INFLUENCE OF STRATEGIES USED BY BOARD OF MANAGEMENT ON TEACHERS' DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN BUSIA DISTRICT, KENYA

Agonga Rossiette R.

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DECLARATION

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

_____
Agonga Rossiette R.
Reg No: E55/74641/2012

This research project has been submitted for examination with our approval as the university supervisors.

_____
Dr. Daisy Matula
Lecturer,
Department of Administration and Planning,
University of Nairobi

_____
Dr. Mercy Mugambi
Lecturer,
Department of Educational Administration and Planning,
University of Nairobi

DEDICATION

I dedicate this project to my parents Daudi Agonga, Cecilia Kritsatsu and my children.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG   Board of Governors

BOM   Board of Management

DEO   District Education Officer

EFA   Education for All

G&C   Guidance and Counseling

GoK   Government of Kenya

KEMI   Kenya Education Management Institute

KESI   Kenya Education Staff Institute

LEAs   Local Education Authorities

MDGs   Millennium Development Goals

MoE   Ministry of Education

MoEST   Ministry of Education Science and Technology

NCST   National Council for Science and Technology

SGB   School Governing Bodies

UNESCO   United Nations Educational, Scientific and Cultural
            Organizations

CRSs   Conflict Resolution Strategies

ABSTRACT

In this era of globalization that comes with quality education for competitiveness, principals and BOM members are being urged to exercise strong teacher development in their schools. The purpose of this study was to investigate the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. Specifically, the study sought to establish the influence of Conflict Resolution Strategies (CRSs) adopted by BOM on teachers' development, determine the influence of the training opportunities offered by BOM members' for teachers' development, establish how the provision of democratic atmosphere by BOM members influences teachers' development, and determine how delegation of responsibilities by BOM members influences teachers' development in public secondary schools in Busia district. This study was anchored on Herzberg's theories of employee motivation suitable for assessing principals' and BOM members' effectiveness in teacher development at school. The study was conducted using the descriptive survey design which describes respondents' characteristics such as abilities, opinions, attitudes, beliefs and/or knowledge. Therefore, this study aimed at capturing respondents' opinions, attitudes, beliefs and knowledge based on teacher development. The target population consisted of 28 public secondary school principals, 410 teachers and 364 BOM members given that each school had an average of 13 BOM. The sample size was 26, 200 and 188 public secondary school principals, teachers and BOM members respectively. Simple Random sampling was used to choose 2 schools, hence 2 principals, 10 teachers and 24 BOM members to take part in the piloting study. The main study, therefore, consisted a total of 24 principals, 190 teachers and 164 Board of Management (BOM) members. These questionnaires were designed based on the objectives of the study and on the literature review. The researcher used the test retest method to enhance instrument reliability. The study yielded data that required both qualitative and quantitative analysis. Quantitative data was analyzed using Statistical Packaging for Social Sciences (SPSS) while qualitative data was organized into themes and patterns based on analysis of meanings and implications emanating from respondents information and documented data on academic performance. Quantitative results of data analysis were presented mainly in tables. The study was to establish the influence of the strategies used by BOM members on teacher development. As part of recommendations, teacher development in educational institutions is crucial, hence BOM should be appointed carefully to ensure that they are experienced. Besides, given the scope and limitations of this study, the researcher recommends a replica of the study to be performed in other public secondary schools in Kenya to cover other districts apart from Busia district to provide comparison in findings.

CHAPTER ONE

INTRODUCTION

1.1 **Background to the study**

The efficiency of staff development management in schools is now a worldwide concern both within and outside the teaching profession. Many dedicated educationists fully admit that effective management of staff development is vital if there is need for quality learning and teaching in schools. According to Nakpodia (2010) many institutions are seriously in demand of dynamic principals and Board of Management (BOM). Teachers' development is necessary in order for school administrators to know the rudiments of proper management of school human and material resources. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Rao (2001) noted that the success of every educational system depends on the quantity of material resources and qualified teachers. Qualified teachers appear to be the most important of all the resources because without human efforts, all other factors are inept. This is why it is necessary for the principals and BOM members to look for the strategies to manage teachers' development in any school for better production results.

According to Peretomode and Peretomode (2001), training, induction and conflict resolution programmes for teachers are planned institutional efforts concerned with helping teachers to acquire specific skills, knowledge, concepts, aptitudes,

and behaviours to enable them perform more efficiently on their present jobs, that is, to improve on the performance. The success of education depends on trained teachers. Trained teachers cannot be replaced with any other type of instructional material (Hanif & Saba, 2002). This is because qualified teachers in any educational system determines to a great extent the quality of the system itself and by formulation and successful implementation of crucial education policies and programmes in any country.

Many governments of the world, the Government of Kenya (GoK) included, regard qualified teachers to be indispensable in the development of the nation. These governments have recognized the need for quality teaching-learning process in secondary schools. To achieve quality education, these governments are emphasizing on the need for teachers' development by the BOM members that contributes to students' progress, improving schools and raising standards (Ranson et al.; 2005). These governments have adopted different methods of governing their secondary schools like Conflict Resolution Strategies (CRSs), teachers' training and development strategies, and induction programmes for new recruits, but their aims remain the same, a well managed secondary education system. They all believe that the core business of the school is to educate, and the most important resource in the school is the teacher (Peretomode, 2007). To ensure effective goal achievement, there must be proper management of teachers' development in public schools through BOM members.

In many countries, School Governing Bodies (SGBs) have statutory responsibilities (Wilson, 2001). School governing bodies provide a link through which parents and the rest of community assume a partnership responsibility and in that way participate in the education of their children. The BOMs constitute part of the formal governance structure of a school and through such structures the voice of the parents and other stakeholders is heard (Kindiki, 2009; Onderi & Makori, 2012; and Republic of Kenya, 2008). Through such a link BOM becomes part of the school leadership. In the United States of America (USA), secondary schools are managed by Local School Boards (LSBs) which are agents of and responsible to the state (Gitau, Rwantabagu & Makatiani, 2010). The secondary education system is divided into two: junior high (2 years) and senior high (2 years). The powers of the local authorities include: power to generate revenue, to maintain schools, purchase sites and buildings, purchase materials and supplies, organize and provide a programme of study and employ the necessary staff, admit and assign students to schools and control their conduct. This is like the situation in Kenya where all these duties are being moved from the central government through the Ministry of Education (MoE) to the grassroots due to devolution.

In Pakistan, the School Board of Management play crucial role in the expansion and development of education at the grass root level. These BOMs have positively contributed in various aspects of education system that is, in monitoring teacher absenteeism, providing information about students and disbursing funds for repair and consumable items. Under the devolution plan a legally reorganized

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Citizens Community Board (CCB) for education can play a crucial role in ensuring effective delivery of education services and assuming school management responsibility where school committee are not functioning (Dawood, 2003). A study conducted in Nigeria on conflict management in secondary schools (Okotoni & Okotoni, 2003) found that secondary schools in Nigeria operates within the guidelines provided by education policies to enable managers assess the situation of the school and identify goals of the organization, develop strategies to achieve such goals, assemble the required resources, organize, direct and control activities of others and motivate people to work.

In Kenya, Board of Management (BOM) constitutes an integral part of the school governance and/or leadership and management structure. They make a significant contribution to the teaching and learning process of a school. They provide a very important interface between the school and the community (Onderi & Makori, 2013). This BOM provides strategic management in both human and other resources, thus contributing and facilitating the smooth operations, infrastructural development and provision of the teaching and learning materials and/or resources (World Bank, 2008a; Bush & Heystek, 2003). The Education Act 2012 and Sessional paper No. 1 of 2005 state that the BOM have been bestowed the task of managing human and other resources so that they may offer smooth operations, infrastructural development and provide teaching and learning materials to the institutions they manage (MoEST, 2005; RoK, 2007).

The influence of strategies used by BOM on staff development management in public secondary schools is now a worldwide concern which reckons the need for researchers to carry out studies for there seems to be challenges in management. Eliason, (1996) cited in Van Wyk (2007) argues that over time and through legislation, school BOMs' responsibilities have expanded tremendously such that they are now involved in almost everything about schools. Their involvement in education is based on a number of strategies that include: improving decision-making process about teaching and learning; sharing experiences and expertise; increasing resources; increasing sense of ownership; increasing effectiveness; better evaluation and monitoring systems; and improving the quality of teaching and learning in schools (Kindiki, 2009; Bray, 2000; Onderi & Makori, 2012). Through these strategies, students learn better and the school becomes more successful. The teachers also get empowered in strategies like re-training and induction programmes through workshops, seminars and conferences hence become active in education. Okotoni & Okotoni (2003) states the following as teachers' development strategies in public secondary schools: formulation of good teacher management policies, teachers' in-service training, training of teachers on Conflict Resolution Strategies, delegation of responsibilities to teachers, and routinely teacher motivation programmes.

