

**INDIVIDUAL FACTORS INFLUENCING EFFECTIVENESS OF BOARD OF
MANAGEMENT MEMBERS IN MANAGEMENT OF HUMAN RESOURCES IN
SECONDARY SCHOOLS IN KYUSO DISTRICT, KITUI COUNTY, KENYA**

MUTEMI JOSEPH MUTHENGI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF
EDUCATION IN EDUCATIONAL ADMINISTRATION OF THE
UNIVERSITY OF NAIROBI**

AUGUST 2015

DECLARATION

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

Mutemi Joseph Muthengi

E55/66221/2010

This research project was submitted for examination with our approval as university supervisors.

Dr. P.D. Matula

Lecturer

Department of Education Administration and Planning,

University of Nairobi.

Dr. Jeremiah M. Kalai

Senior Lecturer

Department of Educational Administration and Planning,

University of Nairobi

DEDICATION

This work is dedicated to my family members, my wife Martha, sons Brian, Raphael and my daughter Grace.

ACKNOWLEDGEMENTS

As I reach the end of the academic pursuit at this level, I would like to appreciate the indispensable support that was extended to me. To God be all glory and praises for this achievement; His grace was sufficient.

My earnest gratitude goes to my supervisors Dr. Jeremiah M. Kalai and Dr. P.D Matula who took their time to read my work and guided me with unwavering inspiration.

I would also like to thank all Lecturers at the Department of Educational Administration and Planning, University of Nairobi for their teaching and academic guidance throughout the period of my study. I am also indebted with much gratitude to my fellow students in group twenty nine (29) for good interactions and healthy academic discussions.

Also, thanks my staff members and students of my school for giving me humble time while in school and also university for my studies.

Lastly, highly appreciated is my wife Martha for partly financing my studies and taking care of our children while I was away pursuing my studies.

To all I say, may God bless you.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the problem	7
1.3 Purpose of the study.....	8
1.4 Objectives of the study.....	9
1.5 Research Questions	9
1.6 Study Hypothesis	10
1.7 Significance of the study.....	10
1.8 Limitations of the study	12
1.8 Delimitations.....	12
1.9 Basic assumption of the study.....	12
1.10 Definitions of the significance terms	12
1.11 Organization of the study.....	14
CHAPTER TWO : LITERATURE REVIEW	15
2.1 Introductions	15
2.2 BOM members Training and management of human resources in schools	15

2.3 Academic qualification of BOM and management of human resources in schools	21
2.4 BOM Experience and management of human resources in schools.....	27
2.5 BOM members professional status and management of human resources in schools	34
2.9 Theoretical framework.....	36
2.10 Conceptual framework.....	40
CHAPTER THREE : RESEARCH METHODOLOGY	42
3.1 Introduction.....	42
3.2 Research design	42
3.3 Target population	43
3.4 Sample size and sampling procedure.....	44
3.5 Research instruments.	45
3.6 Instrument validity	45
3.7 Instrument reliability.....	46
3.8 Data collection procedure	46
3.9 Data analysis techniques	47
3.10 Ethical issues.....	47
CHAPTER FOUR : DATA ANALYSIS, INTERPRETATION AND DISCUSSION	49
4.1 Introduction.....	49
4.2 Questionnaires return rate	49
4.3 BOM member’s exposure to training and management human resources in schools	49

4.4 Academic qualification of BOM and human resources management in public secondary schools.	52
4.5 BOM experience and human resources management in secondary schools.....	54
4.6 BOM member’s professional qualification and management of human resources in secondary schools.	56
CHAPTER FIVE : SUMMARY, CONCLUSION AND RECOMMENDATION	70
5.1 Introduction.....	70
5.2 Summary of the study findings	70
5.2.1 BOM training and Human Resource Management.....	71
5.2.2 Academic qualification of BOM and Human Resource Management	72
5.2.3 BOM Administrative experience and Human Resource Management.....	72
5.2.4 BOM professional standing and Human Resource Management.....	73
5.3 Conclusions from the study	74
5.4 Recommendations from the study	75
5.5 Suggestion for further research.....	77
REFERENCES	78
Appendix 1: Transmittal Letter.....	86
Appendix II: Questionnaire for Teachers	87
Appendix III: Questionnaire for Bom Members.....	92
Appendix IV: Authority to Conduct Research.....	97
Appendix V: Permit to Conduct Research.....	98

LIST OF TABLES

Table 4.1: BOM effectiveness in management of human resources	51
Table 4.2: BOM effectiveness in Human resources management.....	53
Table 4.3: BOM experience and HRM	55
Table 4.4 BOM effectiveness in HRM	57
Table 4.5: Chi-Square Tests for relationship between BOM management human resources effectiveness and exposure to management training.	59
Table 4.6: Correlation between exposure to training and BOM effectiveness of human resource management.....	60
Table 4.7: Chi-Square test for HRM Academic qualification and human resource management	61
Table 4.8: Relationship between experience and BOM resource management effectiveness.....	63
Table 4.9: Chi-Square Tests professional status and HRM effectiveness	65
Table 4.10: Relationship between professional standing and BOM.....	67
Table 4.11: Coefficients on effect of independent variables on BOM human resource effectiveness.....	69

LIST OF FIGURES

Figure 2.1: Conceptual framework40

ABBREVIATIONS AND ACRONYMS

BOM	Board of Governor
BOM	Board of Management
CBE	County Board of Education
CDE	County Director of Education
DEO	District Education Officer
HRM	Human Resource Management
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
MOE	Ministry Of Education
NSSF	National Social Security Fund
USA	United States of America
PTA	Parents Teachers Association
SMC	School Management Committee
SGB	School Governing Bodies
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the factors influencing the effectiveness of Board of management (BOM) in management of human resources in public secondary schools in Kyuso District, Kitui County, Kenya. The study sought to establish the influence of exposure to training, academic qualifications, experience, and current profession on BOM effectiveness in management of human resource. The study used a descriptive survey design. The study used stratified sampling to select a representative sample of 10 secondary schools out of 20 schools in Kyuso District which was 50 percent of the total number of schools. This was sufficient according to Mungenda and Mugenda (1999). The sample for the respondents was selected using simple random sampling technique. A sample of 30 BOM members (10%) and 20 (50%) head of departments was used out of a total population of 300 BOM members and 40 head of departments in the selected schools. The study used questionnaires to collect data. The data collected was coded and analyzed using Statistical Package for Social Scientist (SPSS) software. The study revealed that majority (66.7%) of the BOM members in Kyuso District had not attended management training while only 33.3 percent had been trained. Those not trained lacked confidence and also were not sure about their duties and therefore not good in management compare to those who had attended. It was also revealed that majority (86.3%) of the BOM members had at least a degree as their highest academic qualification while 14.7 percent had a Diploma and certificate. The more educated BOM members were better in human resources management. Thirdly, majority (76%) had 3 - 6 years' experience as BOM members hence were in a better position for human resources management. However 70 percent had not been inducted and therefore lacked the required skills for BOM human resources management. Finally majority (56%) of boards members were not in management in their profession hence lacked management experience as opposed to those in management. The study concluded that training, Education level, experience and professional status influence BOM human resource management. The study recommendations were; The BOM should be continuously trained on human resources management, experience and professional status should be considered in appointing Boards and that those with prior experience or are in management professions should be given priority in appointment. Further research can be done on An evaluation of the Government training strategies for BOM and PTA members in secondary schools, factors influencing the head teachers' management of school resources in public primary schools and factors influencing the BOM strategy for motivating teachers in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human resource management is that part of management which is concerned with people at work and with their relationship within the organization. Nakpodia (2010) points out that Human resource management was born out of the failure of personnel management to manage people effectively in the pursuit of the strategic organization. Thus the concept of human resource management emphasized more than personnel management in improving the productive contribution of people in the organization.

About one-third of United states of America (U.S.A) schools are managed by nonprofit education management organizations (EMOs), although the share of charters that are EMO-managed versus self-managed varies substantially across states (Miron&Urschel, 2009). While some early advocates predicted that EMOs would offer contracting schools the benefit of scale economies in the allocation of funds to support their services (Chubb, 2001), available evidence points to higher administrative spending in EMO-managed than self-managed charter schools (Miron&Urschel, 2010).

According to World Bank (2005), internationally many reforms in secondary education are being provoked by the incompatibility between a secondary education system developed in an industrial 19th century and the demands of the

technological 21st Century. The growing demand for the education and pressure for greater access, equity and quality are also evoking the development of educational reforms. These pressures for change combined are affecting the governance, management and effectiveness and efficiency in secondary education. Therefore for countries to realize quality education and effective and efficient management skills, countries of the world should adopt innovative and best practices (World Bank, 2005).

In Africa, Education started before we achieved our independence. The early education existed in African set up before the missionaries and Europeans who brought western education. The missionaries managed the schools and ensured provision of teachers and facilities. The local communities only provided labour. The combined effects of economy, demography and ideology have produced a new set of understanding and skills from enthusiastic and committed people from a range of backgrounds and with the differing experience to become a school governor to provide efficiency in the management of schools.

