secondary schools, establish to what extent the BOMs' participates in the recruitment of staff has enhanced secondary school teacher motivation and to establish how the provision of physical facilities by BOM had improved the learning conditions in secondary schools in Nyamira North district. The study used descriptive survey design in which it targeted 22 headteachers and 308 BOMs in Nyamira North district. The study used both purposive and simple random sampling methods to select 22 headteachers and 154 BOMs. Out of which 176 comprising of 154 BOMs and 22 headteachers responded by either completing the questionnaire and returning. The data was collected by use of both questionnaires and interview schedules. Prior to data collection, research instruments were piloted for validity and reliability test. Data was analysed both qualitatively and quantitatively. The study established that the BOMs were involved in the decision making in matters to do with management of the school. However, it was believed that their level of education influenced their participation. Due to their participation in the decision making in the school, the management has been enhanced. The study also established that the BOMs were to a large extent involved in the provision of physical facilities in the school and this has improved the learning conditions in the schools. The BOMs are involved in the recruitments of the staff which has enhanced the motivation of the teachers. The BOMs also supervised and monitored the physical projects in the school which resulted into better management of the school resources. The study recommended that government should give more responsibility to the BOMs so that they become the oversight body that oversees the decision making in the schools for effective management, government should provide the BOMs with training so that they are equipped with the recruitment and selection of the staff to ensure that the schools attract only the best talents, the BOMs should device means by which they will be able to find resources to provide physical facilities for the smooth and conducive learning environment and finally, the BOMs should provided with the supervision skills so as to ensure that the school does not incur losses during the construction and maintenance of the physical projects in the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The administration of secondary schools like other learning institutions such as middle level colleges and Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) is vested in a School Board of Management (BOM) and the head teacher as its Secretary and Chief Executive Officer. The BOM is responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure, development and the provision of teaching and learning materials (Ministry of Education Science and Technology (MOEST, 2005).

In the Kenyan case management of secondary schools by Board of Management (BOM) came into place after independence following recommendation by the Kenya education commission report of Ominde (Republic of Kenya, 1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. Education Act 2013 and Sessional Paper No. 1 of 2005 state that the boards of managements have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (MOEST, 2005; Kamunge, 2007).

In Sessional Paper No. 6 of 1988, the government accepted the recommendations of the Presidential Working Party on Manpower Training famously known as Kamunge report that: Members of boards of managements and school committees be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions (MOEST, 1988). It is important to point out that school governing bodies and parent teacher association are all volunteers but the former has a legal mandate.

According to the Education Act 2013, the Board of Management appointed by the County Education Board consists of 13 members which include six persons representing parents or local community, a nominee of the County Education Board, one representative of teaching staff, three representative of sponsors, one representative of special interest group and a representative of persons with special needs (RoK, 2013). The BOM are supposed to work together to manage the school without any bias either to their own interest or to the interest of the people who appointed them to the post in order to bring development to the school. Based on this, the research is aimed to establish the influence of BOM in school management in Nyarnira North District- Kenya. In 1988, the Government of Kenya (GOK) established Kenya education staff institutes (KESI) to offer in-service training for heads of educational institutions including school principles.

Further the KESI mandate was to be diversified both serving and potential school leaders.

The BOM contributes to educational development in various ways and because of their nature and status are meant to perform different but complementary role in the school. James (2010) argued that school boards give an enormous amount to the education system in England, yet their contribution is largely hidden from public view. In Kenya, the roles of the board include decision making, monitoring of infrastructural development, financial issues as well as overseeing the delivery of educational programmes and monitoring educational standards (Kipsoi and Sang, 2008, MOEST, 2005). Others are the recruitment and selection of employees both teaching and non teaching (MOEST, 2005). The task of Educational management entails prudent utilization of funds and equipment to enhance efficiency in the delivery of quality education (RoK, 1999).

According to the task force on student discipline and unrest, the appointment of unqualified and incompetent BOM members had a bearing on the quality of management of schools hence recommended that BOM be appointed from persons of integrity with a minimum qualification of form four levels of education (RoK, 2001). Further the task force suggested need for induction of BOM on code of management and policy be implemented on their training to enlighten on roles of the board (Kindiki, 2009; Mumo, 2004; Onderi and Makori, 2013; Otieno,

2013). Kindiki (2009) found in his study that the school boards assisted the schools in acquisition of physical resources and promote discipline initiatives that eventually helped the school in achieving proper implementation initiatives.

The BOM also has responsibility of teacher management and staff and student's discipline which would be realized if BOM members are conversant and well educated on educational programmes and management tasks as pointed out by Koech commission (RoK,1999). The working relationship of the BOM and teachers was also examined since effective implementation of the curriculum depended on the teachers to larger extend and any BOM infringement on teachers would create tension and thus negatively affect smooth running of educational programmes and also student performance. However, when there is constant consultation among the teachers, head teachers and sometimes BOM members who are very useful instruments to the schools, the levels of managerial efficiency in school can be uplifted.

According to the Education for All-First Track Initiative (EFA – FTI) (1990), training of headteachers and BOM members is a pre-requisite for quality education and management. Therefore to be competitive in labour market, secondary school in Africa need more qualified head teachers and BOM who are equipped with modern knowledge and better managerial skills.

Abagi and Olweya (1999) noted that the BOM members closely monitor the students and report any indiscipline cases to the teacher and headteacher and this has led to the establishment of proper discipline among students in many secondary schools in Kenya. The BOM plays a critical role in planning and development of physical facilities for the purpose of learning and teaching in public secondary schools in Kenya. Eshiwani (1993) has underscored the fact that adequate and proper learning materials which is one of the major roles of the BOM, are pre-requisite in many learning situation.

The BOM as an agent of the MOE/TSC has been mandated to carry out the functions of recruitment of teachers by identifying staff shortages then declare the vacancy to the DEO who in turn informs the TSC. It is also their duty to receive the applications; selection of new teachers by forming BOM academic Sub-committee with mandate to vet and shortlist applicants after which the board conduct the interviews; recommend transfer of teacher; discipline teachers for various forms of gross misconduct under TSC code of regulation (COR) (Mkongo, 2013).

BOM is responsible for the planning and development of physical facilities in the schools; sourcing for funds to under-take infrastructure improvement in the school; monitoring and supervising physical projects in the school and; proper use and maintenance of physical facilities and materials resources such as; class

rooms, labs, library, fields, lab equipments and classroom text books (Mumo, 2004).

The BOM contributes to educational developments in that they ensure that the learning takes place without hitches such as lack of learning materials, lack of teaching and non teaching staff, lack of adequate classrooms and lack of motivated teachers and students. The involvement of BOMs in the management has been widely acknowledged in both developing and developed countries (Kamba, 2010). The parental involvement is associated with school effectiveness and students performance in general. Commenting in favour of parental involvement in schools. Masey (1993) stated that it is a mistake to underestimate the willingness and capacity of many parents to work with the schools.

1.2 Statement of the problem

Managing a school in Kenya has been left in the hands of the school head teachers and the board of managements nominated by the stakeholders and appointed by the minister of education. The success of any school programme depends on the overall cooperation between all the stakeholders in the education. These BOMs are responsible for the management of both human and resources so as to facilitate smooth operations, infrastructures, development and the provision of teaching and learning materials (MOEST, 2005) the BOM are legally mandated by the Ministry of Education under the Education, Act 2013 to manage secondary

schools in Kenya. Although their immediate roles have been defined in the laws, there are no standards that have been adopted to measure their effectiveness.

According to Kindiki (2009), the secondary schools BOM in Kenya lack management skills and therefore lack supervisory competencies to utilize available information for management purposes. The inquiry of Koech Report (Republic of Kenya 1999) pointed out that the management of educational institutions in Kenya was found to be weak because most of the board of managements lacks quality management capabilities.

Table 1.1 Nyamira county KCSE performances between years 2008 to 2012

Year	2008	2009	2010	2011	2012	Average
Mean score	4.1599	3.9355	4.1713	4.4481	4.3227	4.2075

Source: County Education Office (2013)

Table 1.1 show that Nyamira county has been recording low performance in KCSE as it has only managed an average mean score of 4.2075 compared to the national mean score of seven (Nyaboga, 2011). Poor examination performances leads to high wastage rate due to finances invested in education. This is despite the fact that every public secondary school has a BOM which is mandated to oversee its development including curriculum implementation and management of resources (Kindiki 2009). Studies have been done on the effectiveness of BOM on school management (Mumo, 2004; Onderi and Makori, 2013; Otieno, 2013).

However, little has been done of the influence of the BOMs' contribution to the development of secondary schools, hence a knowledge gap. This study sought to investigate influence of the BOM contribution in the expansion of secondary schools so as to answer the main research question- does the BOM influence secondary school management?

1.3 Purpose of the study

The study was to investigate the influence of board of managements' contribution in development of public secondary schools.

1.4 Objectives of the study

The specific objectives of the study were:

- i. To determine the extent to which BOM members' involvement in decision making process has enhanced the management of secondary schools in Nyamira North district.
- ii. To establish how the BOMs participation in the recruitment of staff has enhanced secondary school teacher motivation in Nyamira North district.
- iii. To establish how the provision of physical facilities by BOM had enhanced the learning conditions in secondary schools in Nyamira North district.

- iv. To assess the influence of monitoring and supervision of school projects by the BOM on the management of secondary schools in Nyamira North district.

1.5 Research questions

The study sought to answer the following questions.

- i. To what extent has BOM members' involvement in decision making process enhanced the management of secondary schools in Nyamira North district?
- ii. To what extent has the board of managements' participated in the recruitment of staff enhanced secondary school teacher motivation in Nyamira North district?
- iii. How has the provision of physical facilities by BOM enhanced the learning conditions in secondary schools in Nyamira North district?
- iv. What is the effect of the BOMs' monitoring and supervision of projects on the management of secondary schools in Nyamira North district?

1.6 Significance of the study

The findings of this research could be of importance to the following policy maker at government level where the research findings could help the stakeholders in education and the government to make any necessary changes which could enable the BOM have a positive influence on school management.

The study findings could be of help to the BOM members to re-align their mandate in order to harmonize their role with that of the principal and other stakeholders for better school management. The findings could enable the school principals in Nyamira North District and other parts in Kenya to understand the influence of BOM as a crucial stakeholder and management and hence strive to work in harmony for the betterment of the school. The PTA being also a stakeholder in the school, could benefit from the findings by understanding the role and influence of BOM in school management and hence work hand in hand with them to benefit the institution. Since parents are the key stakeholders in the school, the study findings could help them comprehend the role and influence of the BOM members in school management.

1.7 Limitations of the study

The researcher anticipated difficulty in availability of respondents due to their busy teaching and learning schedule. This was overcome by early booking of appointments with the BOM members and adjustment of time for data collection where necessary so as to ensure that all the respondents have time to respond to the questions.