This study narrowed on the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. The GoK through the MoE has made some progress since 1981 when the Kenya Education

Management Institute (KEMI) was established, the (former Kenya Education Staff Institute) to provide in-service training for heads of educational institutions including principals and BOM members (Otunga et al. 2008). However, empirical evidence from some scholars indicates that there are still gaps when it comes to management of teachers' development in most public secondary schools in Kenya. For instance, Koech (1999) identifies that some BOM members lack managerial skills and experience and have not yielded a significant impact on the effective and efficient teacher development and management in public secondary schools. Nandwah (2011) notes that during planning some BOM members in public secondary schools in Busia district get preoccupied with technical, economic and financial feasibility considerations, relative to the school projects, with little attention on management of teachers' development. This has caused lapses in performance of some schools, general indiscipline among students and staff, misappropriation of school funds and general poor management of school affairs in some public secondary schools in Busia district, Kenya

1.2 **Statement of the problem**

Managing human resources in the schools is not an easy task (Nakpodia, 2010). Board of Management (BOM) constitutes an integral part of the school governance and/or leadership and management structure. They make a significant contribution to the teaching and learning process of a school by creating an important interface between the school and the community (Onderi & Makori, 2010). The BOM is, therefore, considered a key stakeholder in the education of a

child. To achieve the aim and improve students' performance in secondary schools, BOM members are to prepare high quality and sufficient teachers able to give learning instruction efficiently and effectively for a desired quality education (Ballon & Podgursky, 1997). Teacher development contributes to individual and organisational effectiveness (McCrone et al.; 2011; James et al.; 2010). Training of teachers gives them confidence and the skills and qualities needed to perform various tasks or functions (Kindiki, 2009). Teachers need to be motivated by their BOMs in whatever they do and given room for career development. Given this role, Government of Kenya (GoK) has deliberately made effort to improve on infrastructure and other educational inputs. The GoK has tried to initiate in-service training by the MoE through KESI (Otunga et al. 2008). However, empirical evidence from some scholars indicates that there are still gaps when it comes to management of teachers' development in most public secondary schools in Kenya. For instance, Nandwah (2011) notes that during planning some BOM members public secondary schools in Busia district get preoccupied with technical, economic and financial feasibility considerations, relative to the school projects, with little attention on management of teacher development. This has caused lapses in performance of some schools, general indiscipline among students and staff, misappropriation of school funds and general poor management of school affairs in some public secondary schools in Busia district, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya.

1.4 Objectives of the study

The following are the formulated objectives of the study:

i.   To establish the influence of Conflict Resolution Strategies (CRSs) adopted by BOM members on teachers' development in public secondary schools in Busia district.

ii.   To determine the influence of training opportunities offered by BOM members for teachers' development in public secondary schools in Busia district.

iii.   To establish how the provision of democratic atmosphere by BOM members influence teachers' development in public secondary schools in Busia district?

iv.   To determine how the delegation of responsibilities by BOM members influences teachers' development in public secondary schools in Busia district.

1.5 Research questions

The following are formulated research questions for the study:

i. To what extent does the Conflict Resolution Strategies (CRSs) adopted by BOM members influence teachers' development in public secondary schools in Busia district?

ii. To what extent does the training opportunities offered by BOM members influence teachers' development in public secondary schools in Busia district?

iii. How does the provision of democratic atmosphere by BOM members influence teachers' development in public secondary schools in Busia district?

iv. How does the delegation of responsibilities by BOM members influence teachers' development in public secondary schools in Busia district?

1.6 Significance of the study

The study would be useful to BOM members by encouraging and motivating them to have interest in diversified strategies related to teachers' development in public secondary schools. The study would also help Education Officers to identify effective ways of monitoring and evaluating school heads and BOM members in issues related to teachers' development. The findings of the study would, therefore, provide a blue print for MoE, particularly the KESI in sensitizing principals and BOMs in formulating good teacher development and management policies in public secondary schools. Finally, the study could also be used to provide empirical evidence to other researchers who may want to carry out research in future on teachers' development and management.

1.7 Limitations of the study

In this study, the researcher had no control on some respondents' unwillingness to respond to some research questions. In addition, the researcher encountered the problems of principals in selected schools failing to allow access to records kept on staff development and management. The researcher, however, tried to control this by assuring respondents of confidentiality in their identity and that their answers would be used for research only.

1.8 Delimitation of the study

According to Mutai (2000), the term delimitation refers to the boundaries of the study. In this research, the study was delimited to public secondary schools in Busia district, Kenya. The study was restricted to 28 public secondary schools within the district having 28 principals, 420 teachers and 364 BOM members (DEOs Office, Busia district, 2013). The main areas addressed by the study were: Conflict Resolution Strategies (CRSs) adopted by BOM members, training opportunities offered by BOM members for teachers' development, how formulation of good teacher management policies by BOM members influences teachers' development, and how improving decision-making process about teaching and learning by BOM members influences teachers' development in public secondary schools in Busia district, Kenya.

1.9 Basic assumptions of the study

The main assumptions of the study were that:

i.   The researcher would be able to win the respondents by assuring them of the confidentiality to respond to research questions without fear.

ii.   That all public institutions in Busia district had BOMs with significant roles to play with regard to teachers' development and management.

1.10 Definition of significant terms

Administrative tasks refer to the activities that school administrators focus to in order to achieve the set school goals and objectives enshrined in school's mission and vision.

Boards of Management refer to a body consisting of thirteen members approved to manage secondary schools on behalf of the Ministry.

Conflict refers to the pursuit of incompatible interests and goals by different groups.

Delegation refers to the process of organizing things by setting boundaries and defining roles, responsibilities and authority in an institution**.**

Effectiveness refers to the ability to manage human resources in the school well and produce what is intended in terms of meeting set objectives.

Strategies refer to methods or plans chosen BOMs to bring about a desired future for the learners and the school through teachers' development and management.

Teacher development refers to continuous teacher training in areas of school administration and management.

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1.11   Organization of the study

The study is organized in five chapters. Chapter one focused on introduction basing on the background to the study, statement of the problem, purpose of the study, research objective, research questions, significance of the study, limitation of the study, delimitation of the study assumption of the study, and definition of significant terms. Chapter two focused on literature review based on the objectives of the study, theoretical and conceptual frame work, and summary of literature review. Chapter three was on research methodology and explores the research design, target population sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four focused on data analysis, interpretation and discussions. Chapter five presented summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The review is conceptualized on related literature to the study, both local and from outside the country. Literature review focuses on the concept of personnel management, the influence of Conflict Resolution Strategies (CRSs) adopted by BOM on teachers' development, the influence of the training opportunities offered by BOM members' for teachers' development, how the provision of democratic atmosphere by BOM members influences teachers' development, and how delegation of responsibilities by BOM members influences teachers' development in public secondary schools in Busia district. Besides, the literature review focuses on theoretical and conceptual frame work of the study.

2.2 Concept of teachers' development and management

Teachers' development and management in schools is very important since it determines whether or not the school will attain its mission and vision hence achieving its educational goals and objectives. The purpose of the study is to investigate the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. Durasaro (2003) noted that management entails a collection of people with a common identity, who are able and willing to contribute action towards the achievement of some set organizational goals. It is a process of designing programmes and procedures for

executing such programmes as well as monitoring and regulating progress of activities towards achievement of stated goals. Managers are people who get things done through other people. In any organization, managers are people who assess the situation to identify goals of the organization, develop strategies to achieve such goals, assemble the required resources, organize, direct and control activities of others and motivate people to work. To ensure effective goal achievement in public secondary schools, there must be proper strategies for teachers' development and management.

2.3   Teachers' development and management in other countries

Globally, different countries have adopted different methods of teacher development and management in secondary schools, but their aims remain the same. In the United States, secondary schools are managed by Local School Boards (LSBs) which are agents responsible to the state (Giatu, Rwantabagu & Makatiani, 2010). The powers of the local authorities include: power to generate revenue, to maintain schools, purchase sites and buildings, purchase materials and supplies, organize and provide a programme of study and employ the necessary personnel, admit and assign students to schools and control their conduct. These are unlike the situation in Kenya where all these duties are left to the central government through the ministry in charge of education.

In England and its neighbouring states like Scotland and Wales, secondary schools are managed by the Local Education authorities (LEAs) established by the Education Act of 1902 (LEA, 2007). These LEAs are involved in determining

the overall policies, objectives and ethos at the school. The boards have a special duty to manage teachers, promote good relationships between the school, its parents and the community. They also have responsibility to form a channel for the flow of information between these groups. Focusing on Canada, the strategic role of the boards of a grant-aided school is to fulfill its functions in relation to the school with a view to promoting the achievement of high standards of educational achievement. The vision and aims set for the school, the school ethos, and the plans and policies agreed for the school, all have the potential to contribute to the raising of education standards (www.deni.gov.uk).

2.4 Teachers' development and management in Kenya

The Government of Kenya (GoK), just like other governments of the world, has always placed education as a priority at all levels. The Education Act 2012 places the management of public secondary schools in the hands of BOMs (RoK, 2012). The duties of the BOMs are stated as being subject to the Education Act, the Teachers Service Commission Act, and any regulations made under the Education Act and to any limitations that may be imposed by the order. The BOMs are charged with the responsibility of policy making and implementation, controlling finances and initiation of teachers' development projects in the school (MoEST, 2002).

2.5 Influence of Conflict Resolution Strategies (CRSs) adopted by BOM on teachers' development

Conflicts have become part and parcel of human resource management world over. This indeed is a paradox because of the amount of energy and resources expended by organizations to prevent and resolve conflicts. Flippo (1980) attempted an explanation when he remarked that, "a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts is being suppressed". The inevitability of conflict was also established by Harold Kerzner (1998) when he asserted that conflict is part of change and therefore inevitable.