Effective Board of management practices in human resource management will motivate teachers and support staff, create a climate for them to do their best, assess each person strengths and use them to get the best out of them, promote confidence and optimistic attitudes and people will like working with them. Without training, the principles role to ensure human resource is dedicated,

disciplined and motivated to ensure achievement of school mission and vision may be compromised.

Mutai (2012) notes that since people are the greatest potential asset to any organization, the development of people and the creation of organizational conditions for full utilization of their development and talents should be of the highest priority and concern to the governing body and the top management. Therefore the BOM should ensure that the human resource management practices are continuous and there is always room for improvement. It should also know that circumstances change and hence the need to cope with the changes.

Training and development can be used interchangeably and they are commonly referred to as in-service and this entails refresher courses, orientation courses ,upgrading courses and induction courses (Olembo, Wanja&Karagu, 1992) in-service education takes place at any time, either as full time or part time study during professional life of a teacher; training provides knowledge skills and attitude necessary for effective performance of one's roles and responsibilities.

The establishment of school governing boards was first mooted by the Kenya Education Commission initiated in 1964, whose activities culminated to the popular *Ominde Report* (GoK, 1964). The Report notes that school governing boards are centers of power within decentralized education systems; and through such boards, the oversight role of educational institutions is placed in the hands of

community members (Kindiki, 2009; OECD, 2008). The Report of the Presidential Working Party on *Education and Manpower Training for the Next Decade and Beyond*, popularly known as the *Kamunge Report*, strongly recommended the need for BOMs to assume oversight duties of secondary schools within the framework of decentralization. From the Report's recommendations, the Sessional Paper No. 6 of 1988 on *Education and Training for the Next Decade and Beyond* was produced (GoK, 1988; 2005). The Sessional Paper recommends that BOM members should be appointed from among persons who have qualities of commitment, competence and experience, which would enhance the management and development of educational institutions (GoK, 1988; Kindiki, 2009). The appointment of BOM members is a process that begins with creation of selection committees, comprising of provincial administration, local leaders, members of parliament and councilors, school sponsors, local education officers and principals.

Currently secondary schools in Kenya are managed under the Basic Education Act, (2013). The Act, stipulates clearly how education will be managed at national and county governments. The Cabinet Secretary for Education will be responsible for the overall governance and management of basic education. At the national level, there will be a National Education Board which will advise the Cabinet Secretary, the Department of Education and related departments on policy on education.

At the county level, there shall be county Education Board which will collaborate with BOM, the principal, the head teacher and other appropriate authorities in the management of basic schools. It will also collaborate with the TSC on teacher management within the county.

The County Director of Education (CDE) will advise the County Education Board on selection and appointment of Boards of Management (BOMs), School Management Committees (SMCs) and Parents Associations (PTAs). It will also co-ordinate capacity building and development for officers, school managers, BOMs and curriculum implementers. It will also deal with transfers, admissions and discipline of students. Basic Education Act (Republic of Kenya, 2013) outlines some of the roles of BOMs as far as human resource management is concerned. BOMs will advise the county Education Board on the staffing needs of the institution. It will also determine cases of pupils' discipline and make reports to the County Education Board. It will be the role of BOMs to facilitate and ensure the provision of guidance and counseling to all learners. BOM is also expected to provide the welfare and observe the human rights and ensure safety of the pupils' teachers and non- teaching staff at the institutions. Lastly, it is the responsibility of BOMs to recruit employ and remunerate such number of non-teaching staff as may be required by the institution in accordance with this Education Act, 2013.

To achieve these roles BOMs needs some capacity building and training. In Kenya, it is the responsibility of the Ministry of Education through Kenya Education Staff Institute (KEMI) to educate and upgrade skills of BOM members in order to acquire substantial competence on skills. However training is offered to school principals only with the assumption that they (principals) will, subsequently train BOMs. Failure to this, BOMs will remain untrained, thus lack requisite skills. This leaves the school heads with the responsibilities of running the affairs of the school single handedly a procedure that creates a gap between the actual performance and the expected performance of the BOMs.

Development of secondary schools to a great extent depends on the competence and efficiency of BOM in management. The roles of Board of management have been stipulated by the Ministry of Education in the Basic Education Act (2013) and should guide them in managing the schools despite the environment situations or managerial challenges they encounter. Situation of in Kyuso District is the same as everywhere else in the country. The issues in question includes recruitment induction development and motivation of teachers in schools, managing support staff, human resource management effect on learning and teaching. This study therefore tries to see factors influencing BOM in their effectiveness' of human resource.

1.2 Statement of the problem

School boards play an important oversight role in the management of educational institutions. In Kenya, secondary school BOMs were created to decentralize the management of education system and also to give communities power to participate in the running of public schools (Kindiki, 2009; OECD, 2008; GoK, 1988; 2005). The creation and capacity building of BOMs has been advocated in various policy documents, including the *Ominde Report*, *Kamunge Report*, Sessional Paper No. 6 of 1988, the *Koech Report* and Sessional Paper No. 1 of 2005 (GoK, 1988; 2005). Ideally, the appointment of BOM members should consider core factors such as academic qualifications, professional skill diversity and experience in managing human, financial and physical resources. BOMs should also reflect community diversity in terms culture, religion and ethnicity, among other factors (GoK, 1988; OECD, 2008; Kindiki, 2009).

In practice, there is evidence that the appointment process of BOM members is often influenced and manipulated by political leadership to perpetuate their interests, by putting in people who are politically correct rather than those who meet minimum qualifications (Kindiki, 2009). Consequently, BOM members lack the capacity and skills to effectively oversee and account for the utilization of resources under their watch (Kogan, 1984; GoK, 2000; Opot, 2006; Kindiki, 2009).

Concern about the management and supervisory competence of BOM members has been documented in various policy documents, including the *Koech Report*, Sessional Paper No.1 of 2005 and the task force report on student unrest in Kenya (GoK, 2000; 2001). Incompetence among BOM members is not only associated with poor performance in national examinations, but also linked to student unrest, poor work relations with school management, staff members and lack of goodwill among community members (OECD, 2008; Dawson, 2008).

Although KESI was established to training heads of educational institutions in Kenya, BOM members have not benefitted from the facility due to lack of resources and a clear policy on their training. However, some secondary schools have initiated training programmes to improve the capacity of all BOM members. This propelled the need to carry out the study on factors influencing effectiveness of Board of Management in human resource of public secondary schools in Kyuso District. This type of study has not been done in this district and the complaints raised in other areas do affect it.

1.3 Purpose of the study

The purpose of the study is to investigate factors influencing the effectiveness of Board of management in human resources in public secondary schools in Kyuso District, Kitui County, Kenya.

1.4 Objectives of the study

This study was guided by the following objectives:-

- i. To establish the extent to which Board of management exposure to training levels influences their management of human resource in public secondary schools in Kyuso District.
- ii. To establish the extent to which Board of managements' educational qualification influence their management of human resource in public secondary schools in Kyuso District.
- iii. To determine the extent to which experience of Board of managements' influence their management of human resource in public secondary schools in KyusoDistrict.
- iv. To establish the extent to which current professional status of members of Board of management influence their management of human resource in public secondary schools in Kyuso District.

1.5 Research Questions

The study sought to answer the following research questions.

- i. To what extent does Board of management training levels influence their management of human resource in public secondary schools in Kyuso District?
- ii. To what extent do the Board of managements' levels of education influence their management of human resources in public secondary schools in

Kyuso District?

- iii. In what ways does experience of Board of management influence their management of human resources in public secondary schools in Kyuso District?
- iv. To what extent does the current professional status of members of Board of management influence Board of management of human resource and public secondary schools in Kyuso District?

1.6 Study Hypothesis

The study was guided by the hypothesis below.

- i. H_0 : There is no significant relationship between training and Board of Management resource management effectiveness.
- ii. H_{02} : There is no significant relationship between Board of Management experience and resource management effectiveness.
- iii. H_{03} : There is no significant relationship between Board of Management academic level and resource management effectiveness.
- iv. H_{04} : There is no significant relationship between Board of Management professional standing and resource management effectiveness.

1.7 Significance of the study

It is hoped that this study would help minimize some of the problems afflicting our schools like management of finances and student discipline which would

activate the government to effect some of the recommendations made in the report of the commission of inquiry into the education system of Kenya (Republic of Kenya,1999) regarding secondary school management, in essence Boards of Governors. The study also hoped to add the already existing literature regarding school management having looked more keenly on one aspect that is BOM"s. This would arouse the Ministry of Education to come up with a code of ethics for Board of Governors that would impress upon the Ministry to upgrade the minimum academic qualifications for B.O.G"s. The study would impress upon the government to see the need to expand the already existing collaborative management practices in our education institutions, with particular emphasis on Board of Governors.

The findings of the study are hoped to be useful to the District Education Office, Principals of Secondary Schools, Teachers, Board of Management Members, Ministry of Education, Kenya Education Management Institute (KEMI) an other researchers scholar. It is of help to DEOs' to know how they can assist BOMs to be more effective in their performance. KEMI and other education institutions may also find the study useful in the review of their management training programmes. Other researchers may use the findings as a point of reference for their further research. Ministry of education may be use to strengthen administration of secondary schools.