1.8 Delimitations of the study

The study was carried out in Nyamira North District, Nyamira County in Kenya. The study focused on all the public secondary schools in the district. The study

targeted all the 22 headteachers and the 308 BOM members. The private secondary were excluded from the study.

1.9 Assumption of the study

The study was guided by the following assumptions;

- i. That the respondents answered the questions objectively.
- ii. That those members of the board and head teachers who took part in the study knew their role in school development and understood the scope in which they operated on.
- iii. That the district education officer in Nyamira North had adequate data on the influence of board of managements' contribution in development of public secondary schools.

1.10 Definition of significant terms

For the purpose of the study, the following terms have the attached meaning.

Board of management: refers to members nominated to manage the schools on behalf of the community, the sponsor, the political group and parents of those particular schools.

Contribution: refers to something that you do that helps to achieve something or to make it successful. In this case it refers to

the input by the BOM members that are geared towards the achievement of development of the school.

Decision Making: refers to the process of selecting a logical choice from the available options. In this case it refers to the BOM participating in the making of choices that will result into better results of the institutions.

Development: refers to the process that involves a series of stages, with the notion that each new stage is different and more progressive or even much better. For this matter, development refers to the progressive improvement in the academic performance of the students, staff and student motivation and better learning conditions in the schools and student discipline.

Recruitment: refers to the process of finding and hiring the best-qualified candidate (from within or outside of an organization) for a job opening, in a timely and cost effective manner.

1.11 Organization of the study

This study was organized into five chapters. Chapter one covers the background to the study, statement of the problem, objective of the study, research questions, purpose of the study, significance of the study, delimitation of the study, basic assumptions of the study and definition of significant terms. Chapter two presents

the review of relevant literature. It has the following subtopics (i) Review of literature related to the influence of board of managements on other parts of the world other than Kenya and (ii) Review of literature of influence of board of managements conducted in Kenya and conceptual framework of the study. Chapter three describes the research methods used. It is organized as follows: research design targeted population, sample and sampling procedures, research instruments, reliability of the instrument and administration of the instrument and data analysis techniques. Chapter four entails data analysis and interpretation while chapter five consists of summary conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, related literature with regard to the influence of BOM contribution to development of public secondary schools is reviewed. The areas which are reviewed include: the overview of BOM, BOM academic qualification and school management, BOM involvement in decision making, recruitment of staff and maintenance of discipline, Provision of physical facilities and monitoring of approved projects. Other areas highlighted include the theoretical and the conceptual frameworks.

2.2 Overview of Board of Management

The boards of managements' (BOM) are legally mandated by the Ministry of education under the education Act 2013 to manage secondary schools in Kenya. In the management of education in Kenya, at primary school level, school management committees (SMCs) and parents' teachers association (PTAs) are responsible for their respective schools while secondary schools, middle level colleges and Technical Industrial Vocational and Entrepreneurship Training (TIVET). Institutions are managed by board of managements (BOMs) and the universities by councils.

The education Act 2013 of the Law of Kenya section 56 (Republic of Kenya, 2013) indicates that the Cabinet Secretary appoints members of the board of managements through the County Board Members. The County Board 6 persons representing local community, one nominated by the County Education Board, one representative of teaching staff, three representatives of the sponsors, one representative of the special interest group and one representative of the persons with special needs. Once members select the chairperson of the board and co-opt 3 other persons from the parent teachers asocial (PTA) into the board Opot, (2006). It is this team of 14 members which oversees the running of Kenyan secondary schools.

Appointments of members of the board of management (BOMs) in Kenya as in other parts of the world such as the United Kingdom is obvious with some purposely elected as channel for varied interests and hence such boards lack power and important interest bypass it as pointed out by Kogan (1984). The inquiry of Koech Report (Republic of Kenya, 1999), pointed out that management of educational institutions in Kenya was found to be weak because most board of managements lacked quality management capabilities. This sometimes leads to poor performance in the Kenya certificate of secondary education (KCES).

A study was done by Isherwood and Osgood, (1996) in Canada on administrative effectiveness of Board of Managements in political environment. The objective of

the study was to find how Board of Managements chairman defined effective school operation. The result of this study depicted some characteristics of effective school board chairman. A chairman pointed out that he became effective and influential because he listened to the concerns of other BOM members and other stakeholders. Also ability to control the board or being in authority, ability to foresee solutions and problem making sure BOM members are informed on what is going on, learning to use the school administration effectively and representing the BOM with the public and the media was a sign of effective management (Isherwood and Osgood, 1996).

Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and extent to which needs of the school boards were being met. The objective of the study was to evaluate the level of local authority support to school boards, identify needs of BOM and establish if there was need initial and continuing training for BOM members. The study revealed that management of finances of the BOM left a lot to be desired as there was no clear rational of the allocation of funds. It also noted that board members viewed training positively and thought it as the only way their skills on school management could be improved.

2.3 Board of Managements involvement in decision making process in secondary schools

Okoth (1987) carried out a research about the love of community participation in the administration of Harambee Secondary Schools in South Nyanza District in Kenya. The purpose of the study was to investigate the influence of BOM members' participation in Harambee schools administration and effect of that participation on school leadership in Rangwe Division of South Nyanza. The target population comprised of all headteachers of Harambee Schools in the district plus the BOM members of those schools. The study revealed that in schools the headteachers and BOM did not enjoy cordial relationship; the BOM tended to usurp the authority of the headteacher and proceeded to recruit their own relatives as schools' staff. Freedman (2002) observed that one of the roles of the school boards was to make administrative decisions which have direct effect of how the schools are run on a daily routine.

A similar study was done by Monly, (2003) in Bureti District to establish the effectiveness of board of managements in management of public secondary schools. He use the survey research design and he targeted all the headteachers and bursars of all public secondary schools in Bureti District, District Education Officers (DEO) and the Quality Assurance and Standard Officer (DQASO). The research finding indicated that majority of the respondents perceived the BOM members as effective and influential in participation in resource management of

school. Similarly majority of them perceived the BOM as effective in provision of physical facilities.

The BOM was also found to be effective in their participation in financial management in their schools. Decision making role is a crucial function of management the fact that reveals poor participation of the BOM members in decision making process hence calls for study to investigate why the BOM are not fully involved in this vital task of management. BOM is supposed to be proactive rather than reactive on matters that affects the school community, parents, teachers and students. The board also ensures that school principal is very responsible in his work. In more successful schools BOM also seeks opinion of the headteacher or politicians for example during expulsion of indiscipline students, scraping school uniform or even changing the menu items (Section II of Education Act 1968).

2.4 Influence of BOMs' involvement in recruitment of staff

BOM is mandated with staffing and sourcing of staff is done through posting advertisement in the newspaper or notice board, then the applicants are interviewed by the BOM recruitment committee. The discipline of students is provided for in education Act Cap 2013 legal notice 4d 1972 part 4-10. It gives the laid down procedure of taking disciplinary measures to students including suspension, exclusion and expulsion. The act further states BOM of the school

may take administrative rule to discipline or non-adherence students in their school. The other duty expected of the BOGs is recruitment and disciplining of staff. Cases abound of irregularities in the recruitment process due to not only interference from outside but also incompetence on the part of the BOGs as Daily Nation (1999) writes; BOGs would prefer that teachers in their schools be from their own area going to an extent where language of communication is the local dialect. On this, Njathi (2005) proposes that BOGs be inducted on the selection procedures of teachers and be forced to follow this criteria (set by TSC) to overcome the above problem. Further, Head teachers as secretary to the BOGs be made to work outside their home area to reduce nepotism.

According to Abaal and Olweya (1999), the BOM are directly involved in handling the student discipline. This is where the BOM members closely monitors the students and report any indiscipline cases of the teachers and headteachers and this has led to the establishment of proper discipline among students in many secondary schools in Kenya. The BOM is also mandated to discipline errant teachers and advice the teachers service commission for disciplinary action. In regard to organizational roles, BOM members of a school play five major organizational roles in schools mainly by organizing workshops and seminars, organizing in-service training courses, organizing academic trips, benchmarking in other schools and motivation of staffs through award schemes.

Ambucha (2004) conducted a study to establish the effectiveness of BOM in recruitment of teachers in public secondary schools in Taita Taveta District. The purpose of the study was to find out if there were malpractices in teachers' recruitment. The target population comprised of teachers recruited by selection panels, headteachers and the BOM members. The researcher's finding indicated that majority of BOM members felt the process of recruiting teachers through the BOM recognized their managerial role in whereby they have a say in choosing who is to teach in their schools. However, the study revealed that some panel members had vested interest and wanted some candidate of their own choices or from the community to be given undue advantage over others. Similarly the study revealed that some BOM members possessed low academic qualification, in that they did not go beyond primary school levels.

Magiri (2005) avers, he says; BOGs were not effective in articulating / implementing policies due to low academic qualifications among some members and manipulations by Head teachers due to ignorance and personal interests. Further, members had not read the legal document to know the mandate and only thought their role was to ensure school produced God-fearing students and loyalists to the political system of the day, he quips. He further adds, policy formulation and implementation posed a challenge to the BOGs. This is partly because policies are either school based or MOE formulated and required to be articulated correctly if goals and objectives of education are to be achieved. Board

members also lamented that some head teachers do not guide them well on school policies. Others policies are made by MOE without a proper induction process in place- write Magiri (2005).

The above studies have focused on the various issues on the management of school by school boards. The studies have not fully focused on how the BOM contributes either positively or negatively towards the development of public secondary schools like that of Nyamira North District – Nyamira County. This is the gap the study is aimed to fill.

2.5 Influence of BOMs' involvement in provision of physical facilities

Although the parents are responsible for the payment of school fees which go to provision of physical facilities, BOM budgets and comes up with viable projects for example building of dormitories, purchase of school bus, and construction of laboratories among others important infrastructure within the school. This is an important function of the BOM since without facilities, curriculum implementation will be hampered. It is the responsibilities of BOM to make sure that learning takes place effectively and efficiently (RoK, 2013). The BOM is also supported to provide physical resources that can make curriculum implementation possible for instance provision of classrooms, desks, chairs and some other learning materials.

Eshiwani (1993) underscored the fact that adequate and proper learning materials are a pre-requisite in any learning situation. Therefore if the board of managements doesn't make provision for better physical facilities, the school learning and especially curriculum implementation cannot easily be achieved. According to Bishop (1985), the greatest single drawback to the implementation of the new ideas and technique in school is often not lack of funds but delays and problems in connection with ordering and delivering of equipment. Majority of the BOM are involved in getting support to provide library books, exercise books, building of classrooms, purchase of teaching aid, construction of laboratories, provision of laboratories equipment, construction of libraries just to mention but a few.