According to Okotoni (2003), it is not an aberration to expect conflicts in the administration of secondary schools in Osun State, Nigeria. Specifically, secondary school teachers in Osun State have had cause to protest against unsatisfactory conditions of service. The nature and types of conflicts that occur in secondary school administration vary from one school to another. The common types of conflicts usually occur between the students on one hand and the school authority on the other. Other forms of conflict include interpersonal conflicts among teachers and as well as the students. In this paper, teachers' and BOM members' conflicts will be the focus as they entail the teachers' development and management in public secondary schools.

To Zikmann and Associates (1992) "effectively managed conflicts can help identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall cooperation". An organization should not run

away from conflicts because they are part of human existence as no one or organization is an island to himself or itself. A good approach to its management is highly essential for peace and progress. The United Nations International Children's Emergency Fund (UNICEF, 1995) recommended an investigation into the nature of conflicts, their causes as well as their effects on school administration are important in order to ensure harmony in the state and to facilitate higher productivity. Hence, there is need to establish the influence of Conflict Resolution Strategies (CRSs) adopted by BOMs on teachers' development in public secondary schools in Busia district, Kenya.

2.6 Influence of training opportunities offered by BOM members on teachers' development

Just like in all other nations, the GoK does not involve principals in the recruitment of their teachers alone. They do it entirely with other BOM members and with their supervising agencies from the MoE and TSC. Okumbe (2001) further states that there is a need to train and retrain the teachers after employment through induction programmes. These expose the teachers to the correct and modern techniques of teaching and learning.

To achieve the education goals and objectives of Kenya vision 2030, the GoK and Development Partners developed the Kenya Education Sector Support Programme (KESSP). The KESSP was fitted within the broader National Policy Framework as set out in the Economic Recovery Strategy (ERS) and the Sessional

Paper No. 1 of 2005 on a Policy Framework for Education, Training and Research. The broad objective is to give every Kenyan the right to quality education and further training in the line of profession. To provide a framework for implementing KESSP, the MoE developed its own Strategic Plan 2006-2011 that was to provide the strategic direction to the MoEST with regard to improving school performance through teachers training and development.

According to Barasa (2007), training opportunities are meant to help teachers grow in the learning and teaching institution and stay on until retirement. Through training of teachers, a school satisfies their personal and professional needs which include the need for status, recognition, professional growth and personal development. It is therefore the responsibility of the school administration to make plans for teacher development. Cassetter (1976) notes that the best people to provide training opportunities to teachers are the principals. These training opportunities facilitate change in teachers' personal needs and institutional goals. Barasa (2007) states that an effective teacher development programmes start immediately a teacher is employed and continue throughout his/her career. Hughes (1974) states that training opportunities which are meaningful induce teachers' maximum participation in teaching and learning. The study therefore seeks to determine the influence of training opportunities offered by BOM members on teachers' development in public secondary schools in Busia district.

2.7 How the provision of democratic atmosphere by BOM members influences teachers' development

The functions of BOMs of any education organization include promotion of the best interest of the school, struggling to provide quality education for all students, maintaining discipline among themselves, teachers and supporting the principal and other staff members in their performance of their professional functions. The BOMs must maintain a good working relationship among themselves, and with the teachers (KEMI, 2007). According to Barasa (2007), a head teacher should to provide a democratic atmosphere in school. Together with the BOM members, the head teacher must create a democratic environment that paves way to an improved decision-making process in school.

Newell (1978) says that the principal and school board members should create enthusiasm and a desire to work by ensuring that the office environment has harmonizing incentives such as a meaningful work experience, a belief in the importance of the job, a good working schedule and full relevant information through good communication practices. This study seeks to establish how the provision of democratic atmosphere by BOM members influences teachers' development in public secondary schools in Busia district.

2.8 How the delegation of responsibilities by BOM members influences teachers' development

The main reason for delegation in schools emanates from the fact that the task of running a school is too broad a responsibility for one person to manage alone. Regardless of the number of hours one may invest in one's work, one cannot succeed in completing the work alone. However, no matter how many hours one put into one's work. There are too many tasks and too many people to deal with, so the workload has to be shared (Farrant, 1980). Educational managers should strive to strike a balance between giving up total control to a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through co-ordination of resources, reviewing progress report, and being able to meet with teams at critical junctures (Dessler, 2001). According to Stoner and Wankel (1986) and Chapman (2012), delegation is a two-way process by which a manager gives some of his or her workload of teaching and learning to others. In this process, delegation saves time, develops people, grooms successors and motivates subordinates. In education management, teaching, learning, extracurricular and administrative tasks or activities are entrusted to teachers by the principal in the hope that they will carry out the work or task that they have been delegated to do (Allen 1997; Johhnson & Packer, 2000).

In a school setting teachers are deployed to perform certain duties such as those of heads of departments, house heads and librarians. They are entrusted with a certain amount of authority in handling and carrying out their various responsibilities (Barry & Tyre, 1975). Principals and BOM members need to delegate responsibilities to teachers so as to enable them grow in management skills of both human and material resources at school. According to Barry and Tyre (1975), the purpose of delegation is to advance and sustain aims and objectives for optimal results. Hughes (1974) states that the primary purpose of the delegation process is to increase goal achievement.

There is always a lot to be done towards achieving an all round development or the socialization of the learners that neither the principal nor the BOM members as the chief administrators at school level, who is the accounting and reporting officer, can undertake alone. Apart from the intellectual development of the learners, he has to see to their social, moral and physical development, attend to parents and other visitors as well as demands from his own superior officers from the Ministry of Education (M.O.E.). School principals and BOM members who, therefore, delegate responsibilities to their teachers provide for the efficient working of the school and free themselves from issues that do not demand their personal attention. Hence, they enable teachers to make maximum use of their abilities. According to Barasa (2007), when areas of responsibilities are clearly defined and understood, teachers perform their duties to the best of their abilities. Hence there is need for this study to determine how the delegation of

responsibilities by BOM members influences teachers' development in public secondary schools in Busia district.

2.9 Summary of the literature review

Literature reviewed in this section showed that teachers' development and management in schools is very important since it determines whether or not the school will attain its mission and vision hence achieving its educational goals and objectives. To ensure effective goal achievement in public secondary schools, there must be proper strategies for teachers' development and management. Teachers' development continues to be a challenge in most districts in Kenya, Busia included.

There are a number of strategies used by Board of Management on teachers' development in public secondary schools. These strategies are: the Conflict Resolution Strategies (CRSs) adopted by BOMs, training opportunities offered by BOMs, provision of democratic atmosphere by BOMs, and delegation of responsibilities by BOMs. Conflicts have become part and parcel of human resource management world over. A total absence of conflict would be unbelievable, boring, and a strong indication that conflicts are being suppressed. Effectively managed conflicts can help identify previously undetected problems and attitudes. They can also help clarify uncertainties and improve overall cooperation. Basing on training opportunities offered by BOM members on teachers' development, there is need to train and retrain the teachers after

employment through induction programmes. These expose the teachers to the correct and modern techniques of teaching and learning.

The functions of BOMs of any education organization include promotion of the best interest of the school, struggling to provide quality education for all students, maintaining discipline among themselves, teachers and supporting the principal and other staff members in their performance of their professional functions. The BOMs must maintain a good working relationship among themselves, and with the teachers. Principals and BOM members need to delegate responsibilities to teachers so as to enable them grow in management skills of both human and material resources at school. When areas of responsibilities are clearly defined and understood, teachers perform their duties to the best of their abilities. While the GoK has tried to initiate in-service training by the MoE through KESI, empirical evidence from some scholars indicates that there are still gaps when it comes to management of teachers' development in most public secondary schools in Kenya, Busia included. The study will determine the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya.

2.10 Theoretical framework for the study

The study was anchored on Herzberg's theories of employee motivation (Michael, Syptak & Marsland, 1999). Teachers' development and satisfaction are always important issues for scholars who have realized that high levels of teacher turnover can affect the bottom line of management and hence ruining quality

education. Managers in schools have made teacher development and satisfaction a top priority. Herzberg's theory recognizes the need for rewarding loyalty and performance with advancement. It states that if managers do not have an open position to which to promote a valuable teacher, consider giving him or her a new title that reflects the level of work he or she has achieved. When feasible, support teachers by allowing them to pursue further education, which will make them more valuable to your practice and more fulfilled professionally.

Achievement is also inherent in Herzberg's theory. Managers should also be careful, however, not to overload individuals with challenges that are too difficult or impossible, as that can be paralyzing. This theory will be supported by equity theory, most popularly known as the equity theory of motivation, which was first developed by John Stacey Adams, a workplace and behavioral psychologist, in 1963. Adams' theory of equity is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work.