1.8 Limitations of the study

Some respondents were unwilling to fill in some data because of fear of being victimized by the school management. Some BOM were new in their schools and thus lack knowledge to fill correctly the information the researcher was looking for. However because principals are members of BOM being the secretaries, the researcher created a good rapport with them, so that they can guide their BOM members.

1.8 Delimitations

The study was based on a sample of public secondary schools in Kyuso District. Data was collected from the teachers in public secondary schools and BOM members from Kyuso District.

1.9 Basic assumption of the study

The assumptions for this study were as follows.

- i. Secondary schools in Kyuso had put in place BOM as policy dictates.
- ii. That the respondents will be honest and give truthful responses.
- iii. That the respondents will interpret and understand questions correctly.

1.10 Definitions of the significance terms

Academic level refers to the highest educational level.

Board of Management experience refers to the number of years one has been a BOM member.

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

Effectiveness refers to the capacity of producing a desired result. Something is deemed effective if the intended outcome has been achieved. It is measured by comparing the planned objectives with the end results. Some indicators of effectiveness will be motivated and disciplined students, support staff and teachers.

Human resource Refers to all teachers, support staff and students in a school.

Human resource management refers to the administration of people to enhance the influence of an organization's work force in achieving organizations goals.

Management- is the administration of school through planning or organization, controlling and coordinating human resources in this study it includes recruiting, disciplining and motivating of human resource.

Public secondary school refers to a post primary school (institution) which is developed, equipped and provided staff from public funds by the government, parents and the community.

Professional standing refers to the current career

1.11 Organization of the study

This study has five chapters. Chapter, one is about introduction which includes background, statement of the problem, the purpose of the study, objectives of the study and research questions. Significance of the study, limitations, delimitations and basic assumptions were covered here. Chapter, two is about literature review, theoretical framework and conceptual framework. Chapter three is about research methodology which included research design, target population, sample and sampling procedures, instruments, validity, reliability, data collection procedures and data analysis techniques. Chapter four is about data analysis for the study. Lastly, chapter five is about summary, conclusions and recommendation

CHAPTER TWO

LITERATURE REVIEW

2.1 Introductions

This chapter focuses on the literature related to secondary school management following research objectives. The sub-headings for this study will include; BOM members Training and management human resources in schools, Academic qualification of BOM and management human resources in schools, BOM Experience and management human resources in schools and BOM members professional status and management human resources in schools, theoretical framework and conceptual framework.

2.2 BOM members Training and management of human resources in schools

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

Smolley (1999) carried a study about the operation of BOMs (BOMs) in the state of Delaware, United States of America. He carried the study with intention of evaluating the effectiveness of BOMs in management of the state schools in

Delaware. The study geared towards arriving at strategies that could be put in place to improve the effectiveness and governance in operation of BOMs. He engaged a sample of 45 members (representatives of the whole number of BOM (BOM) members in Delaware) in an interview in order to assess the extent to which BOMs were effective in executing their duties. From the interview the roles and practices of different boards were analysed and classified into respective categories eventually in the view of the research the majority of BOMS were in effective largely because of poor decision making process.

In the developing Countries, school board of managements have been recognized for their significant contributions in the teaching- learning process in secondary schools. They have been acknowledged for contributing to students' progress, improving schools and raising standards (Ranson et al.; 2005). School managing bodies are known by different phrases or names in various countries, for instance, in Kenya they are known as board of management (BOM) (Onderi&Makori, 2012; Republic of Kenya, 2008); in South Africa they are called school governing bodies (SGB), in Nigeria they are known as school boards and in the UK and elsewhere they are simply known as school management (Okendu, 2012; James et al., 2010). Regardless what they are called, their roles are more or less similar and that is contributing to the child's education.

According to the deputy principal in a rural school in Guateng province in South Africa, ‘training makes a difference in school management (Bush &Heystek, 2003). Without training school Management members cannot exercise their governance responsibilities successfully.’ Therefore training of school Managers remains a priority.In South Africa, a number of educators felt that SGB lacked confidence and also were not sure about their duties James (2010) and therefore depended on the principal who uses his or her professional power and information advantage to the SGB. This made them less effective in discharging their duties. Their lack of effectiveness was attributed to lack of interest in the school, low levels of literacy and lack of training (James, 2010).

In Kenya, in 1988, in an effort to develop capacities for Management bodies among other school leaders, the government established the ‘Kenya Education Staff Institute’ (KESI) to provide in-service training to serving leaders and potential school leaders. The intended benefactors were the principals, deputy principals, and heads of departments, school committees and boards of management. Evidence indicate that the institution has been in existence for over two decades but it has not been able to provide in-service programmes successfully due to inadequate funding and lack of full time training facilities (Kindiki, 2009). Perhaps that may partially explain the reasons for lack of capacity among school Managers in Kenya.

Issues of lack of capacity have also been echoed in the Koech report (Republic of Kenya, 1999), which noted that management of educational institutions in Kenya was found to be weak due to the fact that most of the boards of management lacked quality management capacities. Also Kindiki (2009) reports that secondary school boards of management in Kenya have not been exposed to adequate management training. Also majority of them lack adequate supervisory competencies to utilise available information for educational management purposes. Kindiki (2009) further observes that if the government has failed to deliver training through KESI, school administration should organize workshops and in-service training courses for their BOM and teachers to enlighten them on the changing trends and approaches in curriculum implementation.

In Kenya there is no clear government policy on training of BOMs and as such many schools sideline their training. This is similar to what Price Water House Coopers (2008) reports on training of school Management bodies- that training is not compulsory but management are strongly encouraged to take up available training particularly induction training in order to improve their effectiveness in their roles and responsibilities. Other issues linked to training include lack of government commitment in their budget for training as a result there is inadequate funding for training programme; timing of training- it is important to provide sufficient time for training; relevancy of training- training should address management specific needs in relation to their roles and responsibilities;

encourage ownership of training; consideration of choice of language of training materials when dealing with heterogeneous group of school management , it is important to consider different training strategies, for instance, using oral presentation, posters, and story-board all tailored to the needs of the participants, it is also important where possible to have people from outside the school , for instance, education department officials rather than using principals to deliver training and finally it is important to spread the training reasonably where possible(James, 2010).

The secondary schools BOMs in Kenya have not been exposed to management training. Also majority of them lack adequate supervisory competencies to utilize available information for management purpose. As such many secondary school principals' lack of capacity to oversee and account for the utilization of resources under them. The inquiry of Koech Report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most the BOMs lacked quality management capacities. These challenges sometimes lead to poor performance in national examinations and indiscipline in schools.

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

student achievement and general leadership in the community. According to Gaynor (1998), many countries are decentralizing their financing and administration of education services to regional, local or school levels.

The Sessional Paper No. 1 of 2005 emphasizes the need for regular training for BOM members on the management of school affairs, as well as their roles and responsibilities to enhance professionalism in fulfilling their oversight mandate (Republic of Kenya, 2005). Although the Kenya Education Staff Institute (KESI) was established to provide in-service training for heads of educational institutions, BOM members have not benefitted from the facility due to resource constraints and lack of clear policy on their training. In this regard, the Sessional Paper notes that BOM members have not been exposed to adequate management training. As such, many BOM members lack capacity to oversee and account for the utilization of resources under their watch (Republic of Kenya, 2005). In view of this, there is no doubt that lack of training opportunities constrains the effectiveness of BOM members in overseeing the management of secondary schools and offering appropriate policy guidance (Dawson, 2008). As noted by the OECD (2008), effective BOMs can contribute greatly to the success of their schools by improving the learning and teaching environment, which in turn, will lead to better performance in national examinations. Nonetheless, BOMs can only be effective if they are well prepared in terms of clear roles and responsibilities through appropriate induction and training. The effectiveness of board members

can be gauged in terms of how often they interact with school management, staff members, learners and community members within their catchment areas (OECD, 2008).

2.3 Academic qualification of BOM and management of human resources in schools

In Papua New Guinea, the Boards of management were created in 1970 following the passage of the education Act (Bray,2000). It was found out that the academic level of the BOM was necessary for effective management. Each school was required to have a Board comprising of at least five members and a representative of the community. Each board was required to include the head teacher, and another teachers' representative, agency owning the school, provided they did not form a majority. The law also required the Board to meet once a term.

In the educational institutions, Aggarwal-Gupta and Vohra (2010) identify stakeholders to include principals, teachers, students, board members, administrative staff, superintendent of the school and parents. Narrowing down to school boards, key stakeholders include school management, represented by the principal; staff members, both teaching and non-teaching, students and the community. School boards are mandated by law to oversee the management of all resources within schools to enable students achieve the best performance in their studies. The success of learners translates to the success of educational institutions.

School boards provide administrative control in schools, are responsible for the flow of resources and provide the vision to the school community. School boards may not be involved in the day to day functioning of schools but may still keep control through various means (Aggarwal-Gupta & Vohra, 2010). School boards may have significant influence on the principal's work, for instance, time utilization, motivation, learning on the job, stress management, among others (Peterson, 1984). School boards can also influence the quality of teaching staff through decisions on hiring, promotion, as well as training and development.