2.6 Influence of BOMs' involvement in monitoring and supervision on school development

In this case, the project they approve in their meeting must be carefully monitored to completion. The school principals who are the secretary to the board are mainly entrusted this role by the rest of the board members as they oversee day to day running of the school. However, in many cases project committees are mandated to monitor projects. These committees report the development of the projects (RoK, 2013).

The Koech Report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the board of governors lack quality management capabilities which may have a negative influence to school management. Secondary school board of governors in Kenya has not been exposed to adequate management training. Above all majority of the BOG lack adequate supervisory competencies to utilize available information for management purposes. Such like issues may lead into conflicts which can easily bring down the school performance.

Mwiria (Daily Nation July 28th, 2004) attributed poor management to unqualified BOGs where majority were illiterate and do not have the capacity to plan and implement policies in their schools. Political interferences pose another challenge. It has been observed that there cases of self- interest and group interest that are political in nature in school organisations. Some BOG members are elected as members of a political party or appointed by the party in power. In such situations, the members form camps and lay plans that conform to their political affiliation. They also vote as a block on issues. Each group or camp tries to control issues that are to be decided upon by the BOGs, he adds.

Magiri (2005) asserts that members were not fully conversant with their roles as they were only explained to them by the education officials during the inauguration meeting. Moreover, they have not read legal documents to assist

them. He further observed that DEO's office had lean staff, making them delay the responses, and also failure to attend meetings for guidance and advice. This leads to members resolving some issues through trial and error methods, an aspect that has put the schools in constant collision with teachers, parents, students and trade unions. Some officers were also accused of corruption and lack of knowledge on some policies and guidelines. Heads of schools are still not transparent on some issues especially finances and students admission and usually give BOG members blackout, until when a problem arises like students unrests. This poses a bigger problem because there is mistrust between the administration and managers who should be working in harmony (Chabari, 2007).

Deventer and Kruger (2005) established that leaders in organizations are expected to create organizational systems that members perceive as fair caring and open. In a just and ethical organization, decisions that leaders make should reflect their treatment of people and concern for their welfare. According to Kindiki (2009), board of governors in many secondary schools is often in constant touch with the school authority and less with the students. This naturally implies that if a decision that touch the student has to be made by the headteacher, then it is imperative that the board of governors be fully involved in the whole decision so as to reach the intended beneficiary.

2.7 Theoretical framework

The theoretical framework of this study is based on the structural functionalism theory which espoused by Talcott Persons, (1991). According to this theory, formal organizations consist of many groupings of different individuals, all working together harmoniously towards a common goal. In this case he argues that most organizations are large and complex social units consisting of many interacting subunits which are sometimes in harmony but more often than not they are in diametric opposition to each other. This theory is relevant to the study of Board of Management's role in public secondary school development since it stresses on the need for boards to apply management skills that will benefit the school development leading to better performance. The board, as shown by the theory, should understand that every school is a complex structure with its own distinctive characteristics which impinge upon the way it functions. Some of the characteristics that board need to look into include the institutional, structural and environmental, which to some extent directly or indirectly influence the effectiveness of the Board in its role (Kogan, 1984).

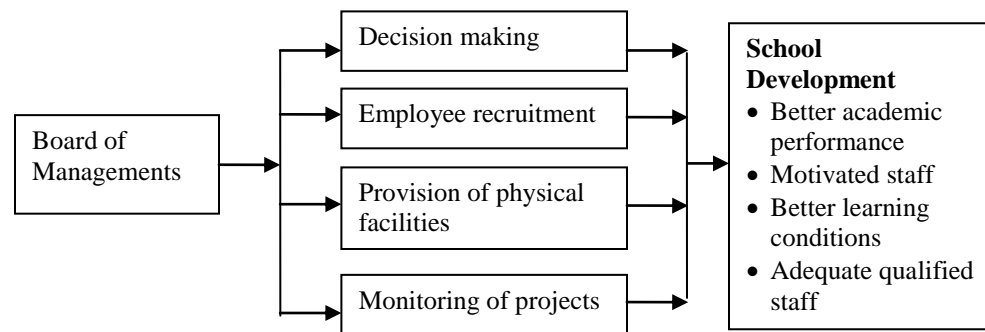
Functionalism is concerned with the concept of order, formal work in organization and in particular how order seems to prevail in both systems and society irrespective of the changes in personnel which constantly take place. The theory seeks to understand the relationship between the parts and the whole system in an organization. In other words the role of BOM in schools is very

crucial to work in harmony with headteachers in managing the school and this will bring about better performance in the school.

2.8 Conceptual framework

By applying the theoretical model from the past literature, the research comes up with number of key implication of the study. These implications enable the research to develop a set of conceptual framework that will be expected to explain the influence of BOM contribution on secondary schools development. The following diagrams explain the relationship between the independent variable and the dependent variables.

Figure 2.1: Influence of BOMs contribution of development of secondary schools



The conceptual framework shows how the independent variable (participation of board in staff recruitment, in decision making, their involvement in the provision of the physical facilities such as the learning materials the construction of the classrooms and their involvement in the monitoring of the projects) will

influences the dependent variable, the school development which is measured in terms of academic performance, staff motivation, improved student discipline and better learning condition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of the research methodology that is in the achieving the study objectives. The section describes the study design, the target population, sample size and sampling techniques. It also gives the description of the study instrument, their validity and reliability, collection procedures and data analysis techniques.

3.2 Research design

Research design is the plan and structured of investigation so conceived as to obtain answer to research questions. It is a set of rules that enables the investigator to conceptualize and observe the problem at hand (Orodho, 2004). The study adopted descriptive survey design with the intention of capturing the effects of BOMs in management of public secondary schools in Nyamira North District. Descriptive research design determines and reports the way things are (Mugenda and Mugenda, 2003). This approach is appropriate for this study because it involves fact finding and enquiries from BOM members about their contribution to development of secondary schools.

3.3. Target population

Population is a group of human beings, animals or objects which have one or more characteristics in common and have been selected as a focus of the study (Borg and Gall 2003). The study population involved a total of 22 secondary schools in Nyamira North District. There are 22 headteachers and 308 BOM members in the schools (District Education Office, 2013).

3.4 Sample size and sampling procedures

Due to the fact that there are only 22 public secondary schools in Nyamira North District, the study conducted a census survey on the schools. The study then purposively sampled all head teachers of the schools. This is due to the fact that the headteachers are the secretaries of the BOMs and therefore have the information regarding the functions and the involvement of the BOM with regard to the management of the schools. The study then used simple random sampling to sample 154 (50%) BOM members, 7 from each of the sampled schools. According to Gay and Airasian (2003) a sample size of between 10% and 20% of the total population is representative. Therefore a sample size of more 50% is more than representative of the population.

3.5 Research instruments

The researcher used questionnaires and interviews schedules for data collection. The selections of these tools is guided by the nature of the data to be collected as well as the objectives of the study.

Questionnaires for the BOM members

The researcher carefully designed a questionnaire for the collection of data. The questionnaires had both closed and open ended questions. The questionnaires were used because they enable the researcher to cover a wide area and extensive contents within a short period of time. The questionnaires were distributed by the researcher to the sampled Board of Managements of the schools sampled. This method is also good in that it helps to reduce biasness of interviews and may lead to honest answers since no identification is needed so respondents give answers without fear. The method gives respondent enough time to reflect on questions before answering.

Interviews for the head teachers

Interview schedules developed by the researcher was used to obtain more information through face to face interaction (personal interview) between researcher and respondent (Mugenda and Mugenda, 2003). This method is chosen since it allows for in-depth probing leading to more information and also clear expression of feelings, opinions and attitudes from tone of response and facial expression. The headteachers were interviewed since they were only 22 in number and so were convenient and more so they were key persons in school management being secretaries to the board so have more details as to their actual roles.

3.5.1 Validity of the instrument

Validity is the degree to which a test measures what it purports to measure (Borg and Gall 2003). The type of validity that was considered in this study was content validity. To test the validity of the instruments, the researcher conducted a pilot study to pre-test the instruments in 3 public secondary schools (three head teachers and 18 BOM members) who were selected using random sampling. The piloted study data was analysed, interpreted and the instruments reviewed in readiness to the main data collection study. After scrutiny, the researcher amended the instruments according to the supervisors' comments.

3.5.2 Reliability of the instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (2003). The Researcher used test-re-test reliability method by administering BOM questionnaires twice to the same participants after an interval of two weeks to ensure consistency. The scores on the first and second test were then computed and a reliability coefficient calculated in order to indicate the relationship between the two sets of scores which were obtained (Fraenkel and Wallen, 2006). Pearson product moment correlation formula was used to check for the reliability (Ary, 2006).

According to Best and Kahn (2006) the reliability coefficient formula is:

$$r = \frac{[N(\sum XY) - (\sum X) \times (\sum Y)]}{\sqrt{[\sum X^2 - (\sum X)^2 \times (\sum Y)^2 - (\sum Y)^2]}}$$

Where r = reliability

N = total number of items

X = first test

Y = second test

According to Kasomo (2006) the value r lies between -1 and +1. The coefficient value that are -1 and +1 indicates perfect or total relationship while the value of 0 or near it indicates no discernible relationship between the variable. The study got a coefficient value of 0.73 which implied that the instruments were reliable.

3.6 Data collection procedure

After obtaining the authority to collect data from the District Education Officer (DEO), the researcher booked appointments with the school administration mainly the headteachers explaining the intention to carryout a study in their schools. The research distributed the questionnaires to the sampled BOM members in the selected schools. The researcher used drop and pick method to distribute the questionnaires due to the fact that the respondents were not in a position to complete the questionnaire and return immediately given the nature of their work. The researcher conducted interview with the headteachers.

3.7 Data analysis techniques

Data was edited to identify and eliminate errors made by respondents. Coding was then done to translate question responses into specific categories. The coded items were analysed with the aid of Statistical Package for Social Sciences (SPSS) software. Data was analysed both qualitatively and quantitatively. Quantitative data was analysed by use of descriptive statistics such as frequency distribution and percentages with the aid of computer software. Qualitative data from open-ended questions, and interviews were analysed by the use of content analysis which involves categorizing and indexing of responses and other field notes into common themes. Frequency and percentage tables, pie-chart and graphs was used to present the data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentations, interpretation and discussions of study findings. The presentation is done based on the research questions which formed the sub-headings in the chapter. The first section presents data on the respondents demographic data. The second section presents data on the influence of BOMs' involvement in decision making on the management of secondary schools. The third section presents data on influence of BOMs participation in the staff recruitment on teacher motivation. The forth section presents data on the effect of provision of physical facilities by BOMs on learning conditions. The fifth section presents data on the influence of monitoring and supervision of projects on the management of secondary schools.

4.2 Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. The findings are presented in Table 4.1.