2.11 Conceptual frame work for the study

Figure 2.1   Conceptual framework for the study

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┌─────────────┐  ┌──────────────────┐  ┌──────────────┐  ┌────────────────┐
│ Conflict    │  │ Training          │  │ Provision of │  │ Delegation of  │
│ resolution  │  │ opportunities     │  │ democratic   │  │ responsibilities│
│ strategies  │  │ for teachers      │  │ atmosphere   │  │ to teachers by │
│             │  │ offered by BOM    │  │              │  │ BOM            │
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                        ▼
              ┌─────────────────────────┐
              │ Effective teachers'     │
              │ development process     │
              └─────────────────────────┘
                        │
                        ▼
              ┌─────────────────────────┐
              │ Teacher effectiveness   │
              │ and quality results in  │
              │ public secondary schools│
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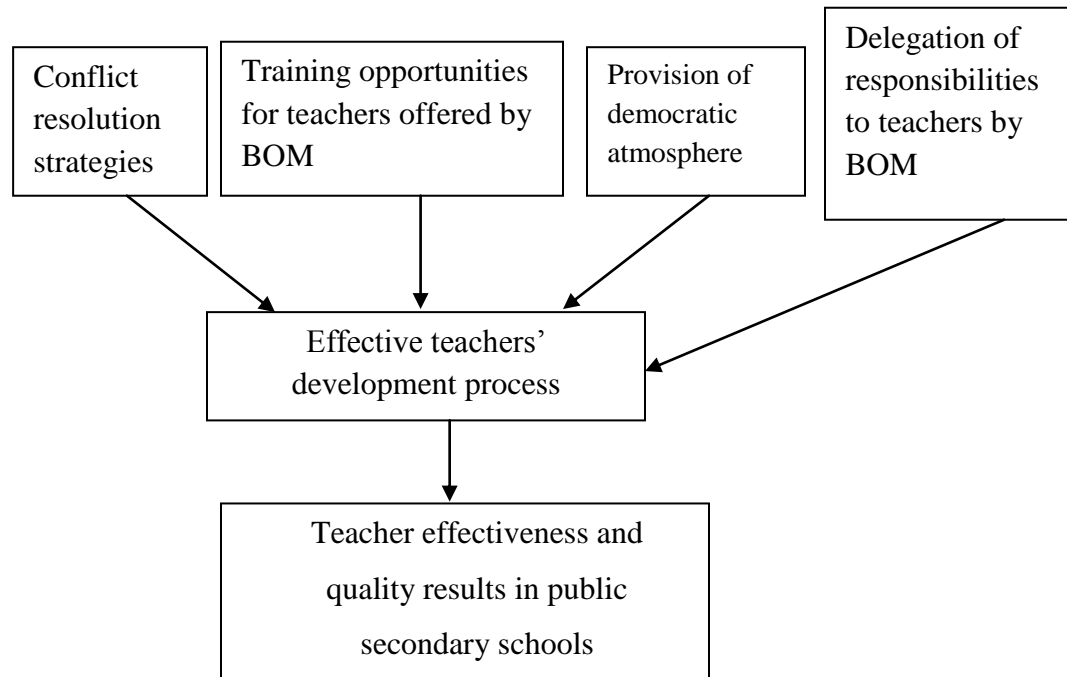
Source: Cole (2002). *Personnel and Human Resource Management*. London: Thomson Books

Boards of Management (BOMs) constitute an integral part of the school governance and/or leadership and management structure (Nakpodia, 2010). They make a significant contribution to the teaching and learning process of a school by creating an important interface between the school and the community (Onderi & Makori, 2010). The BOM is, therefore, considered a key stakeholder in the education of a child. To achieve the aim and improve students' performance in secondary schools, BOM members are to prepare high quality and sufficient teachers able to give learning instruction efficiently and

effectively for a desired quality education (Ballon & Podgursky, 1997). Teacher development contributes to individual and organizational effectiveness (McCrone et al.; 2011; James et al.; 2010). Training of teachers gives them confidence and the skills and qualities needed to perform various tasks or functions (Kindiki, 2009). To achieve this, the school BOM members need to possess the relevant strategies to play a crucial role in teachers' development. They need to possess Conflict Resolution Strategies, offering training opportunities, provision of democratic atmosphere at school, and delegation of responsibilities to teachers. These variables are inter twinned and influence each other. If applied well by principals and BOM members at school, can result in teacher effectiveness and quality results in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provided a description of research methods that was used in the study. It is going to be divided in the following sub-headings: research design, the target population, sample size and sampling procedures, research instruments, instrument validity and instrument reliability, data collection procedures, and data analysis techniques.

3.2 Research design

According to Ogula (1998), a research design was the planned, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance. A research design sets up the framework for study and the blue print of the research. According to Robson (2003), descriptive survey design describes respondents' characteristics such as abilities, opinions, attitudes, beliefs and/or knowledge. Therefore, this study aimed at capturing respondents opinions, attitudes, beliefs and knowledge based on teachers' development. This study adopted descriptive survey design, which is considered appropriate for the study since it has the broad theoretical framework which was used to study the influence strategies used by Board of Management members on teachers' development in public secondary schools in Busia district, Kenya.

3.3 Target population

Mugenda and Mugenda (1999) define target population, as all members of a real or hypothetical set of people, events or subjects to which the researcher wished to generalize the results of the research. This study consisted of a target population of 28 public secondary school principals, 410 teachers and 364 BOM members given that each school has an average of 13 BOM (DEO's office, 2012). These members supposedly have information on teachers' development in public secondary schools in Busia district, Kenya.

3.4 Sample and sampling techniques

A sample is a portion of the target population to which the researcher intents to infar the findings (Best & Khan, 2006). There are 28 principals, 410 teachers and 364 BOM members for the main study. According to the table for determining sample size from a given population designed by Krejcie and Morgan (1970), it is recommended that from a population of 28 principals, 410 teachers and 364 BOM members, the sample size will be 26, 200 and 188 respectively with each school having approximately 12 BOM members. For piloting study, the researcher used a simple random sampling technique (Mugenda & Mugenda, 2003) to choose 2 schools, hence 2 principals, 10 teachers and 24 BOM members.

3.5 Research instruments

The researcher will use three sets of instruments: principals' questionnaire, teachers' questionnaire, and BOM members' questionnaire. Mulusa (1988) defines a questionnaire as a written set of questions to which the subject responds to in writing. He further states that questionnaires are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short space of time. He adds that the interviewees are free to give frank answers to sensitive and embarrassing questions, especially if they require disclosing their identity.

The principals' questionnaire will be divided into two parts: part A and B respectively. Part A will consist of demographic data and part B the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. Teachers' questionnaire consists of part A on demographic data and part B the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. BOM members' questionnaire consists of part A that collected data on demographic variables and part B the BOM members' responds on strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya.

3.5.1 Validity of the instruments

Mugenda and Mugenda (2003) states that, validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon. The

content validity was established by supervisors who consulted to give their judgement and advice. Besides, before distributing questionnaires to the participants, a pilot study was carried out to provide information for deficiencies and suggestions for improvement.

3.5.2 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research yields consistent results after repeated attempts. To pretest the instruments, the researcher adopted test-retest method in the main study that is, administering the same instrument to the same group of principals and BOM members twice and then correlating the scores to acquire a reliability coefficient using Pearson Product Moment Correlation Formula (Best & Kahn, 2006).

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

The correlation coefficient was then adjusted using Spearman Brown Prophecy Formula to attain a positive correlation coefficient that is reliable (Best & Kahn, 2006).

$$R = \frac{2r}{1+r}$$

3.6. Data collection procedure

After obtaining the university letter of research approval, the researcher sought for a research permit from the National Council for Science, Technology and Innovation (NACOSTI). The researcher sought authority from the District Education Officer before embarking on final research. The respondents were informed in advance before the data collection date. The researcher visited the schools selected and gave out the questionnaires. Once filled in, the researcher collected them after a week.

3.7 Data analysis techniques

Data analysis was anchored on the research questions adopted by the study. The filled in questionnaires were collected and edited by the researcher for completeness and consistency. Data was then be summarized, coded, edited and then the information synthesized to reveal the essence of data. The issues requiring open-ended questions will be analyzed qualitatively. Data was then analyzed both manually and by use of Statistical Package for Social Sciences (SPSS) (Mugenda & Mugenda, 2003). Once data has been analyzed, interpretation was carried out by looking at relationships among categories and patterns that would suggest generalizations and conclusions (Best & Kahn, 2006) as per the objectives and research questions of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives a detailed analysis of the research findings on the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. Presented are the findings on questionnaire return rate, the influence of Conflict Resolution Strategies (CRSs) adopted by BOM on teachers' development, the influence of the training opportunities offered by BOM members' for teachers' development, how the provision of democratic atmosphere by BOM members influences teachers' development, and how delegation of responsibilities by BOM members influences teachers' development in public secondary schools in Busia district. Data was analyzed both manually and by use of SPSS computer programme.

4.2 Questionnaire return rate

A total of 24 principals' questionnaires, 190 teachers' questionnaires and 164 Board of Management (BOM) members' questionnaires were issued to the respondents and all were returned back, representing 100%. The data collected was tabulated as per the questionnaires systematically covering all the items as per the research objectives.

4.3 Demographic data of the respondents

It was essential for the study to gather data on the principals', teachers' and BOM members' background in terms of gender, age, academic and professional qualifications. These would directly or indirectly influence strategies used by BOM on teachers' development in public secondary schools. The principals', teachers' and BOM members' demographic data are summarized as follows:

4.3.1 Gender of the principals, teachers and BOM members

Gender was considered important in this study because it could directly or indirectly influence strategies used by BOM on teachers' development in public secondary schools.

Table 4.1: Distribution of principals, teachers and BOM members by gender

Gender	HTs	%	Teachers	%	BOM members	%	Total	%
Male	16	66.7	100	52.6	110	67.1	226	59.8
Female	8	33.3	90	47.4	54	32.9	152	40.2
Total	**24**	**100.0**	**190**	**100.0**	**164**	**100.0**	**378**	**100.0**

Table 4.1 shows that the respondents for this study were predominantly male principals, teachers and BOM members. Out of 378 respondents, 59.8 % were male principals, teachers and BOM members. Education is universally acknowledged to benefit individuals and promote national development. Educating females and males produces similar increases in their subsequent earnings and expands future opportunities and choices for both male and female

teachers. However, educating females produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed marriages, reduced fertility rates, and improved health and survival rates for infants and children. Achieving gender equality in teacher development means that both male and female teachers will have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development in the country.