In Kenya, Kindiki (2009) noted that academic /educational background/level of BOM members had an impact in the effectiveness of human resources management in secondary schools. These includes the school and the community. For instance, members of the BOM with Bachelor's Degree, Masters Degree and PhD Degree ensured that better implementation of the curriculum was achieved than BOM with secondary and diploma education levels of education (Kindiki, 2009). The Sessional Paper No. 1 of 2005 emphasizes the need for regular training for BOM members on the management of school affairs, as well as their roles and responsibilities to enhance professionalism in fulfilling their oversight mandate (Republic of Kenya, 2005). Although the Kenya Education Staff Institute (KESI) was established to provide in-service training for heads of educational institutions, BOM members have not benefitted from the facility due to resource constraints and lack of clear policy on their training. In this regard, the Sessional Paper notes

that BOM members have not been exposed to adequate management training. As such, many BOM members lack capacity to oversee and account for the utilization of resources under their watch (Republic of Kenya, 2005). In view of this, there is no doubt that lack of training opportunities constrains the effectiveness of BOM members in overseeing the management of secondary schools and offering appropriate policy guidance (Dawson, 2008). As noted by the OECD (2008), effective BOMs can contribute greatly to the success of their schools by improving the learning and teaching environment, which in turn, will lead to better performance in national examinations. Nonetheless, BOMs can only be effective if they are well prepared in terms of clear roles and responsibilities through appropriate induction and training. The effectiveness of board members can be gauged in terms of how often they interact with school management, staff members, learners and community members within their catchment areas (OECD, 2008).

According to Bush, &Heystek (2003) the ex-principals, ex-teachers could do a good job serving in the SGB than so many illiterate parents arguing further that illiteracy precluded parents from accessing relevant management information. Therefore the level of literacy and lack of knowledge on educational matters will make school management avoid, ignore or neglect issues related to teaching and learning, for instance, curriculum matters.

Danson (2008) has highlighted the importance of proper education qualification and competence for the managerial efficiency and effectiveness. These studies established that some members of BOMs were incompetent in school management because majority of them were not well educated as such their services were found to be inadequate use in the schools. However it is important to note that education does not always present all or majority of the competences required for school management. Some characteristics are innately deposited in the managers.

School head teachers should work with Board on management and carry the governors with them in planning and implementation of school programmes and activities. The ultimate goal is to improve school management as postulated by Smolley, (1990) that improving the quality of education is a major goal of most nations in the developed and developing countries. According to Okumbe (2001), it is not possible to appoint all members of the school boards who are well educated and knowledgeable in educational management. The educational management should therefore put in place mechanism which will upgrade management skills of the board members. This could be done through in-service training seminars and workshops organized either by the school or by the ministry of education.

The Basic Education act, (2013) gives guidelines on how members will be appointed to BOM and their functions and roles. The county education board will appoint the following members: six persons elected to represent parents of the pupils in the school or local community in the case of county secondary schools, one person nominated by the county education board one person representative of the teaching staff in the school elected by the teachers, three representatives of the sponsors of the school.

There will be also one person to represent special interest groups in the community and another to represent persons with special needs; lastly the BOM will have a representative of the students' council who shall be an ex-officio member. It is the responsibility of the cabinet secretary to prescribe the qualifications for persons who may be appointed to or co-opted into the BOMs of secondary schools. The board is charged with many responsibilities among them managing discipline of students and recruiting teachers on behalf of TSC and Non-teaching staff (Magiri, 2005).

The effectiveness of school boards may also be seen through encouraging professional development of teachers and principals through various training and development programs; ensuring effective utilization of resources and objectivity in personnel decisions like hiring, promotions, rewards and recognitions, feedback, among others (Singh & Billingsley, 1998). Furthermore, teacher

commitment is directly and indirectly influenced by support provided by the school boards in the form of clear expectations, fair evaluation, staff recognition, clarity of goals, support and encouragement, discussions about instructional practices and help in teaching related problems (Singh & Billingsley, 1998). The oversight role places school boards in a powerful position to make critical decisions that affects the lives and productivity of school management, staff members, learners and surrounding communities. To achieve the mandate, school boards must have the necessary academic qualification necessary for the work they are supposed to undertake. Establishing and sustaining good work relations with school management is instrumental for school boards to discharge their duties effectively for the institutional good. The success of educational institutions by any measure largely depends on the nature of work relations between school boards and the management.

The community within which a school operates is a key stakeholder because its actions can either facilitate or constrain the success of such educational institutions. Creating and sustaining mutually-beneficial relations with immediate communities is an indispensable ingredient for academic excellence of educational institutions. Working together with communities is a key indicator of effectiveness on the part of school boards (Aggarwal-Gupta & Vohra, 2010). To

effectively develop supportive work relations with school management and create communities where all stakeholders are inspired to give their best value to their schools, the training of school boards becomes indispensable.

2.4 BOM Experience and management of human resources in schools

Lewis, (2006) focusing on factors influencing implementation of policies in post apartheid south Africa states that 37 % of school boards are inexperienced and that government bodies performance is greatly undermined by lack of adequate experience of board members Banks (2002), in a research carried out in Scotland identified inexperience of BOM as a hindrance to their role in school management. According to Lewis, (2006) for effective and efficient functioning of the school governing bodies there is need for literacy's experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making.

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

Wangai (2001) on the report of task force on students discipline and unrest in schools cited lack of quality management of human resources. The report observed that policy formulation and implementation posed a big challenge to BOMs. This is because they lacked adequate knowledge to articulate the policies correctly in order to enable them achieve the goals and objectives of education in general and their roles in particular. Mwiria (Daily Nation News Paper July 31st, 2005) attributed poor management to unqualified BOMs, where majority of them were semi-schooled and lacked capacities to plan and implement school policies. Mwiria (Daily Nation News Paper, July 31st 2005) also observed that problems in management are heightened by vested interests among BOMs, PTAs and church sponsor who present unqualified person to be part of BOMs and PTA, thus posing a challenge to poor management of resources. BOMs should maintain good working relationships among themselves and with other stakeholders to ensure that any problem encountered in the management process can be handled and solved amicably without causing further problem and assistance readily provided (Kimeu, 2008).

The *Commission of Inquiry into the Education System of Kenya*, which came up with the *Koehn Report*, pointed out that the management of educational institutions in Kenya remains weak because most BOMs are deficient in terms of quality management and supervisory competencies to utilise available information for management purposes (Republic of Kenya, 2005). The report also expressed

concern about political influence on the selection and appointment of BOM members, alongside factors such as low education levels and lack of commitment, leading to weak management of academic institutions. More still, lack of management and supervisory skills among BOM members, coupled with unclear roles and responsibilities, as well as tension between BOM chairpersons and principals, are some of the factors limiting the effectiveness of secondary school BOMs in developing countries (OECD, 2008).

Furthermore, the report produced by the Task Force on Student Unrest in the country identified poor educational background of BOM members as one of the critical factors undermining effective management of secondary schools (Republic of Kenya, 2001). The Task Force Report also identified limited experience in managing educational institutions and inadequate understanding of pertinent roles and responsibilities as key factors undermining effective management of student challenges, which often antecedent unrests in secondary schools (Republic of Kenya, 2001). A study conducted by Dawson (2008) found that BOM members were largely incompetent in their oversight role due to low levels of education and inadequate experience in managing learning and teaching activities. The study emphasizes the importance of appointing well-educated individuals, inductions and proper training to enhance efficiency in the management of students, staff, as well as financial and physical resources.

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

According to the Ministry of Education (1987), the Education Act Cap 211 of 1968 and revised in 1980 legalized Board of Governors (BOM) to manage public secondary schools and teacher training colleges on behalf of Education Minister. In accordance with the Act, only Education Minister is mandated to appoint the BOM members nominated. Inauguration of the board is conducted under the chairmanship of the Ministry of Education (MOE) representative. The following tasks are done: election of the chairperson of the board, election of the secretary of the board where the head teacher is formally confirmed, election of five members of the executive committee. These are members who are delegated with the powers to manage the school on behalf of the board; whatever they passed must be endorsed by full board. Appointment of Bank Account signatories which comprise of chairman, secretary and two other members of the board who are

easily accessible are also done during inauguration. Co-option of three members which include Parents Teachers Association (PTA) chairperson, PTA treasurer and any other person whose profession is useful in the school is done. The role of the BOM is also spelled out to the members (Obuya&Mweseli, 2009). According to Obuya&Mweseli (2009), a full board consists of thirteen (13) members (Obuya&Mweseli, 2009).

BOM members are supposed to serve for a period of three (3) years in office but are eligible for re-appointment. Education Act gives the minister powers to revoke appointment of a board member or even dissolve the whole board if found to be ineffective. BOM is charged with the role of managing finances of the school, management of physical and material resources in the school and personnel management (students, academic and non-academic staff). The latest role of BOM in personnel management is the recruitment of teachers on behalf of TSC.

The Teachers Service Commission consists of the chairman and 23 other commissioners assisted by the secretary who is the Chief Executive Officer (CEO) of the commission. The secretary is the head of the TSC secretariat responsible for the management of the commission services and execution of its policies and decisions. TSC has various departments headed by Senior Deputy Secretaries (SDS). The human resource department and staffing department is responsible for recruitment and selection of staff and teachers respectively. The

names of selected candidates by the BOM are forwarded to the Human Resource Management Department for further necessary action.