Table 4.1: Response Rate

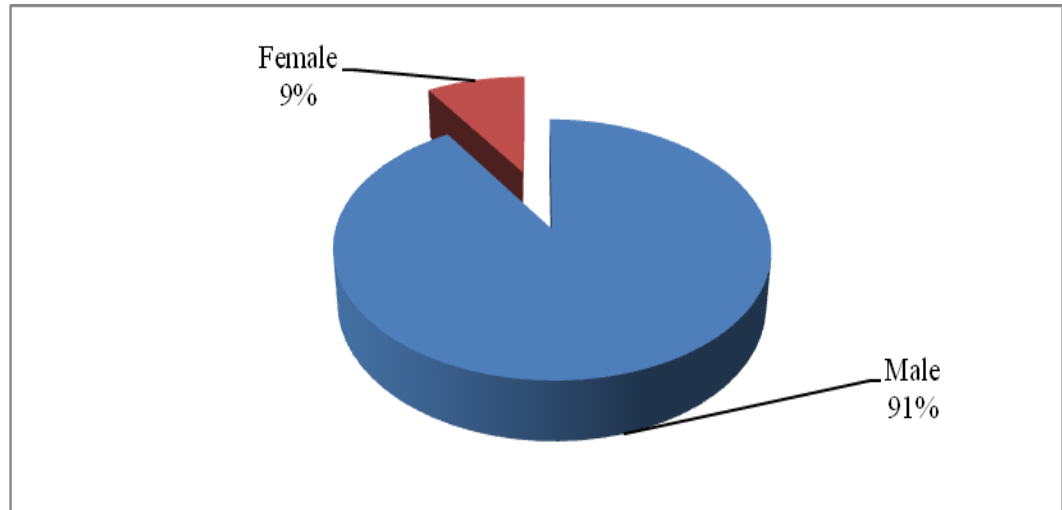
Responses	Category	Frequency	Percent
Response	BOMs	133	86.4
	Principals	17	77.3
No response	BOMs	21	13.6
	Principals	5	22.7
Total		176	100

In this study out of 154 BOM members and 22 headteachers sampled, 133 BOM members (86.4 percent), 17 headteachers (77.3 percent) returned the questionnaires. These percentage return rates were deemed adequate for the study.

4.3 Demographic information

In this section the study sought to determine the demographic information of the respondents to determine whether there was any link between the respondents' demographic data and school development. First the study sought to determine the gender of the respondents. The findings are presented in Figure 4.1.

Figure 4.1: Gender of BOMs

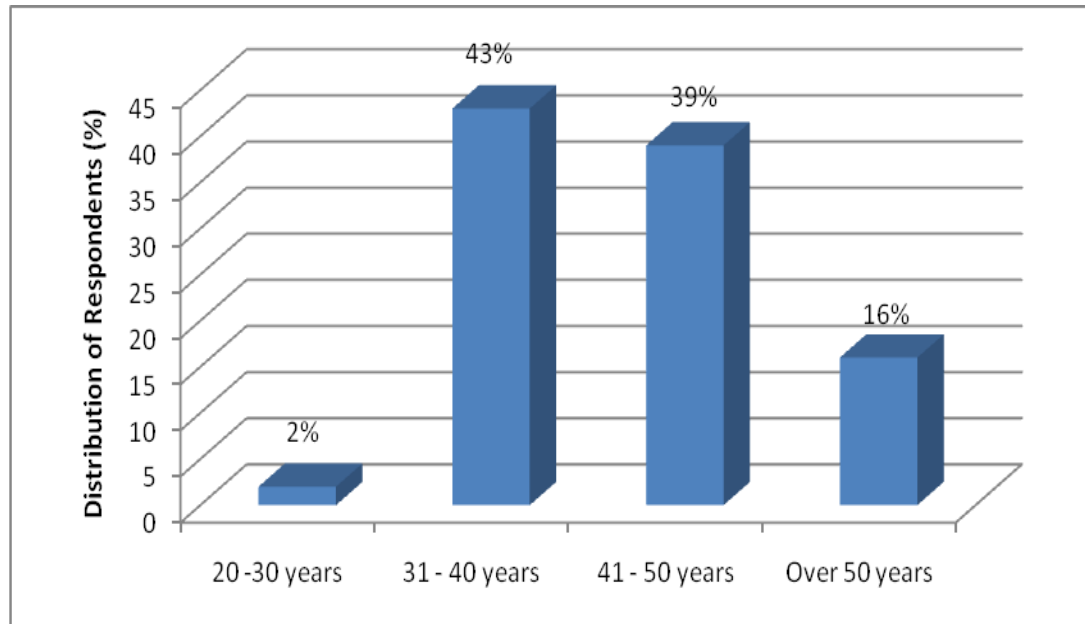


The findings revealed that majority of the BOM members (91%). This means that only a handful of female participate in secondary school management in Nyamira North District. The findings of the study conform to those of Ondari and Makori (2013) and Mkongo (2013) who found in their study that the gender composition of the BOM was more in favour of men as all of the BOMs were male.

Distribution of BOMs by age

Respondents were asked to state their ages so as to determine whether age of the respondents had any influence on the school development. The findings are presented in Figure 4.2.

Figure 4.2: Distribution of BOMs by ages

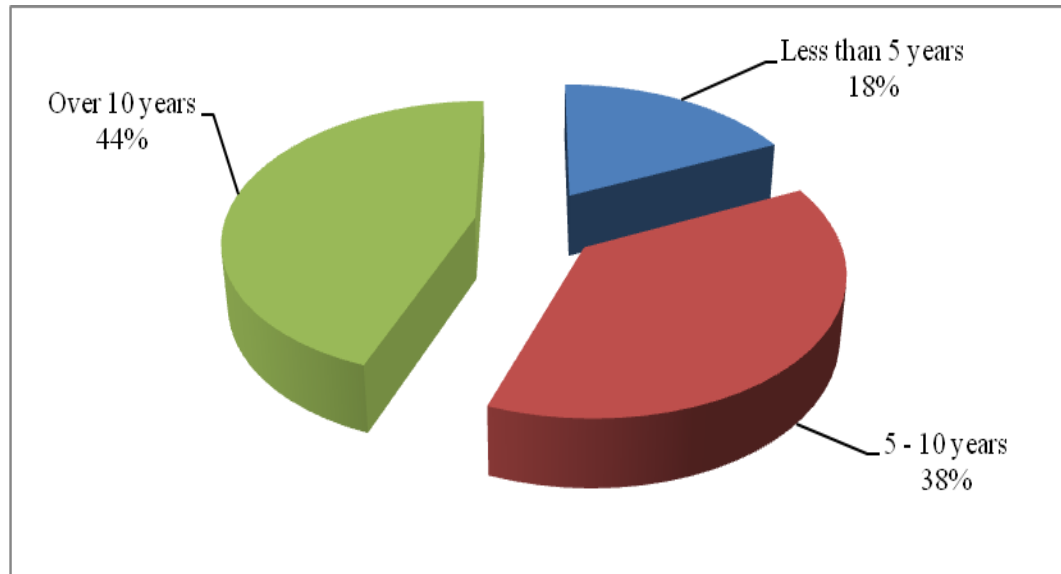


According to the results of the study presented in Figure 4.2, 43% of the respondents were aged between 31 and 40 years while 39% were aged between 41 and 50 years. There were only 2% aged 30 years and below. The findings mean that the BOM is comprised of persons aged more than 30 years who are most probably parents. These findings however contrast those of Mkongo (2013) who in his study found that most of the BOMs were aged between 51 years and 60 years.

Work experience of BOMs

The study sought to determine the work experience of the BOMs to find out whether there was any link between respondents work experience and school development. The findings are presented in Figure 4.3.

Figure 4.3: Work experience of BOMs

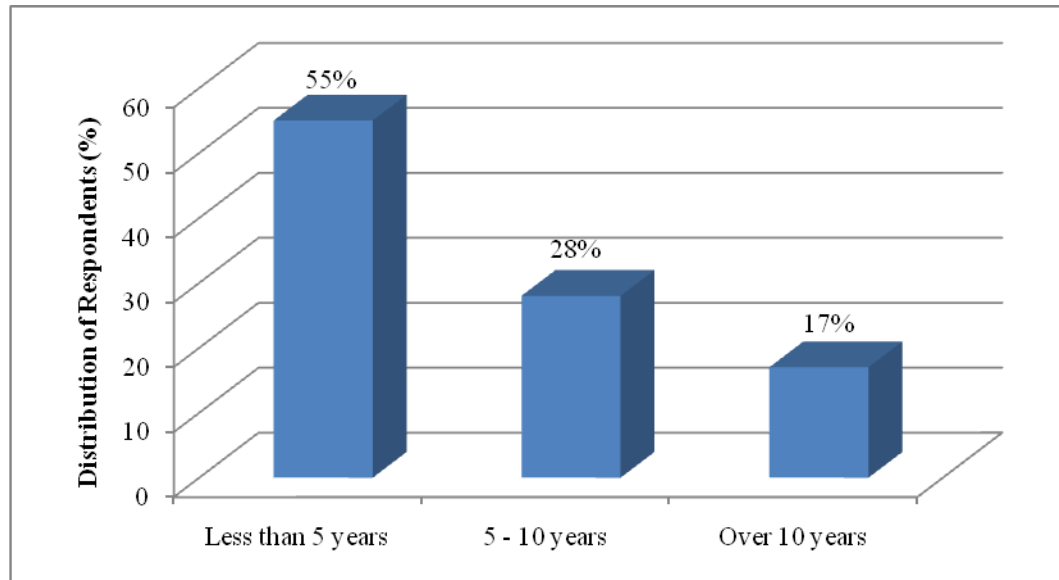


The study findings show that slightly less than half of the BOMs (44%) have worked for over 10 years while about a third (38%) have worked for between five and ten years. The findings mean that the respondents have been working for long enough and therefore have work experience which may have influenced their contribution to school development.

Work experience of BOMs in current school

Respondents were asked to state how long they have been working in their current schools. This was to establish whether work experience had any influence on their contribution to school development. The results are presented in Figure 4.4.