4.3.2 Principals', teachers' and BOM members' age

Principals, teachers and BOM members were also required to indicate their age bracket and the data collected are in Table 4.2.

Table 4.2: Distribution of head teachers and BOM members by age

Age in years	Principals	%	Teachers	%	BOM members	%
21-30	0	0.0	55	28.9	0	0.0
31-40	4	16.7	65	34.2	1	0.6
41-50	12	50.0	45	23.7	58	35.4
51-60	7	29.2	25	13.2	73	44.5
Over 60	1	4.1	0	0.0	32	19.5
Total	**24**	**100.0**	**190**	**100.0**	**164**	**100.0**

From Table 4.2, the results indicate that a majority of principals (50.0%) were in the age brackets of 41-50 years and BOM members (73.0%) were aged between 51-60 years. On the other hand, a majority of teachers were aged between 31 – 40 years (34.2%). The age of principals and BOM members indicate that they have good experience, knowledge and understanding when it comes to teacher

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development in the school, forecasting and planning, organizing, commanding, coordinating and controlling other resources to enhance smooth learning and teaching for quality KCSE results to be realized.

4.3.3 Academic qualifications for principals, teachers and BOM members

Academic and professional qualification of principals, teachers and BOM members was also a factor to consider in this study. Principals', teachers' and BOM members' academic and professional qualifications directly or indirectly determine how both human and material resources can be handled in management of public secondary schools. This in turn influences students' performance in KCSE examinations. Principals', teachers' and BOM members' academic and professional qualifications are shown in Table 4.3.

Table 4.3: Principals', teachers' and BOM members' academic and professional qualifications

Qualification	Principals	%	Teachers	%	BOM	%
M.Ed	4	16.7	20	10.5	4	2.4
BA/BSC with PGDE	2	8.3	9	4.7	3	1.8
B.Ed	16	66.7	151	79.5	105	64.0
Diploma	2	8.3	7	3.7	48	29.3
Form 5-6	0	0.0	1	0.5	3	1.8
Form 4	0	0.0	2	1.1	1	0.7
Total	**24**	**100.0**	**190**	**100.0**	**164**	**100.0**

Results from Table 4.3 show that majority of the principals, teachers and BOM members were B.Ed holders. Another slightly fair percentage of principals, teachers and BOM members had M.Ed degree. However, we had teachers and BOMs having Form4 and Form5-6 education qualifications. Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management (Okumbe, 2001). This can allow them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: The Education Act, TSC Act, the BOM management code, The Children's Act, Public Health Act among others. However,

mechanisms have to be put in place to upgrade management skills of the board members. This would be done through inservice training, seminars and workshops organized either by the school or by the ministry of education so as to empower them with teacher development skills.

4.3.4: BOM members' other occupations

Management of educational institutions is crucial, hence BOM members should be appointed carefully to ensure that they are experienced. It was therefore imperative for this study to solicit for the information concerning BOM Members' other occupations besides being part of the school board. This would determine any other additional professional experience from a different area that would be of importance to matters of teacher development at school to enhance efficiency in the management of students, financial and physical resources in order to achieve quality results.

To determine BOM members' professional experience in management, there was need to collect data on occupation besides being a board member. Data was as presented in Table 4.4.

Table 4.4: BOM members' other occupation

Occupation	BOM	%
Business person	30	18.3
Retired teacher	80	48.8
Farmer	40	24.4
Community representative	8	4.9
Public servant officer	2	1.2
Pastor	4	2.4
Total	**164**	**100.0**

From Table 4.4, a fairly good percentage (48.8%) of the BOM members stated that they are retired teachers by profession. This was an indicator that they possess both managerial and teacher development skills. BOM members' other occupation was a factor to be investigated because it would raise questions on their effectiveness in management of teachers at school who possess higher managerial skills and knowledge than the BOM members themselves.

4.3.5: BOM members' areas of representation on school board

It was also necessary for the researcher to collect data from the BOM members on their areas they are representing in the school board. Data collected was presented in Table 4.5.

Table 4.5: BOM members' areas of representation on school board

Area represented	BOM members	%
Church/NGO	25	15.2
School co-opted member	45	27.4
Community representative	60	36.6
Organization of interest in school	25	15.2
Member to give specialized service	6	3.7
None	3	1.9
Total	**164**	**100.0**

Results from the table show that a fairly good percentage was community representative (36.6%) and school co-opted members (27.4%). However, there are those who didn't have any area of representation on school board, something that would hinder their effectiveness in management of resources and teacher development at school.

4.3.6 Professional experience of BOM members

Management of educational institutions is crucial, hence BOM should be appointed carefully to ensure that they are experienced. It was therefore imperative for this study to solicit for the information concerning BOM Members'

professional experience basing on the category of school, number of years they have served and number of students handled. To operationalise these management processes effectively and efficiently, Okumbe (2001) highlighted the need to appoint well-educated BOM members. To determine principals' and BOM members' professional experience in teacher development, there was need to collect data on number of students, school category, and school type they manage. Principals and BOM members were, therefore, required to indicate the category of their school. Data collected is tabulated in Table 4.6.

Table 4.6: Principals' and BOM members' response on school category

School Category	Principals	%	BOM members	%
National	1	4.2	2	1.2
Provincial	11	45.8	88	53.7
District	12	50.0	74	45.1
Total	**24**	**100.0**	**164**	**100.0**

The table indicates that a majority of public secondary schools in Busia District, Kenya were provincial and district schools as indicated by principals and BOM members respectively. The distribution of schools in the district is satisfactory as per the government policy.

4.3.7 Type of school

Type of school was another factor to be considered in this study. The type of school in one way or the other influences BOM members' effectiveness in teacher

development in public secondary schools. Data were collected from principals, teachers and BOM members and results tabulated in Table 4.7.

Table 4.7: Principals', teachers' and BOM members' response on type of school

Type of school	Principal	%	Teachers	%	BOM members	%
Boys' boarding	9	37.5	50	26.3	45	27.4
Girls' boarding	2	8.3	45	23.7	14	8.5
Boys' day	0	0.0	0	0.0	0	0.0
Girls' day	2	8.3	35	18.4	11	6.7
Mixed boarding	2	8.3	15	7.9	32	19.5
Mixed day	9	37.5	45	23.7	62	37.9
Total	**24**	**100.0**	**190**	**100.0**	**164**	**100.0**

From Table 4.7, majority of the principals (37.5%), teachers (23.7%) and BOM members (37.9%) indicated that most schools in Busia district, Kenya are mixed day schools. Besides, Boys' boarding schools dominated the district as compared to Girls' boarding schools. Most schools are, however, given boarding facilities to enhance students' utilization of both teachers and facilities. Boarding facilities could also enable principals and BOM members to be effective in teacher development, planning and coordinating school programmes, mobilizing resources, proper accountability though financial book keeping, recruitment of qualified personnel, and admission of students across counties and districts.

4.3.8 Number of students in the school

To establish the effectiveness of BOM members in teacher development, it was necessary for the researcher to collect data on the number of students in schools in Busia district. Data collected was then presented as follows in Table 4.8.

Table 4.8: Principals' and BOM members' response on the number of students

Number	Principal	%	BOM members	%
Less than 200	2	8.3	2	1.2
200-500	16	66.7	102	62.2
501-800	6	25.0	60	36.6
Over 800	0	0.0	0	0.0
Total	**24**	**100.0**	**164**	**100.0**

Results from Table 4.8 show that the majority schools have students ranging between 200 and 500. There were very few schools with less than 200 students, but a slightly good percentage had students ranging between 200 and 800. This is a good number to determine the BOM members' effectiveness in teacher development in school.

4.3.9 Number of teaching staff

To acquire more information on the effectiveness of BOM members' in teacher development, it was necessary for the researcher to collect data on the number of

teaching staff in public secondary schools in Busia district, Kenya. Data collected was then presented as follows in Table 4.9.

Table 4.9: Number of teaching staff

Teaching staff	Principals	%
Less than 5	0	0.0
5-10	4	16.7
11-15	2	8.3
16-20	8	33.3
21-25	2	8.3
26-30	8	33.3
Over 30	0	0.0
Total	**24**	**100.0**

Results from Table 4.9 show that the distribution of teaching staff is uneven. There are schools with less than 10 teachers (16.7%). Only a few schools had teaching staff ranging between 16 to 20 and 26 to 30 (33.3%). This is a fairly low number to enable BOM members exercise their effectiveness in teacher development.

4.4 Influence of Conflict Resolution Strategies (CRSs) adopted by BOM on teachers' development

It is not an aberration to expect conflicts in the administration of secondary schools in Kenya. Secondary school teachers in Kenya have had cause to protest against unsatisfactory conditions of service. The nature and types of conflicts that occur in secondary school administration vary from one school to another. This paper sought an investigation into the nature of conflicts, their causes as well as the Conflict Resolution Strategies (CRSs) adopted by BOMs on teachers' development in public secondary schools in Busia district, Kenya. To determine if conflicts are in school, there was need for principals and BOM members to state if they are aware of conflicts, if teachers have had conflicts, causes, and strategies adopted to resolve the conflicts.

4.4.1 Conflicts in school

The study sought to find out if principals and BOM members are aware of conflicts in school. Data were collected and tabulated as shown in Table 4.10.