Abagi (1997) defines recruitment as the process of matching the characteristics of an individual to the demands of a job. According to Okumbe (2001) recruitment refers to the process of making teachers and other employees interested in the teaching and other jobs applied for. While selection is the process of matching individuals applicants to the jobs they have applied for. According Armstrong, & Murlis (2004), recruitment of a process by identifying the prospective employees stimulating and encouraging.

Basic Education Act (2013) mandates BOM of public secondary schools to run schools through delegated authority. This is from the Cabinet Secretary Education, National Education Board, County Education Board and then BOM. The constitution of Kenya (2010) chapter fifteen articles 248 established the TSC as a constitutional commission to undertake teacher management. The functions of the TSC commission is to register trained teachers, to recruit and employ registered teachers, to assign teachers employed by the commission for service in any public school or institution. The TSC also has powers to exercise disciplinary control over teachers among other roles.

In 1997 the TSC delegated the functions of recruitment and employment of interested person who possess the required qualification to school BOM to invite, interview and select most suitable candidates. Successful candidates are provided with an employment form on the same day of the interview. However teacher recruitment has been marred by serious malpractices and as Sang (2005) cited Daily Nation July 31st 2005 that recruitment had been cancelled because of complaints of bias from the selecting BOM. A study conducted by Sang (2005) revealed that there are difficulties faced by head teachers in school management that they attributed to BOM. Head teachers categorically point out that their relationship with Board members is not co-operative during teachers recruitment. This shows the existence of conflict of views between the two parties during teacher's selection. School heads accused some board members of over domineering in decisions making and management with little resource to head teachers' advice. Head teachers also cite difficulties originating from board members illiteracy and lack of dedication as sources of problem in school management. However they point out that BOM's active participation in school depended on head teacher's skills in drawing its support and co-operation.

Teachers and their heads agree that board members decision on teacher recruitment are biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. They maintain that political, religious and clan leaning take overtone among BOM and blur their capacity to make honest decision (Kipsoi and Sang, 2008). They concluded that selection is not

fairly and transparently done as priority is given to certain individuals. Gender biases are also evident in certain instances. Teachers selected in such circumstances end up being ineffective in their duties and this has major implications on the quality of education (Kipsoi& Sang, 2008) Kyuso is not spared of this normally and this why this study was necessary.

2.5 BOM members professional status and management of human resources in schools

Smolley (1999)carried out a research on the effectiveness of school boards in the state of Delaware USA. The objectives of the study were to find out the level of effectiveness of school boards in the state of Delaware. The study also sought to find out what strategies could be used to improve boards' performance. The study revealed that the effectiveness of BOM was influenced by their professional status among other things. This was attributed to difficulties in assessing and use of relevant information that would facilitate decision making process. There was lack of proper deliberations during board meetings ignoring the alternative action to the one agreed meetings and decision making during board meetings indicated that there exist a gap in the induction and training of BOM in the State of Delaware USA facts that this study will use foals on.

Banks (2002) working for the scottish executive carried out a research in Scotland to evaluate the quality of current support to school boards and the extent to which needs of school boards were being meet. The objectives were to

evaluate the level of local authority support to the school boards to identify the needs of school boards and head teachers in terms of finance and administration to establish whether there was need for initiating and continuing training for boards members, evaluate contribution of key agencies i.e. governmental and non-governmental bodies in meeting the need of school boards and identify key issues for future considerations in administration of schools in Scotland. This study will also seek to find out whether training and level of education has any effect on BOM effectiveness in Kyuso District.

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

School boards provide administrative control in schools, are responsible for the flow of resources and provide the vision to the school community. School boards may not be involved in the day to day functioning of schools but may still keep control through various means (Aggarwal-Gupta & Vohra, 2010). School boards may have significant influence on the principal's work, for instance, time utilization, motivation, learning on the job, stress management, among others (Peterson, 1984). School boards can also influence the quality of teaching staff through decisions on hiring, promotion, as well as training and development.

According to Dawson (2008), understanding issues affecting learners and staff members is critical for timely action to avert potential negative outcomes such as unrests. This requires professionalism. Also important is the mutual and supportive relations with school management. Acrimonious relations between BOMs and school management are likely to paralyze functions of the entire school community (Dawson, 2008). On the same note, the OECD (2008) notes that trust and collaborative relations between BOMs and school principals as well as between BOMs and communities, are key indicators of effectiveness, alongside reduction of school debts and loss of resources through procurement processes.

2.9 Theoretical framework.

This study will be based on the multiple stakeholder theory proposed by Freeman (2004). This theory has emerged as one of the most acceptable ways to measure organizational effectiveness. Freeman, Wicks and Parmar (2004) point out that

the stakeholder theory focuses on two core questions. First, the theory explores the fundamental purpose of an organization and argues that the purpose for which an organization exists encourages its managers to articulate the sense of the value created and shared with core stakeholders. This propels organizational managers to generate outstanding performance, in terms of its core business, whose benefits should be shared with stakeholders.

Second, stakeholder theory focuses on the responsibility that an organization has to its stakeholders. This pushes the management to articulate how they want to do business - specifically, as regards the kinds of relationships they want and need to create with stakeholders in order to deliver on their purpose (Freeman, et al., 2004). In view of this, organizational managers must develop relationships, inspire their stakeholders, and create communities where everyone strives to give their best to deliver the value the firm promises. In the educational institutions, Aggarwal-Gupta and Vohra (2010) identify stakeholders to include principals, teachers, students, board members, administrative staff, superintendent of the school and parents. Narrowing down to school boards, key stakeholders include school management, represented by the principal; staff members, both teaching and non-teaching, students and the community. School boards are mandated by law to oversee the management of all resources within schools to enable students achieve the best performance in their studies. The success of learners translates to the success of educational institutions. School boards provide administrative control in schools, are responsible for the flow of resources and provide the vision

to the school community. School boards may not be involved in the day to day functioning of schools but may still keep control through various means (Aggarwal-Gupta & Vohra, 2010). School boards may have significant influence on the principal's work, for instance, time utilization, motivation, learning on the job, stress management, among others (Peterson, 1984). School boards can also influence the quality of teaching staff through decisions on hiring, promotion, as well as training and development. The effectiveness of school boards may also be seen through encouraging professional development of teachers and principals through various training and development programs; ensuring effective utilization of resources and objectivity in personnel decisions like hiring, promotions, rewards and recognitions, feedback, among others. Furthermore, teacher commitment is directly and indirectly influenced by support provided by the school boards in the form of clear expectations, fair evaluation, staff recognition, clarity of goals, support and encouragement, discussions about instructional practices and help in teaching related problems (Singh & Billingsley, 1998). The oversight role places school boards in a powerful position to make critical decisions that affects the lives and productivity of school management, staff members, learners and surrounding communities. To achieve the mandate, school boards must work closely with other stakeholders and ensure that their decisions motivate all stakeholders to give their best in pursuit of the ultimate goal of success. Establishing and sustaining good work relations with school management is instrumental for school boards to discharge their duties effectively for the

institutional good. The success of educational institutions by any measure largely depends on the nature of work relations between school boards and the management.

The community within which a school operates is a key stakeholder because its actions can either facilitate or constrain the success of such educational institutions. Creating and sustaining mutually-beneficial relations with immediate communities is an indispensable ingredient for academic excellence of educational institutions. Working together with communities is a key indicator of effectiveness on the part of school boards (Aggarwal-Gupta & Vohra, 2010). To effectively develop supportive work relations with school management and create communities where all stakeholders are inspired to give their best value to their schools, the training of school boards becomes indispensable.