Figure 4.4: Experience of BOMs in current school

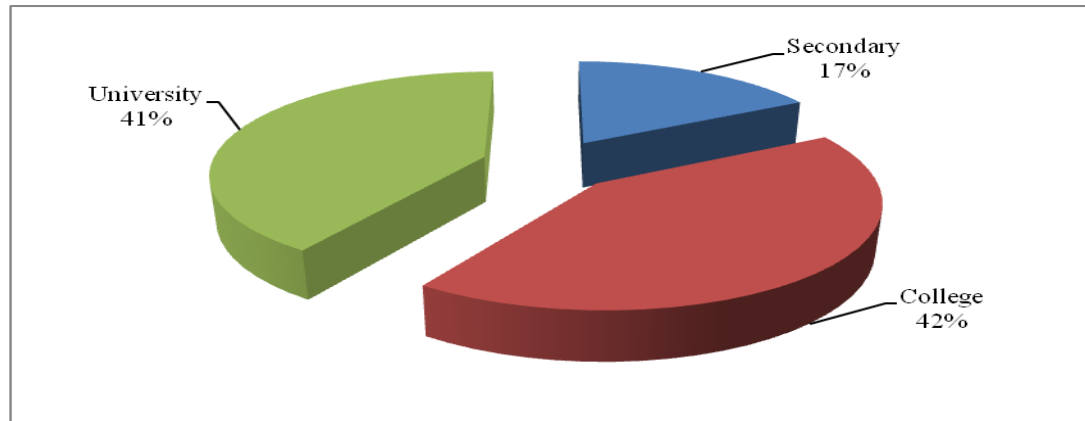


The results of the study show that 55% of the respondents indicated that they have been in their current schools for less than five years. This means that most of the BOMs are only new to the schools probably doing their first term. The findings agree with Mkongo (2013) who in his study found that most of the BOM were serving their third terms.

Level of education of BOMs

The study sought to determine the level of education of the BOM respondents. This was to establish whether there was any link between the respondents level of education and their contribution to school development. The findings of the study are presented in Figure 4.5.

Figure 4.5: Level of education of BOMs



The study findings revealed that 42% of the respondents had college education while 41% had university education. The findings mean that the BOG members have education. The study findings also support those by Ondari and Makori (2013) that the BOMs have more than primary school education. The study also agrees with those of Mkongo (2013) who in his study indicated that most of the BOMs were diploma holders. However, Mkongo found that the second category was O level which contrasts with the findings of this study where graduates are almost the same number as the college graduates.

4.4 Involvement of BOM members in decision making process enhanced management of school

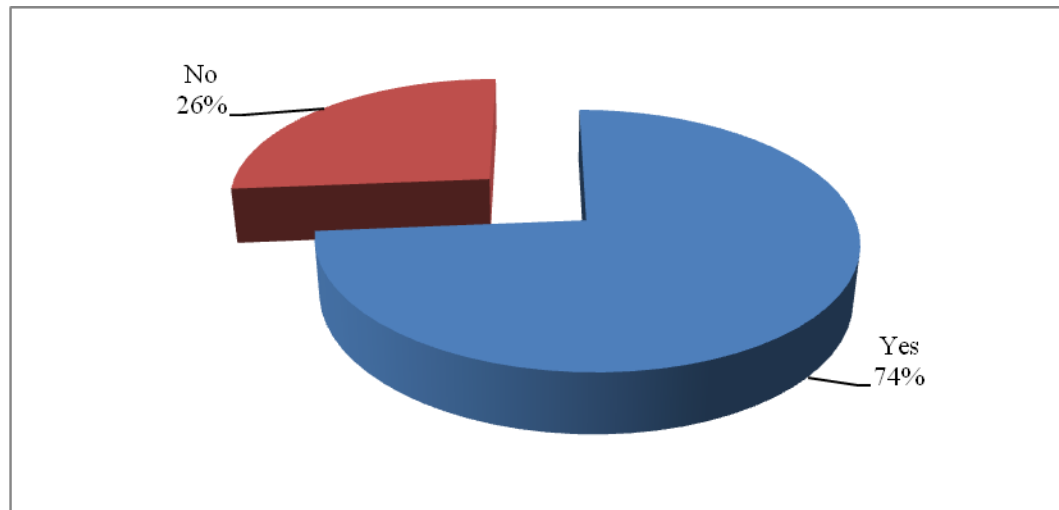
In this section the study sought to determine the extent to which the BOM members involvement in the decision making process had enhanced the

management of the schools. The findings of the study are presented in the subsequent sections.

4.4.1 Board of Management provide conducive environment to improve performance

Respondents were asked to state whether the BOM provided conducive environment for the improvement of performance. The findings of the study are presented in Figure 4.6.

Figure 4.6: BOM provide conducive environment to improve performance



The study results show that majority of the respondents (74%) indicated that indeed the BOM provided a conducive environment for the improvement of the performance. The findings therefore mean that the BOM worked for the improvement of the performance of the school. Asked to give reasons for their

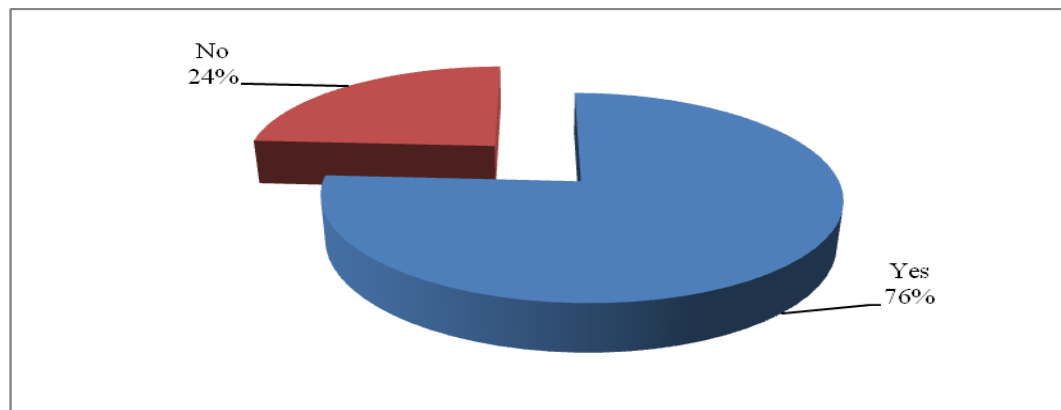
answers, four respondents indicated that the BOM ensured that the teachers were motivated to perform by rewarding high achievers and sanctioning poor performers which made the teachers to work extremely hard. Three respondents also indicated that they made sure that the school management and the teachers were enjoying good relationship and that the teachers were asked to express their displeasure freely.

The findings of the study are in agreement with the views of Ondari and Makori (2013) and Mkongo (2013) who noted in their studies that the BOMs had ensured that the learning environment the learners was conducive to ensure that the learners and teachers achieved the desired grades.

4.4.2 Board of Management play active role in management

Respondents were asked to state whether the BOM played an active role in management of the schools. The results are presented in Figure 4.7.

Figure 4.7: Board of Management play active role in management

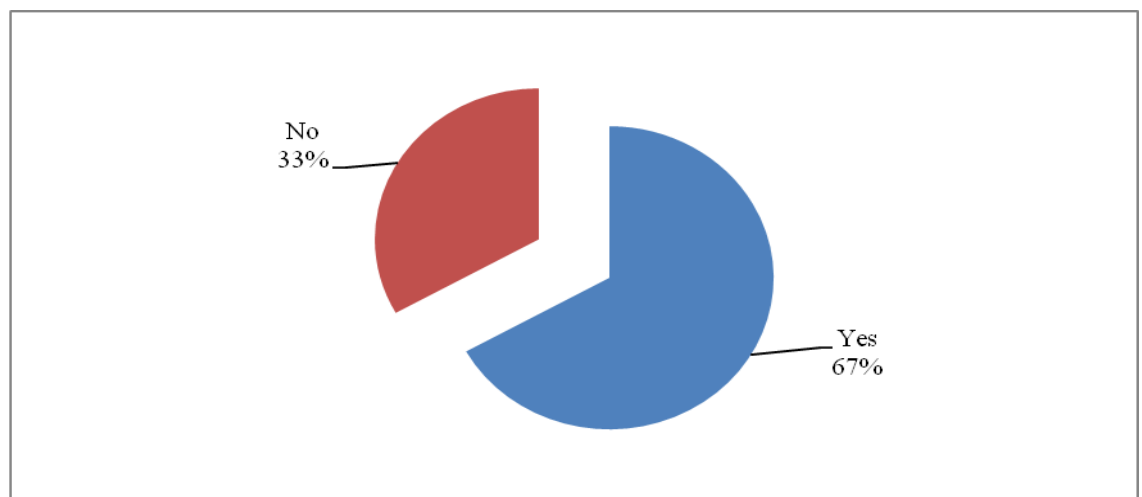


The study show that 76% of the respondents indicated that the BOM indeed played an active role in the school management. The findings mean that the BOM are indeed involved in active management of school. The findings agree with Mumo (2004) that the role of BOM as provided in the Education Act (1968) and revised (1980) which mandated them to manage the school as a means of decentralization of day-to- day management of schools.

4.4.3 Board of Management academic qualification affect management of school

Respondents were asked to state whether the academic qualification of the BOM affected the management of secondary schools. The findings are presented in Figure 4.8.

Figure 4.8: Board of Management academic qualification affect Management of school



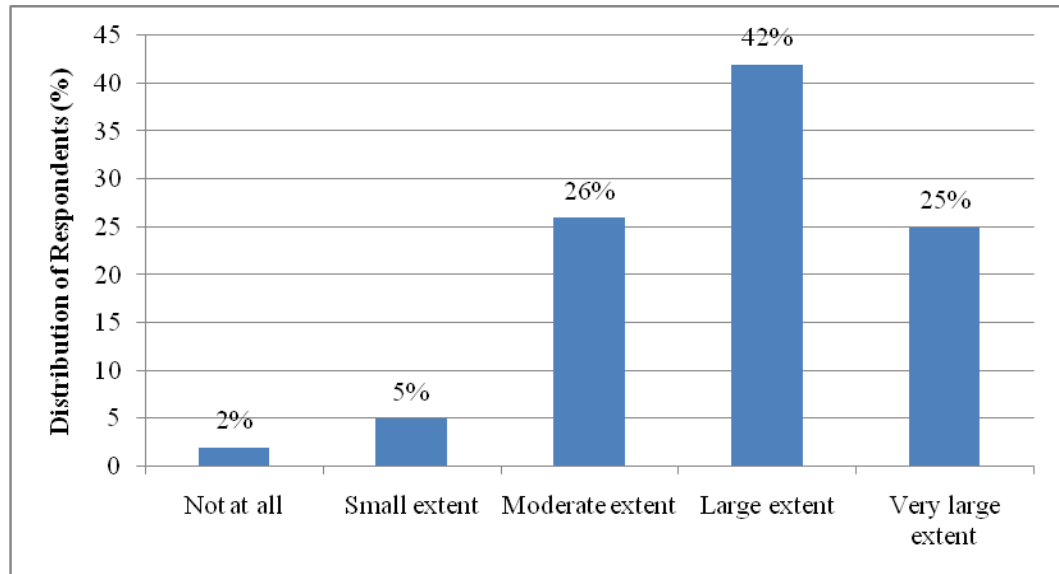
The study findings show that According to majority of the respondents (67%), academic qualification indeed affected the management of secondary schools. Asked to provide reasons for their answers, four respondents indicated that the BOM are the managers of the school and if they do not have the right qualification, then it may be difficult for them as they may not be in a position to perform some of their functions such as the recruitment of the staff and monitoring and supervision of projects in the schools.