Table 4.10: Conflicts in school

Response	Principals	%	BOM members	%
Yes	24	100.0	164	100.0
No	0	0.0	0	0.0
Total	**24**	**100.0**	**164**	**100.0**

Results from Table 4.10 indicate that all the BOM members (100.0%) were aware of conflicts in schools. Based on empirical evidence, "a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts are being suppressed". Conflict is part of change and therefore inevitable". An organization should not run away from conflicts because they are part of human existence as no one or organization is an island to himself or itself.

4.4.2 Causes of conflicts

Principals and BOM members were to indicate causes of conflicts in their school. Data were collected and tabulated in Table 4.11

Table 4.11: Principals and BOM members' responses on causes of conflicts

Causes	Principals	%	BOM members	%
Poor and unsatisfactory conditions of service	2	8.3	15	9.1
Interpersonal conflicts among staff	4	16.7	105	64.0
Unqualified BOM members involvement in decision-making	6	25.1	0	0.0
BOM not involved in teaching staff training and development	5	20.8	35	21.3
Unsatisfactory teaching staff selection and appointment	5	20.8	0	0.0
Unexplainable teaching staff separation	2	8.3	9	5.6
Total	**24**	**100.0**	**164**	**100.0**

Results from the table indicate that principals were for the unqualified BOM members (25.1%) to be a cause of conflicts in teaching staff whereas BOM members were for interpersonal conflicts among teaching staff themselves (64.0%). It is clear that secondary school teachers in Busia district have had cause to protest against unsatisfactory conditions of service and BOM not involved in teaching staff training and development (20.8%). The nature and types of conflicts that occur in secondary school administration vary from one school to another. The common types of conflicts usually occur between the teachers on one hand and the school authority on the other. A good approach to its management is highly essential for peace and progress.

4.4.3 Strategies adopted to resolve the conflicts

The researcher also sought an investigation into the Conflict Resolution Strategies (CRSs) adopted by BOMs on teachers' development in public secondary schools in Busia district, Kenya. Data collected were tabulated in Table 4.12 below.

Table 4.12: Principals and BOM members' responses on CRSs

Strategies	Principal	%	BOM members	%
In-service training through short-term courses, sandwich programmes, workshops, seminars and conferences	9	37.5	135	82.3
Improving decision-making process	8	33.3	20	12.2
Increasing resources and sense of ownership	7	29.2	9	5.5
Total	**24**	**100.0**	**164**	**100.0**

From Table 4.12, the principals (37.3%) and BOM members (82.3%) emphasized on the need for in-service training through short-term courses, sandwich programmes, workshops, seminars and conferences as a major conflict resolution strategy. The United Nations International Children's Emergency Fund (UNICEF, 1995) recommended an investigation into the nature of conflicts, their causes as well as their effects on school administration are important in order to ensure harmony in the state and to facilitate higher productivity.

4.5 Training opportunities offered by BOM members on teachers' development

There is need to train and retrain the teachers after employment. Barasa (2007) states that an effective teacher development programmes start immediately a teacher is employed and continue throughout his/her career. These expose the teachers to the correct and modern techniques of teaching and learning until retirement. It is therefore the responsibility of the school administration to make plans for teacher development. The best people to provide training opportunities to teachers are the principals. The study therefore sought to determine the influence of training opportunities offered by BOM members on teachers' development in public secondary schools in Busia district. Principals, teachers and BOM members were to give their responses on teacher development in school.

4.5.1 Principals' and BOMs response on training opportunities for teachers

Principals and BOM members were to state whether they have training opportunities for teachers. Data were collected and tabulated in Table 4.13.

Table 4.13: Principals' and BOMs response on training opportunities for teachers

Response	Principal	%	BOM members	%
Yes	15	62.5	110	67.1
No	9	37.5	54	32.9
Total	**24**	**100.0**	**164**	**100.0**

Results from the table show that there are some schools that still have challenges in providing training opportunities to teachers. However, some principals (62.5%) and BOM members (67.1%) responded that there were training opportunities. With regard to improving school performance training opportunities are meant to help teachers grow in the learning and teaching institution and stay on until retirement. Through training of teachers, a school satisfies their personal and professional needs which include the need for status, recognition, professional growth and personal development. It is therefore the responsibility of the school administration to make plans for teacher development. The best people to provide

training opportunities to teachers are the principals. These training opportunities facilitate change in teachers' personal needs and institutional goals.

4.5.2 Principals' response on areas of need for teacher development

Principals were to respond on areas identified for teacher development in the school and responses were tabulated in Table 4.14.

Table 4.14: Principals' response on areas for teacher development

Teacher development areas	LI	%	I	%	VI	%
Keeping personnel records	0	0.0	10	41.7	14	58.3
Management of financial records	8	33.3	10	41.7	6	25.0
Curriculum and instruction	0	0.0	1	4.2	23	95.8
Management of school plant (Physical facilities)	0	0.0	13	54.2	11	45.8
In-service training through short-term courses, sandwich programmes, workshops, seminars and conferences	0	0.0	0	0.0	24	100.0
Improving decision-making process	0	0.0	12	50.0	12	50.0
School-community relationships	5	20.8	6	25.0	13	54.2
Increasing resources and sense of ownership	10	41.7	5	20.8	9	37.5
Better evaluation and monitoring systems	0	0.0	11	45.8	13	54.2

Table 4.14 indicates that principals' responses tend towards important and very important. This is a positive indicator that they are aware of areas that teachers need to be trained and retrained in for them to grow in their profession. However,

a few of the principals stated that some areas are of less importance for teachers to be trained and retrained like mmanagement of financial records (33.3%), school-community relationships (20.8%), and increasing resources and sense of ownership (41.7%). This is a challenge to teachers who need training in such areas yet principals don't recognize them of great importance.

4.6 How democratic atmosphere influences teachers' development

The principal and BOM members should provide a democratic atmosphere in school. They must create a democratic environment that paves way to an improved decision-making process in school. Newell (1978) says that the principal and school board members should create enthusiasm and a desire to work by ensuring that the office environment has harmonizing incentives such as a meaningful work experience, a belief in the importance of the job, a good working schedule and full relevant information through good communication practices. This study sought to establish how the provision of democratic atmosphere by BOM members influences teachers' development in public secondary schools in Busia district. Data were collected from principals' and teachers' responses and tabulated in Tables 4.15 and 4.16

4.6.1 Principals' response on democratic atmosphere at school

Democratic atmosphere is where the principal and BOM members seek for the opinion of the others before making a decision. The principal is regarded to be consultative and participative. In this study, principals were to indicate how they

cooperated and collaborated with their teachers in school. Principals were to respond to questionnaire items on democratic atmosphere to show whether they usually apply it in school through their daily interaction with the teachers. Their response would help the researcher compare with teachers' response on principals' democratic atmosphere in school. Data collected are as tabulated in Table 4.15.

Table 4.15: Principals' response on democratic atmosphere

How atmosphere is created	A	%	B	%	C	%	D	%	E	%
Taking part in the group	2	8.4	11	45.8	11	45.8	-	-	-	-
Coordinating group work	2	8.4	9	37.4	13	54.2	-	-	-	-
Allowing group initiative	3	12.5	10	41.7	11	45.8	-	-	-	-
Helping settle differences	-	-	10	41.7	14	58.3	-	-	-	-
Trusting good judgement	-	-	-	-	6	25.0	9	37.5	9	37.5
Maintaining a peaceful group	4	16.7	14	58.3	6	25.0	-	-	-	-
Maintaining cordial relationship with supervisors	4	16.7	8	33.3	12	50.0	-	-	-	-

The results from Table 4.15 show that (58.3 %) percent of principals occasionally helped group members to settle their differences. This would ensure that teachers feel a sense of recognition and motivated at work. Data from this table show that

the democratic atmosphere created at school is rated occasionally by most of the principals. Democratic atmosphere should be exercised always in school.

4.6.2 Teachers' response on democratic atmosphere

To gather more information on how the provision of democratic atmosphere by BOM members influences teachers' development, teachers were to respond to statements given and data were recorded in Table 4.16.

Table 4.16: Teachers' response on democratic atmosphere

Statement	SA	%	A	%	D	%	SD	%	U	%
Principal assigns group members to particular tasks	50	26.3	90	47.4	35	18.4	15	7.9	-	-
Principal keeps the group informed	20	10.5	160	84.2	7	3.7	3	1.6	-	-
Principal puts teachers' suggestions in action	47	24.7	120	63.2	15	7.9	8	4.2	-	-
Principal keeps the staff working as team	10	5.3	110	57.9	50	26.3	20	10.5	-	-

The teachers' response from Table 4.16 indicates that a good percentage of teachers agreed that the principal keeps the group informed (84.2%). Principals' democratic atmosphere at school could motivate teachers in teaching and learning

and therefore positively influencing teachers' development on one hand and students' performance in KCSE examinations on the other hand.

4.7 How delegation of responsibilities by BOM members influences teachers' development

In a school setting teachers are deployed to perform certain duties. They are entrusted with a certain amount of authority in handling and carrying out their various responsibilities (Barry and Tyre, 1975). Principals and BOM members need to delegate responsibilities to teachers so as to enable them grow in management skills of both human and material resources at school. Hence there was need for this study to determine how the delegation of responsibilities by BOM members influences teachers' development in public secondary schools in Busia district. Teachers were to give their responses and the data collected were tabulated in Table 4.17.