2.10 Conceptual framework.

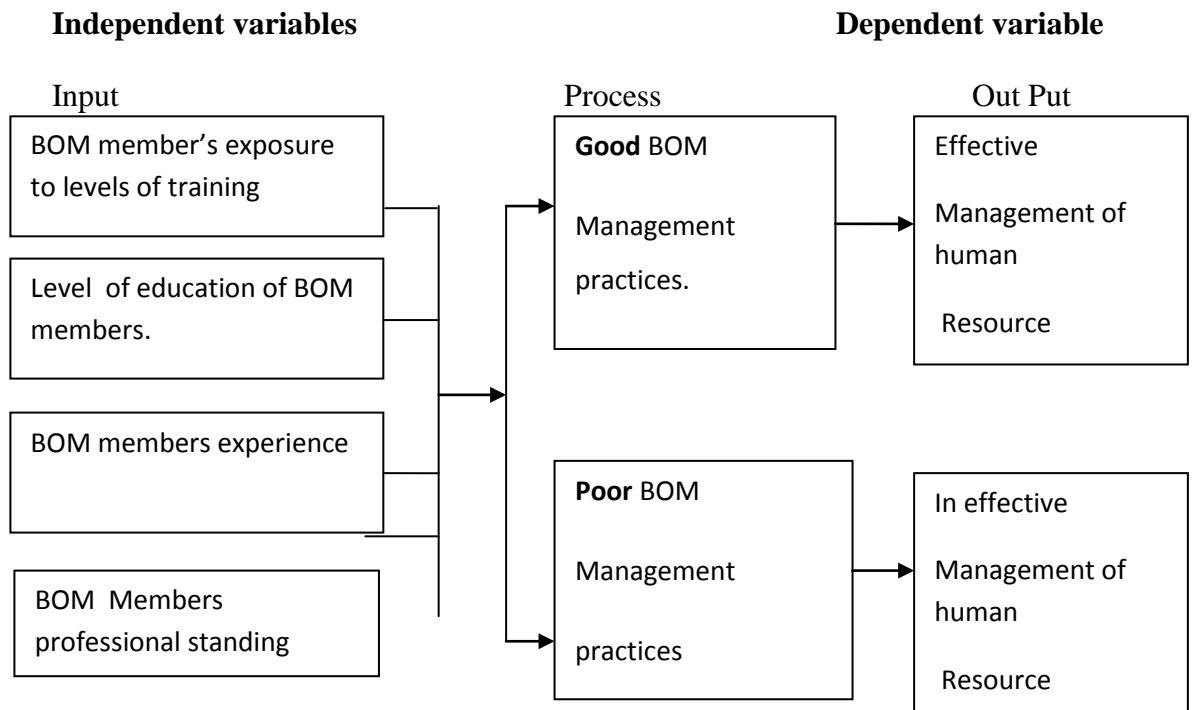


Figure 2.1: Conceptual framework

The conceptual frame work of this study is based on the fact that the effectiveness of BOM members in management of human resources in schools is influenced by their level of education, experience, their profession and their exposure to training levels. The BOM members who are graduates are likely to be better in human resources management than those who are not graduates. Also the more experienced a BOM member is the better he is likely to be in human resources and other resources management. On experience, it is expected that if a BOM member has more experience the he/she is likely to be more effective in management of human resources as opposed to a fresh member. Finally the professional standing of a member is likely to influence the leadership skills of

the BOM members. Those members whose profession is administration elsewhere are likely to be better managers than those who are not. If these factors are conducive and provided they will enable BOM members to be effective in their roles. This will result into effective performance by BOM on effective management human resource management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods that the study used to achieve its objectives. It focuses on research design, target population, sample size and sampling procedures, research instruments, instruments reliability, instrument validity and data collection procedure and data analysis techniques.

3.2 Research design

A study design is the plan of action the researcher adopts for answering the research questions. This is in line with a description of a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance (Orodho, 2003). The study design sets up the framework for study and is the blueprint of the researcher.

A descriptive survey research design was used for this study. This is because of the following reasons: The design is useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant even when analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis, the design allows use of various methods of data collection like questionnaire and interview methods and It also makes use of standardized questions where reliability of the items is determined (Gay, 2002).

The researcher used survey design to collect data from BOM members, senior teachers and career masters of public secondary schools in kyuso district. The study will use both quantitative and qualitative research paradigms. The quantitative research paradigm will be used to obtain a sample from a large data and perform statistical analysis in order to produce results that will be generalized to the target population.

3.3 Target population

There 20 secondary schools in Kyuso district. In the 20 schools there are 20 principals, 20 senior masters, 20 Career masters and 300 Board members. All these made the target population for the study. The senior masters were selected because they were in direct conduct with both the teaching and non- teaching staff members and therefore were in position to know their views pertaining to human resources management. On the other hand the career masters who are involved in students' guidance and counselling are likely to have information from students which is not known by other teachers but useful for this study. The BOM members responses are very important in this study since they are the key respondents of interest. The target population was presented in a Table as shown in Table 3.1

Table 3.1: Target population

Respondents	Target population	Sample size
Board members	300	30
Senior Masters	20	10
Career Masters	20	10
Total	360	50

3.4 Sample size and sampling procedure.

The study targeted all twenty public secondary schools in Kyuso District which has a total of 20 senior masters, 20 career's master and three hundred BOM members. Due to the fact that the population from where this sample is drawn is not homogenous, stratified sampling was used to obtain representative sample of 10 secondary schools. According to Mugenda and Mugenda (1999), the goal of stratified sampling is to achieve desired representation from various subgroups in the population. In stratified sampling the subject was selected in such a way that existing sub groups in population are more or less produced in the samples. For the purpose of this study the researcher investigated 10 percent of the BOM members making 30 BOM members composed of 10 BOM chair- person, 10 principals, and 10 other BOM members. On the other hand the researcher used simple random sampling to select 10 senior masters and 10 career's master from the 20 schools, making a total of 50 respondents.

3.5 Research instruments.

The study used questionnaires which were designed for the two groups, there was a questionnaire for the teachers and BOM members (Appendix I and II). (Orodho, 2004) defines a questionnaire as an instrument used to gather a particular view point. It was composed of questions which were designed for teachers in public secondary schools and members of BOM in the area under study. This study used questionnaire since confidentiality is upheld, saves time and was not biased (Ogula, 1998). Questionnaires also gather data on large samples. The questionnaires had five main parts, part A, sought data on the respondent demographic information, Part B sought data on training, part C sought data on education level, part D, sought data on experience, and part E sought data on professional status and effectiveness in human resource management. BOM members level of education, their experience professional qualification, exposure to training and challenges facing them as they perform their duties.

3.6 Instrument validity

A research instrument is valid depending on how the data collected is related in terms of how effective the items have sampled significant aspects of the purpose of the study (Orodho, 2005). A pilot study to establish the content validity of the instruments was conducted in three day secondary schools in Kyuso District. Content validity of the instruments was used to measure the degree to which the items represent specific areas covered by the study. Content validity of the instrument was determined by research methodology experts through looking at

the measuring technique and how specific areas (objectives) are covered by the instrument. The experts advised the researcher on the items to be corrected. Lecturers from the Department of Educational Administration and Planning of University of Nairobi ascertained the validity of the research instrument. The corrections identified on the questions were incorporated in the instruments so as to increase its validity (Mugenda&Mugenda, 1999).

3.7 Instrument reliability

Mugenda and Mugenda (1999) defines reliability as the measure or degree to which a research instrument yields consistent results or data after repeated trials. To establish the reliability of instruments, test- retest method was applied to the study. During the pretest, the questionnaires were administered on a random sample of three principals from three randomly selected schools in Kyuso District. The scores on the two instruments were correlated. A correlation coefficient of 0.8 was obtained which was sufficient enough for these questionnaires to have high pretest reliability as ascertained by Kasomo (2006).

3.8 Data collection procedure

The researcher prepared transmittal letter showing that he is a student of University of Nairobi undertaking a research as a requirement for the award of a Masters Degree. The researcher further obtained permit from the National Commission for Technology and innovation to undertake the research in the public secondary schools in Kyuso District. The researcher then made a courtesy

call to County Director of Education and District Education officer in Kyuso District and informed them of the research. The individual schools were visited to seek permission to administer the questionnaire to the school principals. The questionnaires were self-administered by the researcher who requested the respondents to fill them after which the researcher collected the filled questionnaires. Assurance was given to the respondents on the confidentiality of their identity.

3.9 Data analysis techniques

The collected data was analyzed using both quantitative and qualitative data analysis approaches. Quantitative approach was descriptive where simple frequencies and percentages were used. Data was presented in tables and figures. Hypothesis was tested using correlations and multiple regressions. To establish the effect of independent on dependent variables, multiple regressions were performed. The qualitative data was presented based on narrative forms and integrated within the quantitative data. These, along with quantitative data, formed form the basis of discussion in the light of the available literature.

3.10 Ethical issues

In this study, the confidentiality of the research participants was ensured. This was done based on ensuring that the principles governing research participants were followed. The researcher ensured that the principle of voluntary participation which requires that people are not coerced into participating in

research was followed. The informed consent of the participants was ensured by explaining the aim of the study and the procedures involved (Mugenda&Mugenda, 1999)

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and interpretation following research objectives. It shows how data was analysed, interpreted and discussed. It contains tables analyzing data, their comments and discussions. This was done according to objectives of the study.

4.2 Questionnaires return rate

After the researcher administered 50 questionnaires, 50 questionnaires were returned which was 100 percent of the questionnaires administered. This shows that the researcher had done a good follow up of the questionnaires hence was likely to get the required information. According to American Association Public Opinion Research Report (2008) higher response rate assures more accurate survey results.

4.3 BOM member's exposure to training and management human resources in schools

Since people are the greatest potential to any organization, the development of people and the creation of organizational conditions for full utilization of their development and talents should be of the highest priority and concern to the governing body and the top management (Mutai, 2012). The school boards have significant contributions in the teaching- learning process in secondary schools. Exposure to management training helps them to contribute to students' progress,

improving schools and raising learning standards (Ranson et al.; 2005). The training of Board members is expected to improve the management of educational institutions. According to Bush and Heystek (2003) training makes a difference in school management, thus without training school Management members cannot exercise their governance responsibilities successfully. Because of this exposure to management training of school managers remains a priority. This is why there is a need to establish the extent to which Board of management exposure to training levels influences their management of human resource in public secondary schools.

The first objective for this study was to establish the extent to which Board of management exposure to training levels influences their management of human resource in public secondary schools in Kyuso District. To achieve this objective the researcher sought to establish the effectiveness of human resources management and exposure to training.

Table 4.1 presents a crosstabulation showing influence of training on human resources management by the BOM.