These findings agree with Mwiria (2004) who attributed the poor performance of the schools and poor management of the schools to unqualified BOMs where majority were illiterate and do not have the capacity to plan and implement policies in their schools. The results also agree with Magiri (2005) who asserted that BOM members were incompetent as they were not fully conversant with their roles as they were only explained to them by the education officials during the inauguration meeting.

4.4.3 Board of Management participate in decision making process

The study sought to establish the extent to which the BOMs participated in the decision making process in the schools. The findings are presented in Figure 4.9.

Figure 4.9: Board of Management participate in decision making process



The results show that 67% of the respondents indicated that the BOM participated to a large extent in the decision making process in the school. The result also show that 26% of the respondents indicated that the BOM participated at least to moderate extent in the decision making process in the schools. The findings mean that the BOM indeed participated in the decision making process in the schools.

These findings agree with Ondari and Omari (2013) who in their study found that the BOMs participated in school decision making in areas as identification of development projects among others.

4.4.4 Decision making by BOM

Respondents were asked to state the extent to which they agreed with the statements regarding the decision making by the BOMs. This was on the scale of

strongly disagree, disagree, neutral, agree and strongly agree. The findings are presented in Table 4.2.

Table 4.2: Decision making by BOM

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
The BOM makes decisions on financial matters of school	5	4	16	12	25	19	49	37	38	28
The BOM decides who is to be employed by the school	11	8	27	20	39	30	33	25	23	17
The BOM is not fully involved in the school decision making	26	20	39	29	35	26	20	15	13	10
BOM make decision on matters of discipline in the school	8	6	13	10	33	25	42	31	37	28
The BOM are fully in charge of curriculum implementation	6	4	13	10	32	24	48	36	34	26

The results of the study show that majority of the respondents (65%) agrees that the BOMs made decisions on financial matters of the school. The results further show that 42% of the respondents agreed that the BOM decided on who to be employed by the school. However, a third of the respondents (30%) remained neither agreed nor disagreed with the statement. The results revealed that almost half of the respondents (49%) did not agree with the statement that the BOM was not fully involved in the school's decision making, while only 25% of the respondents agreed that the BOM was not fully involved in the decision making in the schools. According to 59% of the respondents, the BOM made decisions on

matters of discipline in the school. The study further established that according to majority of the respondents (64%), the BOM was fully involved in curriculum implementation. From these findings, the BOM was fully involved in the decision making processes in the school.

Asked to state how the BOM participation influenced the running of the school, the respondents stated that all the major decisions in the school involved the BOMs. The headteacher respondents also said that the BOMs were responsible for some critical decisions in the school like the strategic plan of the school. The respondents also indicated that the BOMs set the tone of the school with some of the decisions reached in the board meetings.

These findings of the study agree with Freedman (2002) who found in his study that the BOMs made administrative decisions which directly affected how the schools were run on a daily routine. The study findings also agreed with Okoth (1987) who on his study found that the BOMs participated in leadership of secondary schools and as such participated in decision making.

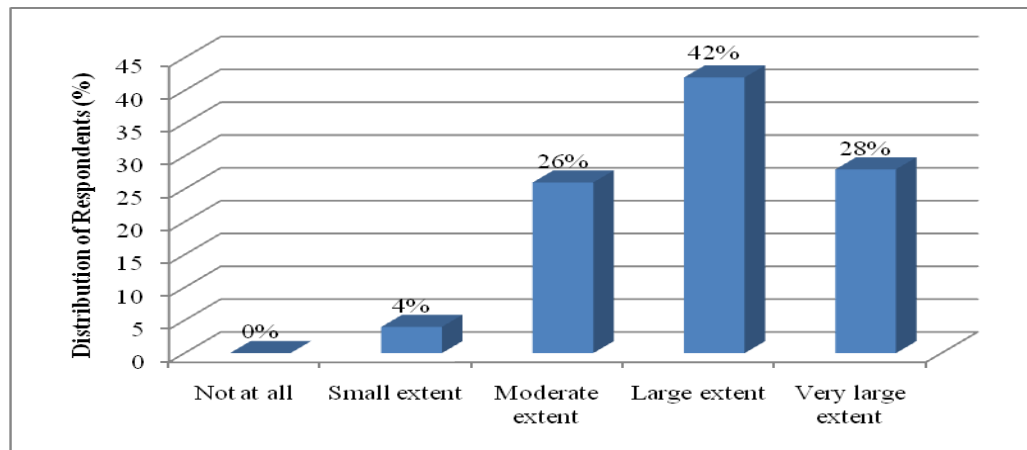
4.5 The BOMs role in physical facility provision and its influence on learning condition

In this section the study sought to establish how the provision of physical facilities by BOM improved the learning conditions in secondary schools. The findings are presented below.

4.5.1 BOMs involvement in provision of physical facilities

The respondents were asked to state the extent to which the BOM was involved in the provision of physical facilities and whether this had enhanced the learning conditions. The findings are presented in Figure 4.10.

Figure 4.10: BOMs involvement in provision of physical facilities



The results show that majority of the respondents (70%) indicated that the BOM was involved in the provision of physical facilities to a large extent. The results show that according to 26% of the respondents, the BOM provided physical facilities to a moderate extent. The findings therefore mean that the BOM was involved in the provision of physical facilities in secondary schools in Nyamira district.

The study findings that the BOMs were involved in the provision of physical facilities agree with the study findings by Ondari and Makori (2013) that the BOM was involved in the provision of physical facilities

4.5.2 Role of BOM in provision of physical facilities

Respondents were asked to state the level of agreement with the statements with regard to the provision of physical facilities by BOM. The findings are presented in Table 4.3.

Table 4.3: Role of BOM in provision of physical facilities

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
The BOM supervises all the projects in the school	11	8	21	16	45	34	35	26	21	16
The BOM approves all the projects in the school	9	7	25	19	41	31	39	29	19	14
The BOM comes up and budgets for all projects in the school	10	7	16	12	36	27	45	34	26	20
The BOM ensures that the learning facilities in the school such as classrooms are available	8	6	17	13	31	23	48	36	29	22

The study findings show that 42% of the respondents agreed that the BOM supervised all the projects in the schools. The findings also show that 32% of the respondents did not think that the BOM was involved in the supervision of the projects in the school. The study findings show that 43% of the respondents stated that the BOM approved all the projects in the school. The findings also revealed that most of the respondents (54%) indicated that the BOM came up and budgeted

for all the projects in the schools. The results show that 58% of the respondents indicated that the BOM ensured that the learning facilities in the school such as classrooms were available. The findings of the study mean that the BOM were involved in the provision physical facilities.

Asked to state how the provision of physical facilities enhanced learning conditions. Respondents indicated that the learning took place in an environment that was conducive. The respondents further stated that the learning facilities were readily available which made the learning very enjoyable. The findings mean that the provision of the physical facilities by the BOM enhanced the learning condition in the schools in Nyamira District.

These findings of the study agree with the views of Monly (2003) that the BOMs were perceived by majority of the respondents to be effective in the provision of the physical facilities.

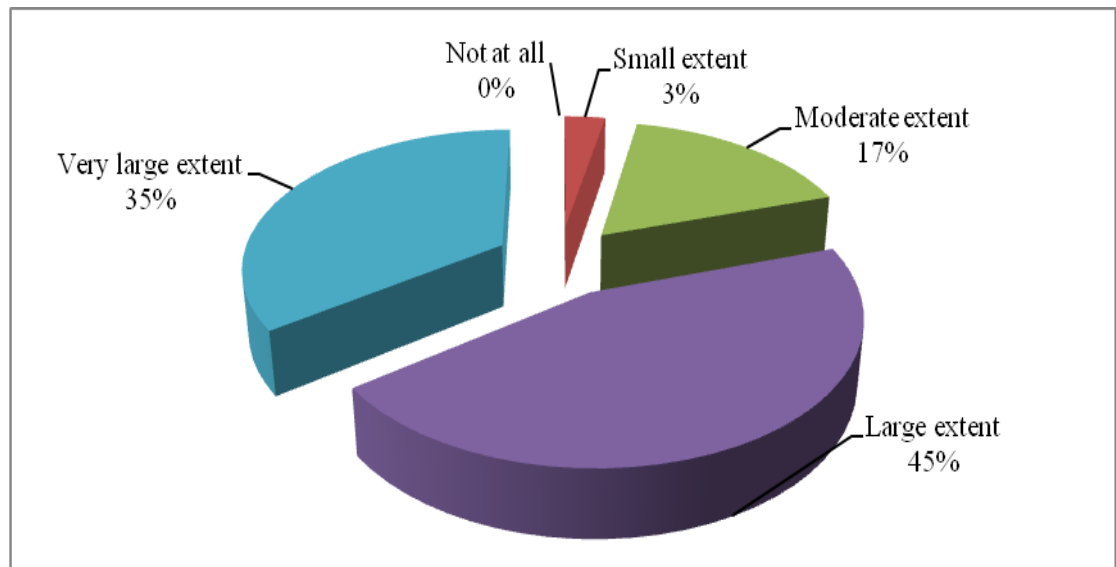
4.6 BOM participate in recruitment of staff enhanced teacher motivation

In this section the study sought to determine how the involvement of BOM in staff recruitment enhanced teacher motivation. The findings are presented in the subsequent sections.

4.6.1 BOM get involved in recruitment of staff in school

The respondents were asked to indicate the extent to which the BOM was involved in the recruitment of staff in secondary schools. The findings are presented in Figure 4.11.

Figure 4.11: Extent BOM get Involved in recruitment of staff in school



The study findings show that majority of the respondents (80%) indicated that the BOM was involved in the recruitment of staff to a large extent. The results show that only 3% did not think that the BOM was involved substantially in the recruitment of staff. The findings mean that the BOM were involved in the recruitment of the staff in secondary schools in Nyamira District.

4.6.2 BOM involved in the recruitment of staff

The respondents were asked to state the extent to which they agreed with the statements regarding the BOMs involvement in the recruitment of the staff. The findings are presented in Table 4.4.