Table 4.17: Teachers' response on how delegation influences their development

Influence of delegation	Teacher	%
Teachers grow in management skills	50	26.3
Enable teachers to make maximum use of their abilities	46	24.2
Creates team work	54	28.4
Increases goal achievement	40	21.1
Total	**190**	**100.0**

Results from the table indicate that teachers' responses are evenly distributed. People are the most important resource in any organization. They provide the knowledge, skill and the energies which are essential ingredients of organizational success. Even in an era increasingly dominated by technology, what differentiates effective and ineffective organizations are the quality and commitment of the people who work there (Bush & Middlewood, 2004). In Education people are particularly significant because of the demanding and vital role of developing the potential of children and young people. Educational institution are 'people centred' because young people are at the heart of their business (Elliots & Hall, 1994). According to teachers proficiency training manual (2007) the principal is responsible for school based teacher development and skill upgrading. He is also charged with the responsibility of promoting the welfare of all staff and pupils

within the school as well as guiding and counseling teacher trainee during teaching practice. The principal is also supposed to induct and mentor new teachers. Owojori and Asauri (2010) agree that the function of the school head is also to induct new staff and assign duties to them. However, it should be stressed that this function can be delegated to the Heads of Department, to whom the new staff is directly accountable. This shows that when areas of responsibilities are clearly defined and understood, teachers perform their duties to the best of their abilities (Barasa, 2007).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at capturing data on the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. This chapter, therefore, provides a brief summary of the study, conclusions and recommendations basing on the data findings. The study also offers suggestions for further research.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. Presented are the findings on questionnaire return rate, demographic data of the respondents, and the influence of strategies used by BOM on teachers' development in public secondary schools. The study focused on five objectives targeting principals', teachers' and BOM members' responses on questionnaire which is anchored on: Conflict Resolution Strategies (CRSs) adopted by BOM on teachers' development, training opportunities offered by BOM members' for teachers' development, how the provision of democratic atmosphere by BOM members influences teachers' development, and how delegation of responsibilities by BOM members influences teachers' development in public

secondary schools in Busia district. Research questions were also formulated basing on the objectives.

The literature review in the study provided more information from empirical documents to enhance knowledge and clarity of the research questions formulated. The variables of the study were summarized in the conceptual framework that showed their link. The study ideas were anchored on Herzberg's theories of employee motivation (Michael, Syptak, & Marsland, 1999). Besides, the study used descriptive survey design and simple random sampling technique to select principals, teachers and BOM members who participated in answering questionnaire items. Data collected was analyzed using mainly descriptive statistics, particularly frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data.

5.3 Summary of the study findings

The study was to investigate the influence of strategies used by BOM on teachers' development in public secondary schools in Busia district, Kenya. A good percentage of findings from Table 4.1 show that the respondents for this study were predominantly male principals, teachers and BOM members. Out of 378 respondents, 59.8 % were male principals, teachers and BOM members. One gender dominating in a given school can affect students in one way or another especially when it comes to matters of school funds, teachers' recruitment and appointment, teachers' development, planning and supervising projects,

coordination and delegation of duties, and guidance and counseling that would call for a male or female or both.

From Table 4.2, the results indicate that a majority of principals (50.0%) were in the age brackets of 41-50 years and BOM members (73.0%) were aged between 51-60 years. On the other hand, a majority of teachers were aged between 31 – 40 years (34.2%). The age of principals and BOM members indicate that they have good experience, knowledge and understanding when it comes to teacher development in the school, forecasting and planning, organizing, commanding, coordinating and controlling other resources to enhance smooth learning and teaching for quality KCSE results to be realized. Basing on Table 4.3, majority of the principals (66.7%), teachers (79.5%) and BOM members (64.0%) were B.Ed holders. Another slightly fair percentage of principals (16.7%), teachers (10.5%) and BOM members (2.4%) had M.Ed degree. Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management.

From Table 4.4, a fairly good percentage (48.8%) of the BOM members stated that they are retired teachers by profession. This was an indicator that they possess both managerial and teacher development skills. BOM members' other occupation was a factor to be investigated because it would raise questions on their effectiveness in management of teachers at school who possess higher managerial skills and knowledge than the BOM members themselves.

Findings on the type of school indicate that in one way or the other it influences BOM members' effectiveness in teacher development in public secondary schools in Busia district, Kenya. Majority of the principals (37.5%), teachers (23.7%) and BOM members (37.9%) indicated that most schools in Busia district, Kenya are mixed day schools. Besides, Boys' boarding schools dominated the district as compared to Girls' boarding schools. Most schools are, however, given boarding facilities to enhance students' utilization of both teachers and facilities.

Boarding facilities could also enable principals and BOM members to be effective in teacher development, planning and coordinating school programmes, mobilizing resources, proper accountability though financial book keeping, recruitment of qualified personnel, and admission of students across counties and districts. Besides, majority schools have students ranging between 200 and 500. There were very few schools with less than 200 students, but a slightly good percentage had students ranging between 200 and 800. This is a good number to determine the BOM members' effectiveness in teacher development in school.

There are schools with less than 10 teachers (16.7%). Only a few schools had teaching staff ranging between 16 to 20 and 26 to 30 (33.3%). This is a fairly low number to enable BOM members exercise their effectiveness in teacher development.

Based on the Conflict Resolution Strategies, results from Table 4.10 indicate that all the BOM members (100.0%) were aware of conflicts in schools. According to Flippo (1980), "a total absence of conflict would be unbelievable, boring, and a strong indication that conflicts are being suppressed". Conflict is part of change and therefore inevitable. The nature and types of conflicts that occur in secondary school administration vary from one school to another. The common types of conflicts usually occur between the teachers on one hand and the school authority on the other.   Results from the table indicate that principals were for the unqualified BOM members (25.1%) to be a cause of conflicts in teaching staff whereas BOM members were for interpersonal conflicts among teaching staff themselves (64.0%).

It is clear that secondary school teachers in Busia district have had cause to protest against unsatisfactory conditions of service and BOM not involved in teaching staff training and development (20.8%). However, the principals (37.3%) and BOM members (82.3%) emphasized on the need for in-service training through short-term courses, sandwich programmes, workshops, seminars and conferences as a major conflict resolution strategy.

Findings from Table 4.12 show that there are some schools that still have challenges in providing training opportunities to teachers. However, some principals (62.5%) and BOM members (67.1%) responded that there were training opportunities. However, a few of the principals stated that some areas are of less importance for teachers to be trained and retrained like management of financial

records (33.3%), school-community relationships (20.8%), and increasing resources and sense of ownership (41.7%). This is a challenge to teachers who need training in such areas yet principals don't recognize them of great importance.

Basing on democratic atmosphere in school, (58.3 %) percent of principals occasionally helped group members to settle their differences. This would ensure that teachers feel a sense of recognition and motivated at work. A good percentage of teachers agreed that principals keep the group informed (84.2%). Principals' democratic atmosphere at school could motivate teachers in teaching and learning and therefore positively influencing teachers' development on one hand and students' performance in KCSE examinations on the other hand. When the atmosphere is conducive, areas of responsibilities are clearly defined and understood, and then it is evident from Table 4.16 that teachers perform their duties to the best of their abilities.

5.4 Conclusions of the study

From the findings of the study, several conclusions were arrived at:

i.   Conflict is part of change and therefore inevitable. "A total absence of it would be unbelievable, boring, and a strong indication that conflicts are being suppressed". The nature and types of conflicts that occur in secondary school administration vary from one school to another. The

common types of conflicts usually occur between the teachers on one hand and the school authority on the other.

ii. There are some schools that still have challenges in providing training opportunities to teachers because principals feel that some areas are of less importance for teachers to be trained and retrained in like: management of financial records, school-community relationships, and increasing resources and sense of ownership. This is a challenge to teachers who need training in such areas yet principals don't recognize them of great importance.

iii. Boarding facilities could enable principals and BOM members to be effective in teacher development, planning and coordinating school programmes, mobilizing resources, proper accountability though financial book keeping, recruitment of qualified personnel, and admission of students across counties and districts.

iv. Principals' democratic atmosphere at school could motivate teachers in teaching and learning and therefore positively influencing teachers' development on one hand and students' performance in KCSE examinations on the other hand.

5.5 Recommendations of the study

Basing on the already stated findings and conclusions, the study recommends the following:

i. Teacher development in educational institutions is crucial, hence BOM should be appointed carefully to ensure that they are experienced. BOM members are supposed to be acquainted with the teacher development process, the functions which consist of recruiting, induction, motivation, planning and evaluation.

ii. Given the scope and limitations of this study, the researcher recommends a replica of the study to be performed in other public secondary schools in Kenya to cover other districts apart from Busia district to provide comparison in findings.

5.6 Suggestions for further research

The following are the suggested areas for further research:

i. The influence of the strategies used by Kenya Education Management Institute (KEMI) in training and development of BOM members' administration and management skills. This study could enable researchers to determine how BOM members equip themselves with administration and management skills for effective teacher development in schools across the nation so as to realize quality education.

ii. Influence of BOM members' democratic atmosphere on teacher development at school. This could motivate teachers in teaching and learning and therefore positively influencing teachers' development on one hand and students' performance in KCSE examinations on the other

hand.

iii.   A replica of the study to be performed in other public secondary schools in other districts across the country to provide comparison in findings.