Table 4.1: BOM effectiveness in management of human resources

		BOM exposure to training			
		Trained	Not trained	Total	
BOM effectiveness in Human resources management	Count	10	0	10	
	Understanding school accounts	% within BOM effectiveness in Human resources management	100.0%	0.0%	100%
	Trained on school Management	Count	0	12	12
		% within BOM effectiveness in Human resources management	0.0%	100.0%	100.0%
	Teacher motivation	Count	0	8	8
		% within BOM effectiveness in Human resources management	0.0%	100%	100%
Total	Count	10	20	30	
	% within BOM effectiveness in Human resources management	33.3%	66.7%	100%	

Table 4.1 shows that majority (66.7%) of the BOM members were not trained on human resources management while only 33.3 percent were trained. This implies that majority lacked the required understanding of school accounts, school management and teacher motivation. The reason for this is that many BOM are not available for school management training since they are busy in their work place. On the other hand many schools are not ready to invest in training of the BOM since they are not permanent in the schools. This implies that majority of the Board members lacked confidence and also were not sure about their duties

and therefore depended on the principals. Some of these principals use their professional power and information to take advantage over the BOM members.

This agrees with the study carried out by (James, 2010). In this study James (2010) argued that there was a big imbalance concerning attendance to secondary school management training by BOM and that a majority of BOM members were not trained on management.

4.4 Academic qualification of BOM and human resources management in public secondary schools.

Academic qualifications form a crucial part of competence among BOM members. Highly educated individuals are likely to discharge their duties more professionally than those with low levels of education. In this regard, participants were asked to indicate their highest academic qualification. The second objective for this study was to establish the extent to which Board of managements' educational qualification influence their effectiveness in management of human resource in public secondary schools in Kyuso District. To achieve this objective the researcher used cross tabulation, Chi-square and Pearson Correlation coefficient.

For the cross tabulation, the BOM effectiveness which were measured by; understanding school accounts, Exposure and Good public relationship was crosstabulated with Academic qualification which included, Ph.D, Masters, Degree, Diploma and Certificate.

Table 4.2: BOM effectiveness in Human resources management

		Academic qualification					Total	
		Ph.D	Masters	Degree	Diploma	Certificate		
BOM effectiveness in Human resources management	Understanding school accounts	Count	1	9	0	0	0	10
		% within BOM effectiveness in Human resources management	10.0%	90.0%	0.0%	0.0%	0.0%	100%
	Exposure	Count	0	1	11	0	0	12
		% within BOM effectiveness in Human resources management	0.0%	8.3%	91%	0.0%	0.0%	100%
	Good public relationship	Count	0	0	4	3	1	8
		% within BOM effectiveness in Human resources management	0.0%	0.0%	50%	38%	13%	100%
Total		Count	1	10	15	3	1	30
		% within BOM effectiveness in Human resources management	3.3%	33.3%	50.0%	10.0%	3.3%	100%

Table 4.2 shows that majority (50%) of the BOM members had a degree as their academic qualification, 33.3 percent had Masters Degree, while 3.3percent had Ph.D. The reason for this is because most people with degrees are professionals and therefore are likely to assist in school management using their

professionalism. Also according to the ministry of Education guideline on selection of BOM members, one should at least have a form Four certificate (MoE,2012). This is because the responsibility of the BOM members is that of school management and therefore without the required academic qualification it is difficult to effectively manage the schools. This was likely to improve the management of secondary schools. The results also show that some 10 percent were able to understand school accounts while 50 percent had good public relationship. These results agree with Kogan (1984) who argued that the education of BOMs provides supervisory competencies to utilize available information for management purpose. As such many secondary school managers have the capacity to oversee and account for the utilization of resources under them.

4.5 BOM experience and human resources management in secondary schools

A study by Muli (2013) revealed BOM experience is very prudent in secondary school human resource management. This is because human resource management calls for skillful planning, execution and control of school activities.

The experience helps a school board to acquire resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances (Pandy, 1999). Skills are very important for successful management of school finances and the school boards must be conversant with them (Republic of Kenya a hand book for financial management, 2006).Lack of

adequate experience of board members (2002) is a hindrance to effective school management. James (2010) argued that effective and efficient functioning of the school governing bodies needs literacy's experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making. This is why the third objective for this study was to determine the extent to which experience of Board of managements' influence their effectiveness in management of human resource in public secondary schools in Kyuso District. To achieve this objective the researcher required the BOM members were required to indicate their experience as BOM members and the issues they are likely to have handled. The results were presented in Table 4.3.

Table 4.3: BOM experience and HRM

Experience	Staff appointment	Staff induction	Staff motivation	Staff Discipline
Below 3	15(50.0%)	4(13.0%)	2(7.0%)	1(3.0%)
3 - 6	10(33.0%)	21(70.0%)	23(76.0%)	8(27.0%)
7 - 10	3(10.0%)	3(10.0%)	3(10.0%)	15(50.0%)
Above 10	2(7.0%)	2(7.0%)	2(7.0%)	6 (20.0%)
Total	30(100%)	30(100%)	30(100%)	30(100%)

Table 4.3 shows that majority (76%) and 70 percent of respondents had 3 - 6 years' experience in staff motivation and staff induction respectively. It was also noted that there was less experience (3.0%) in staff discipline. The reason for this

is those acknowledging teachers' efforts more personally, more locally and more frequently through recognition can improve overall morale and performance.

According to James,(2010) experience is a major consideration in appointing BOM members, however new inexperienced members can still be appointed and trained on how to perform their duties. He further argued that focusing on factors influencing implementation of policies in post-apartheid south Africa states that 37 % of school boards are inexperienced and that government bodies performance is greatly undermined by lack of adequate experience of board members Banks (2002), in a research carried out in Scotland identified inexperience of BOM as a hindrance to their role in school management.

4.6 BOM member's professional qualification and management of human resources insecondary schools.

A study conducted by Smolley (1999) revealed that the one of the factors that influenced the effectiveness of BOM member's human resource management was their professional status. This is because professional status affects their assessment of issues and use of relevant information that would facilitate decision making process. Dawson (2008) argued that BOM member who is in careers which expose them to administration might have acquired knowledge, skills and attitudes that equip them with the requisite capacity for institutional management. The better one becomes in managing of institutions, the better he is the management of human resources in secondary schools.

There is therefore a need to establish the extent to which current professional status of members of Board of management influence their effectiveness in management of human resource in public secondary schools in Kyuso District. To achieve this objective, the researcher performed a cross tabulation of the data concerning managers, staff and retired against effectiveness parameters like; staff appointment, induction, motivation and discipline. The results were presented in

Table 4.4 BOM effectiveness in HRM

		BOM professional status				
		Manager	Staff	Retired	Total	
BOM effectiveness in Human resources management	Staff appointment	Count	5	7	0	12
		% within BOM effectiveness in Human resources management	41.7%	58.3%	0.0%	100.0%
	Induction	Count	0	7	0	7
		% within BOM effectiveness in Human resources management	0.0%	100.0%	0.0%	100.0%
	Motivation	Count	0	3	5	8
		% within BOM effectiveness in Human resources management	0.0%	37.5%	62.5%	100.0%
	Discipline	Count	0	0	3	3
		% within BOM effectiveness in Human resources management	0.0%	0.0%	100.0%	100.0%
	Total	Count	5	17	8	30
		% within BOM effectiveness in Human resources management	16.7%	56.7%	26.7%	100.0%

Table 4.4 revealed that Majority (56.7%) of the respondents were staff members while the least were those in the line of management (16.7%). Most staff members were not directly responsible for management responsibilities and therefore lacked the management knowhow for effective management. The reason for this is that in many schools there was a challenge in getting the professionals who can do effective human resource management. This implies there might be poor management of human resources which might lead to poor policy formulation and implementation.

This agrees Dawson (2008) who argued that BOM member who are in careers which expose them to administration have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of institutions, the best the management of human resources in secondary schools. Dawson (2008) further argued that understanding issues affecting learners and staff members requires professionalism. This is because professionalism is critical for timely action to avert potential negative outcomes such as unrests. Also important is the mutual and supportive relations with school management. Acrimonious relations between BOMs and school management are likely to paralyze functions of the entire school community (Dawson, 2008).

4.7 Hypothesis testing

The researcher further investigated the relationship between BOM resource management effectiveness and by testing the hypothesis:

H₀₁: There is no significant relationship between BOM resource management effectiveness and exposure to management training.

This hypothesis was tested using chi-square at 0.05 level of significance on Table 4.5.

Table4.5:Chi-Square Tests for relationship between BOM management human resources effectiveness and exposure to management training.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.000 ^a	2	.000
Likelihood Ratio	38.191	2	.000
Linear-by-Linear Association	21.209	1	.000
N of Valid Cases	30		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is 2.67.

Table 4.5 shows that p - value is 0.00 ($p < 0.05$). This implies that there is a significant relationship between BOM resource management effectiveness and exposure to management training. We do therefore reject the hypothesis. The reason for this is that although school boards may not be involved in the day to day functioning of schools, still have significant influence on the principal's work which includes; time utilization, motivation, learning on the job, stress management, among others (Aggarwal-Gupta & Vohra, 2010). School boards can

also influence the quality of teaching staff through decisions on hiring, promotion, as well as training and development. Training of the school boards may also help them in ensuring effective utilization of resources and objectivity in personnel decisions like hiring, promotions, rewards and recognitions, feedback, among others. All this is associated with management training of BOM. This argument was also supported by the correlation coefficient ($r = 0.87$) in Table 4.6.