Table 4.4: BOM involved in the recruitment of staff

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
The BOM is involved in the sourcing for the staff	7	5	22	17	23	17	46	35	35	26
The BOM is fully involved in the recruitment of the staff	6	4	21	16	26	20	47	35	33	25
The BOM ensures that there is no malpractice in the recruitment of staff	5	4	19	14	29	22	49	37	31	23
The BOM had the qualification to sit in the recruitment panel	14	11	31	23	46	35	27	20	15	11

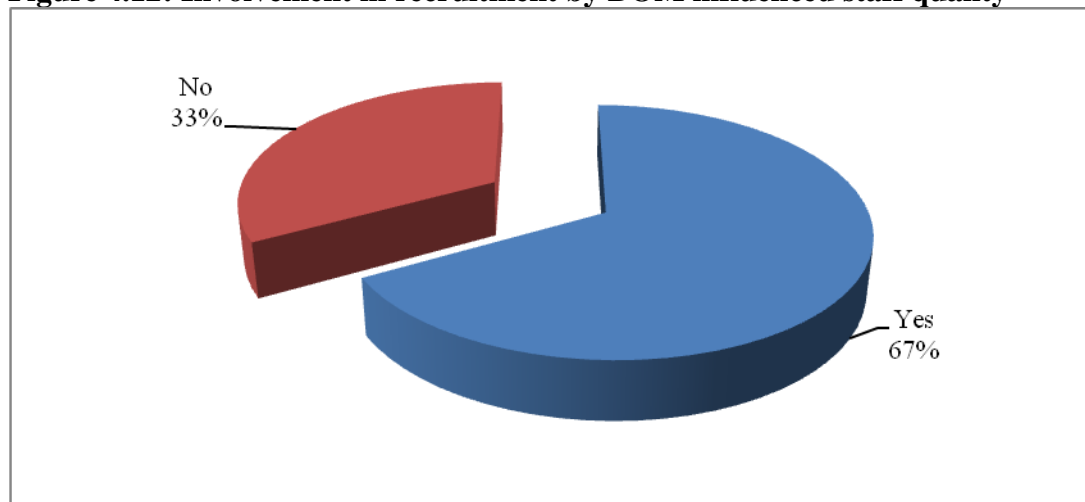
The findings of the study show that 61% of the BOMs indicated that the BOM is involved in the sourcing for the staff. The results further show that 60% of the BOMs indicated that the BOM was fully involved in the recruitment of the staff. The findings also show that 60% of the respondents indicated that the BOM

ensured that there was no malpractice in the recruitment of staff. However, the respondents were divided in opinion as to whether the BOM had the qualification to sit in the recruitment panel as 34% did not think that the BOM had the right qualification while 31% agreed that indeed the BOM had the right qualification. From the findings of the study, it means that the BOM were involved to a large extent in the recruitment of the staff in secondary schools in Nyamira District.

4.6.3 Involvement in recruitment by BOM influenced staff quality

The study sought to determine whether the involvement of BOM in the recruitment of staff influenced the staff quality in the school. The findings are presented in Figure 4.12.

Figure 4.12: Involvement in recruitment by BOM influenced staff quality



The study findings show that 67% of the respondents indicated that the involvement in staff recruitment influenced the staff quality. The results show that only 33% of the respondents indicated that the involvement of the BOM in the recruitment did not in any way influence the staff quality in the school. Respondents explained that the BOM made sure that the school got the right persons with the right qualifications. The study findings mean that the involvement of BOM influenced the quality of staff to a large extent.

Asked to state how the involvement of BOM in the recruitment of staff enhanced the teacher motivation, the BOMs indicated that through their involvement the school got the best persons who were dedicated to perform their duties with diligence. The respondents also indicated that because the recruitment process was done transparently, the staff were motivated knowing that they got their jobs on merit and not because they knew someone. However, those who were of the contrary said that the BOMs had no qualification for the process and therefore did not get the most suitable people to fill the positions available.

The study findings confirm those of Ambucha (2004) who found that the BOMs effectively participated in the recruitment of teachers in public secondary schools in Taita Taveta District. The findings that the BOMs ensured there were no malpractices in the recruitment process, contradict Ambuch findings that some of the BOMs had vested interest in the process.

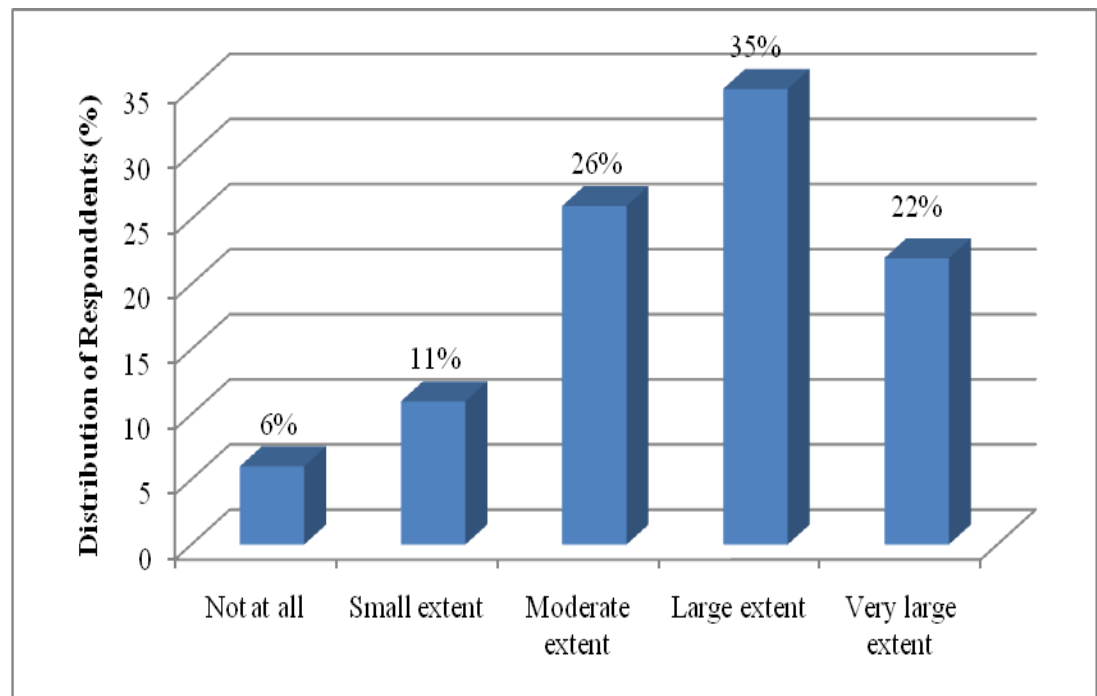
4.7 BOMs' monitoring and supervision of projects influence on management

In this section the study sought to determine the BOMs' monitoring and supervision of projects influenced the management of the school. The findings are presented in the subsequent sections.

4.7.1 BOMs monitors physical projects in school

The respondents were asked to state the extent to which the BOMs monitored the physical projects in the schools. The findings are presented in Figure 4.13.

Figure 4.13: BOMs monitors physical projects in school



The study findings show that most of the BOMs (57%) indicated that the BOM monitored the physical projects in the schools to a large extent. The results also show that 26% of the BOMs indicated that the BOM monitored physical projects

on the schools to moderate extent. The findings mean that the BOM monitored the physical projects in the schools.

4.7.2 Forms of monitoring and supervision

The study sought to determine the areas of monitoring supervision of the physical projects. BOMs were therefore asked to state their level of agreement with the statements. The findings are presented in Table 4.5.

Table 4.5: Forms of monitoring and supervision

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
	N	%	N	%	N	%	N	%	N	%
The BOM is responsible for the supervision of project	11	8	19	14	2	20	4	32	33	25
					7		3			
The BOM gives instruction on how the projects should be done in the school	21	16	32	24	3	28	2	21	15	11
					7		8			
The BOM monitors how the project funds are spent	9	7	17	13	3	25	4	32	31	23
					3		3			
The BOM ensures that the projects are run according to specifications	15	11	39	29	3	25	2	21	18	14
					3		8			

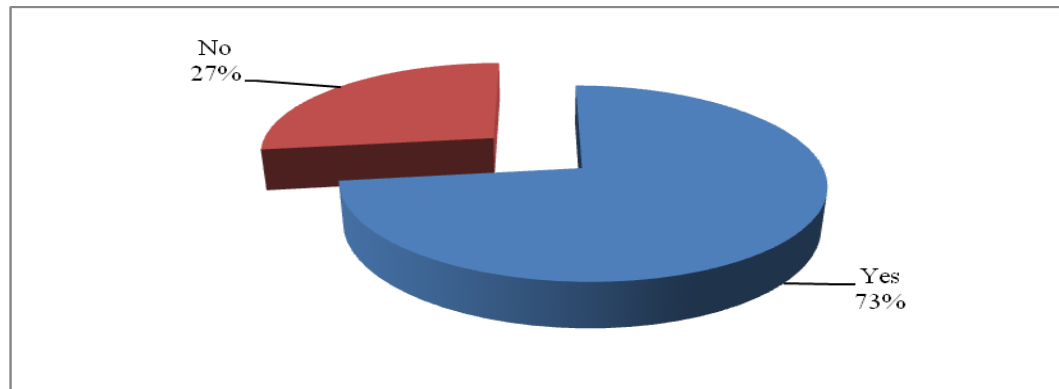
The study findings show that most of the BOMs (57%) indicated that the BOM were responsible for the supervision of the projects. The study results show that

45% of the BOMs indicated that the instructions on how the projects are done does not come from the BOMs. The results also show that 55% of the respondents indicated that the BOM monitored how the project funds are spent. Finally the results show that most of the respondents (40%), denied that the BOM ensured the projects were run according to specifications. The results showed that 36% of the respondents indicated that the BOM indeed ensured that the projects were run according to specifications. The findings mean that the BOM was involved in the monitoring and supervision of the physical projects in the schools. The findings agree with Ondari and Makori (2013) that the BOMs ensured that the projects were run to completion at a minimum cost.

4.7.3 Involvement of BOM in monitoring of projects enhanced learning condition

BOMs were asked to state whether the involvement of BOM in the monitoring of projects enhanced the learning conditions in the schools. The findings are presented in Figure 4.14.

Figure 4.14: BOMs' involvement in monitoring of projects enhanced learning condition



The results show that majority of the respondents indicated that indeed the involvement of the BOM in monitoring of the projects enhanced the learning conditions in the schools. The study findings therefore mean that the involvement of the BOM in the monitoring of the projects enhanced the learning conditions.

These findings agree with the findings by Monly (2003) who in his study found that the BOMs were effective and influential in the management of resources of the school. These findings however contradict the Koech Report by the government (RoK, 1999) that the BOMs lacked quality management and were therefore not able to provide adequate supervision.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of this study is to investigate the influence of board of managements' contribution in development of public secondary schools. Research question one sought to determine the extent to which BOM members' involvement in decision making process has enhanced the management of secondary schools. Research question two aimed at establishing the extent the BOMs' participated in the recruitment of staff has enhanced secondary school teacher motivation. Research question three sought to establish how the provision of physical facilities by BOM had improved the learning conditions in secondary schools. Research question four sought to assess the influence of monitoring and supervision of school projects by the BOM on the management of secondary schools in Nyamira North district.