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

Agonga Rossiette R.
Department of Educational Administration & Planning
University of Nairobi
P.O. BOX 30197
Nairobi

Dear Sir/Madam

RE: REQUEST TO FILL IN THE QUESTIONNAIRE

I am a post-graduate student undertaking M.ED course at the University of Nairobi conducting a research as a requirement in partial fulfillment of the degree course. This research will investigate the '**Influence of Strategies used by Board of Management on Staff Development in Public Secondary Schools in Busia District, Kenya.'**

You have been selected to take part in this research. I therefore humbly request your participation in volunteering answers to all the questions in the questionnaires. Please provide relevant information to the best of your knowledge. All the responses will be used for research purposes only and identity will be treated with strict confidentiality.

Yours faithfully,

Agonga Rossiette R.
E55/74641/2012

QUESTIONNAIRE FOR B.O.M MEMBERS

PART A: DEMOGRAPHIC INFORMATION

Please indicate the response by ticking **(√)** in the appropriate box.

1. What is your gender?   Male   (   )   Female   (   )

2. What is your highest academic qualification? Primary (   ) Secondary (   )

   High school (   )Diploma (   ) Degree (   ) Others (Specify)……………

3. What is the category of your school? National (   ) Provincial (   )District(   )

4. Please indicate your school type

   Boys' Boarding   (   ) Boys' Day   (   ) Girls' Day   (   )

   Girls' Boarding   (   ) Mixed Boarding (   ) Mixed Day   (   )

5. How many students does your school have?

   Less than 200 students   (   )   200-500 students   (   )

   500-800 Students   (   )   Over 800 students   (   )

6. What is your age bracket? 21-30 years (   ) 31-40 yrs (   ) 41-50 yrs (   )

   51-60 yrs (   )   Over 60 yrs   (   )

7. (a) How long have you served in your present school?0-3 yrs( )4-6 yrs ( )

   7-9 years ( )10-15 years ( ) above 15 years ( )

   (b) How long have you served in other schools? Please specify_____

8. What is your occupation besides being a Board of Management member?

   _____

9. What interests do you represent on the school board?

    a) A representative of voluntary church /NGO   (   )

    b) A member co-opted by the school   (   )

    c) Representative of the community served by the school   (   )

    d) Representative of an organization with interest in the school (   )

    e) A member to give specialized service to school   (   )

    f) Others (please specify)   (   )

PART B: INFLUENCE OF STRATEGIES USED BY BOARD OF MANAGEMENT ON STAFF DEVELOPMENT MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN BUSIA DISTRICT, KENYA

Please give your response by filling in the answers.

10. (a) Are you aware of conflicts in your school? Yes ( ) No ( )

  (b) Have teachers in your school had conflicts? Yes ( ) No ( )

  (c) Which of the following were the causes of conflicts? (Tick the most appropriate)

- Poor and unsatisfactory conditions of service   ( )
- Interpersonal conflicts among staff   ( )
- Unqualified BOM members involvement in decision-making ( )
- BOM not involved in teaching staff training and development ( )
- Unsatisfactory teaching staff selection and appointment   ( )

- Unexplainable teaching staff separation ( )

(d) How many times have there been the occurrences of conflicts in the last 5 years?

0 ( ) 1-2 ( ) 3-5 ( ) 6-10 ( ) Cannot recollect ( )

(e) Which strategies did you use as a school manager to resolve those conflicts?

i. …………………………………………………………………………

ii. …………………………………………………………………………

(a) Do you have training opportunities for the teachers? Yes ( ) No ( )

(b) Which of these areas of teacher development have been identified and the school board takes good care of to achieve effective public secondary school system?

S/N	Staff development areas	Tick
i.	Keeping personnel records	
ii.	Management of financial records	
iii.	Curriculum and instruction	
iv.	Management of school plant (Physical facilities)	

v.	Sandwich programmes, workshops, seminars and conferences	
vi.	Improving decision-making process	
vii.	School-community relationships	
viii	Increasing resources and sense of ownership	
ix.	Better evaluation and monitoring systems	

11. What challenges do you face in teachers' development?

    i.   _____

    ii.   _____

    iii.   _____

12. Suggest measures that can be put in place to improve on teachers' development in schools……………………………………………………

APPENDIX 3

QUESTIONNAIRE FOR THE PRINCIPALS

Part A: Demographic Information

Please indicate responses by ticking (√) in the appropriate box. Be precise in your responses. Do not indicate your name or that of your school. Your information will be highly confidential.

1. What is your gender? Male (   ) Female (   )

2. Which of the following age do you belong?

    21 – 30years   (   )   31 – 40 years   (   )   41 – 50 years   (   )

    51 – 60 years   (   )   Over 60 years (   )

3. What is the category of your school? National (   ) Provincial (   ) District (   )

4. Please indicate your school type

    Boys' Boarding   (   ) Boys' Day   (   ) Girls' Day   (   )

    Girls' Boarding   (   )   Mixed Boarding (   ) Mixed Day   (   )

5. How many students does your school have?

    Less than 200 students   (   )   200-500 students   (   )

    500-800 Students   (   )   Over 800 students   (   )

6. How many members of teaching staff do you have?

7. (a) How many years have you served in this school? 0-3 years ( ) 4 – 6 yrs ( )

7 – 9 years ( ) 10 – 15 years ( ) above 15 years ( )

(b) How many years have you served in other schools?

_____

_____

_____

8. What is your highest qualification? Secondary form 1 -4 ( ) High school

form 5 – 6 ( ) Diploma ( ) Degree ( ) Others…………………………………...

**Part B: Influence of strategies used by Board of Management on teachers'
development in public secondary schools**

Please give your response by filling in the answers.

10 (a) Do you have conflicts among teachers in your school? Yes ( ) No ( )

(b) If YES, what Conflict Resolution Strategies do you use settle these
conflicts

i. _____

ii. _____

11 (a) Does the school board have training opportunities for teachers'
development? Yes ( ) No ( )

(b) Indicate if these areas of teachers' development that have to be adopted by the school board to achieve effective public secondary school system are: Less Important (LI), Important (I), or Very Important VI).

Tasks	Staff development areas	LI	I	VI
i.	Keeping personnel records			
ii.	Management of financial records			
iii.	Curriculum and instruction			
iv.	Management of school plant (Physical facilities)			
v.	In-service training through short-term courses, sandwich programmes, workshops, seminars and conferences			
vi.	Improving decision-making process			
vii.	School-community relationships			
viii.	Increasing resources and sense of ownership			
ix.	Better evaluation and monitoring systems			

13. How do you ensure that there is a democratic environment in your school?

Circle the item to show the answer you selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

14. Suggest measures that can be put in place to improve on delegation of responsibilities to teachers in schools.

_____

_____

Thank you

APPENDIX 4

QUESTIONNAIRE FOR TEACHERS

PART A: DEMOGRAPHIC INFORMATION

Please indicate response by ticking **(√)** in the appropriate box.

1. What is your gender? Male   (   )   Female   (   )

2. What is your highest academic qualification?   Primary   (   )

   Secondary   (   )   High school   (   )   Diploma

   (   )   Degree   (   )

3. What is the category of your school? National ( ) Provincial ( )District ( )

4. Please indicate your school type

   Boys' Boarding   (   )   Boys' Day   (   ) Girls' Day   (   )

   Girls' Boarding   (   )   Mixed Boarding (   ) Mixed Day   (   )

5. What is your age bracket?

   21-30 years   (   )   31-40 years   (   )   41-50 years   (   )

   51-60 ears   (   )   Over 60 years (   )

6. (a) How long have you served in your present school?

   3 years   (   )   4-6 years   (   )   7-9 years   (   )

   10-15 years   (   )   above 15 years   (   )

   (b) How long have you served in other schools?_____

7. What is your other duty and responsibility besides being a class room

   teacher? _____

Part B: Influence of strategies used by Board of Management on teachers' development in public secondary schools

Please give your response by filling in the answers.

8. (a) Have you ever received any training offered by BOM?

Yes   (   )   No   (   )

(b) If Yes, in which areas have you been trained

_____

(c) What other areas would you wish to be trained in for you to be more effective in   your responsibilities at school?

_____

(d) If No, what areas of training would you recommend to ensure that you perform your roles effectively?

_____

9. Indicate your opinion on how the provision of democratic atmosphere by BOM members influence teachers' development in public secondary schools in Busia district. (Tick Agree-A   Strongly Agree-SA   Disagree-D, or Strongly   Disagree-SD on the provided items in the questionnaire).

Agree-A   (   )   Strongly Agree-SA   (   )

Disagree-D   (   )   Strongly Disagree-SD (   )

10. How does the delegation of responsibilities by BOM members influence teachers' development in public secondary schools in Busia district?

_____

_____

APPENDIX 5

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:

10th November, 2014

NACOSTI/P/14/0647/4033

Rossiette Rosa Agonga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of strategies used by Board of Management on teachers development in public secondary schools in Busia District, Kenya,''* I am pleased to inform you that you have been authorized to undertake research in **Busia County** for a period ending **30th November, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Busia 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. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.

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

APPENDIX 6

RESEARCH PERMIT

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 3522

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MISS. ROSSIETTE ROSA AGONGA
of UNIVERSITY OF NAIROBI, 77-50400
FUNYULA,has been permitted to
conduct research in *Busia* **County**

on the topic: *INFLUENCE OF STRATEGIES USED BY BOARD OF MANAGEMENT ON TEACHERS DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN BUSIA DISTRICT, KENYA.*

for the period ending:
30th November,2014

Permit No : NACOSTI/P/14/0647/4033
Date Of Issue : 10th November,2014
Fee Recieved :Ksh 1,000

Applicant's Signature

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

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