The study used descriptive survey design in which it targeted 22 headteachers and 308 BOMs in Nyamira North district. 154 BOMs were sampled using simple random sampling and all the 22 principals. Out the number sampled 176 comprising of 133 BOMs and 17 headteachers responded by completing the questionnaire and returning. The data was collected by use of questionnaires. Prior to actual data collection, the researcher piloted the instruments to test for validity and reliability. Data was analysed both qualitatively and quantitatively.

The first objective of the study was to determine the extent to which the BOMs' involvement in the decision making process enhanced the management of the school. The study established that according to majority of the respondents (74%), the BOM provided a conducive environment for the improvement of the performance. The study also revealed that most respondents (76%) indicated that the BOM indeed played an active role in the school management. Most respondents (67%) believed that the academic qualification of the BOMs affected the management of secondary schools. However, most of the respondents (67%) indicated that the BOMs participated to a large extent in the decision making process in the school. Most of the respondents (65%) indicated that the BOMs made decisions on financial matters of the school. The results further show that 42% of the respondents indicated that the BOM decided on who to be employed by the school. The results showed that almost half of the respondents (49%) believed that BOM was not fully involved in the school's decision making. Most

of the respondents (59%) indicated that the BOM made decisions on matters of discipline in the school. The study further established that according to majority of the respondents (64%), the BOM was fully involved in curriculum implementation.

The second objective of the study was to the extent to which the BOMs' participation in recruitment of staff enhanced the teacher motivation. The results revealed that according to majority of the respondents (70%), the BOM was involved in the provision of physical facilities to a large extent. The study established that according to 42% of the respondents, the BOM supervised all the projects in the schools. However, a third of the respondents (32%) did not think that the BOM was involved in the supervision of the projects in the school. The study established that 43% of the respondents stated that the BOM approved all the projects in the school while most of the respondents (54%) indicated that the BOM came up and budgeted for all the projects in the schools. The results show that 58% of the respondents indicated that the BOM ensured that the learning facilities in the school such as classrooms were available.

The study sought to establish how the provision of physical facilities by the BOM had improved the learning condition in the schools. The study findings revealed that majority of the respondents (80%) indicated that the BOM was involved in the recruitment of staff to a large extent. The findings showed that according to

61% of the respondents, the BOM is involved in the sourcing for the staff. The results further revealed that 60% of the respondents indicated that the BOM was fully involved in the recruitment of the staff. The results showed that 60% of the respondents indicated that the BOM ensured that there was no malpractice in the recruitment of staff. However, the respondents were divided in opinion as to whether the BOM had the qualification to sit in the recruitment panel as 34% did not think that the BOM had the right qualification while 31% agreed that indeed the BOM had the right qualification. Majority of the respondents (67%) indicated that the involvement in staff recruitment influenced the staff quality.

The study sought to assess the BOMs' monitoring and supervisory role of the schools projects effect of the management of the schools. The study findings revealed that according to most respondents (57%), the BOM monitored the physical projects in the schools to a large extent. The study findings showed that most of the respondents (57%) indicated that the BOM were responsible for the supervision of the projects. The study results also showed that 45% of the respondents indicated that the instructions on how the projects are done does not come from the BOMs. The study established that according to most respondents (55%) the BOM monitored how the project funds are spent. Finally the results show that most of the respondents (40%), denied that the BOM ensured the projects were run according to specifications.

5.3 Conclusion

From the findings of the study, the study concludes that the BOMs were involved in the decision making in matters to do with management of the school. It was however, believed that their level of education influenced their participation either positively or negatively. However, due to their participation in the decision making in the school, the management has been enhanced.

The further concludes that the BOMs were to a large extent involved in the provision of physical facilities in the school and this has improved the learning conditions in the schools.

The study also concludes that the BOMs are involved in the recruitments of the staff which has enhanced the motivation of the teachers as through the process the school was able to attract the best talents.

The study finally concludes that the due to the BOMs, monitoring and supervision of the physical projects in the school, the result has been the better management of the school resources.

5.4 Recommendations

The researcher made the following recommendations:

- i. The study established that as a result of the BOMs participation in the decision making process in the schools, there was improved management of the schools. The government should therefore give more responsibility

to the BOMs so that they become the oversight body that oversees the decision making in the schools for effective management.

- ii. Though the BOMs participated in the recruitment of staff, they were not effective due to lack of training. The government should provide the BOMs with training so as to enhance their skills in recruitment and selection of the staff so as to ensure that the schools attract only the best talents.
- iii. The BOMs should device means by they will be able to find resources such as looking for partnership in parents, doners and the government for the development of physical facilities.
- iv. The government should provide the BOMs with the supervision skills through training so as to ensure the school gets value for its money in terms of development.

5.5 Suggestions for further research

This study was done in secondary schools in Nyamira North District. The study suggests that such a study should be replicated in other parts of country.

The study only looked at BOM's decision making, recruitment, provision of physical facilities and supervision and monitoring of physical projects roles while there may be other roles of the BOM which may influence the development of the school. The study suggests that further research should be done on other roles of the BOMs

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi,
Dept of Education
P.O. Box 30197 – 00100,
Nairobi.
Date: _____.

The Principal,

P.O Box _____

Nyamira North District.

Dear Sir/Madam

REQUEST FOR COLLECTION OF RESEARCH DATA

I am a Master of Education (Med) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study titled, “**Influence of BOM Contribution to Development of Public Secondary Schools in Nyamira North District, Nyamira County, Kenya**”. Please allow me to collect data in your school. The respondents will be kept confidential and the results of the research for are for academic work only.

Your cooperation will be appreciated.

Yours sincerely,

Barasa J. Asumpta

APPENDIX II

QUESTIONNAIRE FOR BOARD OF MANAGEMENT

Introduction

Please respond to the items given in this section as honestly and accurately as possible. All your responses will be treated as confidential and will be used for research purposes only. Please read each statement carefully and tick (✓) against the appropriate answer. Fill in the blank spaces with correct information.

Part A: General Information

1. What is your gender? Male ☐ Female ☐
2. What is your age? 20 -30 years ☐ 31 – 40 years ☐
41 – 50 years ☐ Over 50 years ☐
3. What is your total work experience? Less than 5 years ☐ 5 – 10 years ☐
Over 10 years ☐
4. How long have you been your current school? Less than 5 years ☐ 5 – 10 years ☐
Over 10 years ☐
5. What is your level of Education? Secondary education ☐
College ☐ University ☐

Part B: Main Issues

6. Do the BOM provide a conducive environment to improve performance?

Yes ☐ No ☐

7. Give reasons_____

8. Do the BOM play an active role in school management?

Yes ☐ No ☐

9. Does the BOMs academic qualification affect management of secondary schools? Yes ☐ No ☐

10. Explain your answer_____

11. To what extent does the BOM participate in the decision making process

in the school? Not at all ☐ Small extent ☐ Moderate

extent ☐ Large extent ☐ Very large extent ☐

12. State the extent to which you agree (on a scale of strongly agree, agree,

neutral, disagree, and strongly disagree) with the following statements

with regard to decision making by the BOG in your school.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The BOM makes decisions on financial matters of school					

The BOM decides who is to be employed by the school					
The BOM is not fully involved in the school decision making					
BOM make decision on matters of discipline in the school					
The BOM are fully in charge of curriculum implementation					

13. How has the BOMs participation influenced the running of the school?

14. To what extent is the BOM involved in the provision of physical facilities?

Not at all [] Small extent []

Moderate extent [] Large extent []

Very large extent []

15. State the extent to which you agree with the following statements with regard to BOG's provision of physical facilities in your school

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The BOM supervises all the projects in the school					
The BOM approves all the projects in the school					
The BOM budgets comes up and budgets for all projects in the school					
The BOM ensures that the learning facilities in the school such as classrooms are available					

16. How has the provision of physical facilities enhanced the learning conditions?_____

17. To what extent does the BOM get involved in the recruitment of staff in

the school? Not at all [] Small extent []

Moderate extent [] Large extent []

Very large extent []

18. State the extent to which you agree with the following statement with

regard to the involvement of BOM on recruitment of teachers.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The BOM is involved in the sourcing for the staff					
The BOM is fully involved in the recruitment of the staff					
The BOM ensures that there is no malpractice in the recruitment of staff					
The BOM had the qualification to sit in the recruitment panel					

19. Has the involvement in recruitment influenced the staff quality in the school? Yes ☐ No ☐

20. Explain your answer_____

21. State in your opinion how the involvement of BOM in the recruitment of staff has enhanced teacher motivation in your school?_____

22. To what extent do the BOMs monitor the physical projects in the school?

Not at all [] Small extent []

Moderate extent [] Large extent [] Very

large extent []

23. Explain your answer_____

24. State the extent to which you agree with the following statement with regard to the influence of BOM's monitoring and supervision of school projects on management of the school.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The BOM is responsible for the supervision of project					
The BOM is involved in monitoring of the projects in the school					
The BOM monitors how the project funds are spent					
The BOM ensures that the projects					

are run according to specifications					
-------------------------------------	--	--	--	--	--

25. Has the involvement of the BOM in monitoring of the projects enhanced
the learning condition in the school? Yes ☐ No ☐

APPENDIX III

INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. What is your name?_____
2. How old are you?_____
3. How long have been the principal of the school?_____
4. Does the qualification of the BOM members affect the management of the school?_____
5. How have the BOM members been involved in the decision making on matters pertaining to the running of the school?_____

6. Has the participation of the BOM in decision making influenced the management of the school and hence better academic performance?_____

7. How has the involvement of the BOM in the recruitment of teachers enhanced the performance of the school?_____
8. In your opinion, have the involvement of the BOM in the monitoring of the projects enhanced the learning conditions in the school?_____

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. JANE ASUMPTA BARASA

of UNIVERSITY OF NAIROBI, 0-100

Nairobi, has been permitted to conduct

research in Nyamira County

on the topic: INFLUENCE OF BOARD OF

MANAGEMENTS' CONTRIBUTION TO

DEVELOPMENT OF PUBLIC SECONDARY

SCHOOLS

for the period ending:

31st December, 2014

Applicant's

Signature

Permit No : NACOSTI/P/14/7321/783

Date Of Issue : 25th February, 2014

Fee Received :Ksh 1000.00

Secretary

National Commission for Science,

Technology & Innovation

APPENDIX V: AUTHORIZATION LETTER



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:

25th February, 2014

NACOSTI/P/14/7321/783

Jane Asumpta Barasa
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Board of Managements contribution to development of public secondary schools,”* I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for a period ending **31st December, 2014.**

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

DR. M. K. RUGUT, PhD, HSC.
DEPUTY COMMISSIONARY SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nyamira County.



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