Table 4.6: Correlation between exposure to training and BOM effectiveness of human resource management

		Exposure to management training	BOM resource management effectiveness
Exposure to management training	Pearson Correlation	1	.870**
	Sig. (2-tailed)		0.000
	N	30	30
BOM resource management effectiveness	Pearson Correlation	.870**	1
	Sig. (2-tailed)	0.000	
	N	30	30

Table 4.6 shows a strong positive relationship $r(30) = 0.870$, $p < 0.05$ between exposure to management training and BOM effectiveness in resource management. This is because management training leads to quality management capacities as echoed by Koech report (Republic of Kenya, 1999). The other reason is that lack of training leads to inadequate supervisory competencies leading to inability to utilize available information for educational management purposes (Kindiki, 2009). One solution for this problem is that school

administration should organize workshops and in-service training courses for their BOM and teachers to enlighten them on the changing trends and approaches in curriculum implementation.

The researcher also sought to establish the relationship between academic level and BOM resource management effectiveness. This was done by testing the hypothesis below. H_{02} : There is no significant association between academic level and BOM resource management effectiveness. The resource management effectiveness was measure through identifying the extent to which BOM was encouraging professional development of teachers and principals through various training and development programs; ensuring effective utilization of resources and objectivity in personnel decisions like hiring, promotions, rewards and recognitions, feedback, among others.

This test was done using Chi-square at 95% confidence level.

Table 4.7: Chi-Square test for HRM Academic qualification and human resource management

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	36.717 ^a	8	.000
Likelihood Ratio	41.212	8	.000
Linear-by-Linear Association	20.222	1	.000
N of Valid Cases	30		

a. 13 cells (86.7%) have expected count less than 5. The minimum expected count is .27.

Table 4.7 shows that p - value is 0.00 ($p < 0.05$). This implies that there is a significant relationship between BOM resource management effectiveness and Academic level. We do therefore reject the hypothesis. The aspects of management influenced by academic level includes; professional development of teachers and principals through various training and development programs, financial management, staff rewards and recognitions, material resources and feedback. However it was noted that academic level had a strong influence of resource management compared to other aspects.

These results agrees with Kindiki (2009) who noted that academic /educational background/level of BOM members had an impact in the effectiveness of human resources management in secondary schools. For instance, members of the BOM with Bachelor's Degree, Masters Degree and PhD Degree ensured that better implementation of the curriculum was achieved than BOM with secondary and diploma education levels of education.

According to VanWyk, (2007), ex-educators such as ex-principals, ex-teachers could do a good job serving in the board than so many illiterate parents since illiteracy precluded parents from accessing relevant management information. Therefore the level of literacy and lack of knowledge on educational matters will make school management neglect issues related to teaching and learning, for

instance (Tsoetsi, et al.; 2008). We can therefore not ignore the academic qualification of BOM if we want better human resources management.

The researcher further sought to establish the relationship between experience and BOM resource management effectiveness. This was done by testing the hypothesis below using Spearman’s correlation coefficient and Analysis of variance. H_{03} : There is no significant relationship between experience and BOM resource management effectiveness. One of the indicators of BOM resource management effectiveness related to experience is the understanding of the process of school policy formulation and implementation which would lead to effective human resource management in schools if well done. Another indicator is proper budgeting and procurement procedures.

Table 4.8: Relationship between experience and BOM resource management effectiveness

		Experience	BOM resource management effectiveness
Experience	Pearson Correlation	1	0.8
	Sig. (2-tailed)		0.004
	N	30	30
BOM resource management effectiveness	Pearson Correlation	0.8	1
	Sig. (2-tailed)	0.004	
	N	30	30

Table 4.8 shows that there is a very strong positive correlation ($r = 0.80$) between experience and BOM resource management effectiveness. This implies that the more experienced a BOM member is the better he/she is in resource management effectiveness. The formulation and implementation of school policies seemed to be the strongest aspect as far as experience was concerned. This is because those who were not experienced in the same were likely to misguide the school Board leading to poor policy formulation and implementation. This would finally affect the running of the school which would lead to poor performance. The other strong aspect is the budgeting and procurement procedures experience. If the Board members have enough experience in budgeting and procurement procedures, they will be effective in resource management.

These results agree with Lethokoet. al (2001) who argued that for effective and efficient functioning of the school governing bodies there is need for literacy's experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making. According to Magiri (2005) members of new Boards were not experienced on management of school human and financial resources which eventually leads to over-reliance on the deliberations of the school heads. This is majority because they lack substantial experience, education and training on management. Wangai (2001) did a study in Meru Central District and found out that all the members were not inducted after appointment and were therefore,

performing most of their duties through trial and error, which calls for all the time direction from the principals.

The researcher further sought to establish the association between professional standing and BOM resource management effectiveness using chi-square test, at 0.05 significant levels. The hypothesis below was tested. H₀₄: There is no association between relationship between professional standing and BOM human resource management effectiveness. The indicators for this was the way the Board handled staff appointment, induction, motivation and discipline. Other indicators includes; the way the members deliberated during board meetings, control of day to day functioning of schools, but may still keep control through various means, school staff training and development. The hypothesis was tested using Chi-square test at 0.05 level of significance.

Table 4.9: Chi-Square Tests professional status and HRM effectiveness

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.013 ^a	6	.000
Likelihood Ratio	31.491	6	.000
Linear-by-Linear Association	17.888	1	.000
N of Valid Cases	30		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .50.

Table 4.9 shows that there is a relationship between professional standing and BOM resource management effectiveness. This is because the profession of a person has an influence on the management strategies applied by the person. Those who are in the line of management therefore are likely to be more effective in human resources management. They can apply the same management strategies gained from their profession in the school setting. This agrees with Dawson (2008) who argued that BOM member who are in careers which expose them to administration might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of institutions, the better the management of human resources in secondary schools.

The researcher further sought to determine the strength of the relationship between professional standing and BOM resource management effectiveness using correlation analysis.

Table 4.10: Relationship between professional standing and BOM management effectiveness

		Professional standing	BOM resource management effectiveness
Professional standing	Pearson Correlation	1	0.788
	Sig. (2-tailed)		0.003
	N	30	30
BOM resource management effectiveness	Pearson Correlation	0.788	1
	Sig. (2-tailed)	0.003	
	N	30	30

Table 4.10 shows that there is a strong positive correlation ($r = 0.788$, $p < 0.05$) between professional standing and BOM resource management effectiveness using correlation analysis. The strongest factor was motivation and discipline. This implies that those in the line of management are better in management than those who are not. This agrees with Okumbe (1998) who argued that, as the BOM members get to management positions the better they become in human resources management. This is because they are in a position to apply their professional management strategies in managing the schools. He further argued that the professionals are more satisfied with doing what they know best due to accumulated experience from their professions, the repertoire of skills is used to manage teachers who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school.

4.8 Multiple regression analysis

In this study, the researcher examined the contribution of the independent variables (management training, Experience, level of Education, Current profession) on BOM members on human resources management in public secondary schools in Kyuso district. The data resulting from scoring of the instrument and coding were subjected to stepwise multiple regression analyses to test the hypotheses below.

H_0 : The contribution of combined BOM factors (management training, Experience, level of Education, Current profession) is not significant in prediction of Human resources management in public secondary schools. H_1 : The contribution of combined BOM factors (management training, Experience, level of Education, Current profession) is significant in prediction of Human resources management in public secondary schools Data were tested for significance at the 0.05 level. The results were presents in Table 4.10.

**Table 4.11: Coefficients on effect of independent variables on BOM
humanresource effectiveness**

Model		Standardized Coefficients	
		B	S
1	(Constant)	120.066	.004
	Training	2.735	.003
	Experience	.177	.001
	Education	7.234	.002
	Current profession	0.54	.0012

The results in Table 4.10 indicated that independent variables significantly predict the effectiveness of BOM management of human resources in public secondary schools. The regression model is;

Effectiveness = 120.066+2.735(Training)+0.177(Experience) + 7.234(Education) + 0.54(Current profession). It can be noted that all independent variables are significant at 0.05% significant level (p=0.004, p= 0.003, p=0.002 and p = 0.012) respectively and that the independent variables predicted BOM human resources management significantly. The BOM education has the greatest effect compared to the others (0.7234). This agrees with Bray *et. al.*, (1988) who argued that, the academic level of the BOM was necessary for effective management. Also Kindiki (2009) noted that academic /educational background/level of BOM members had an impact in the effectiveness of human resources management in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents summary of the research findings, conclusions from the findings and recommendations made from the study and suggestions for further research.

5.2 Summary of the study findings

The purpose of this study is to investigate factors influencing the effectiveness of Board of management in human resources in public secondary schools in Kyuso District, Kitui County, Kenya. The study sought to establish the extent to which Board of management exposure to training levels influences their management of human resource in public secondary schools in Kyuso District, to establish the extent to which Board of managements' educational qualification influence their management of human resource in public secondary schools in Kyuso District, to determine the extent to which experience of Board of managements' influence their management of human resource in public secondary schools in Kyuso District, and to establish the extent to which current professional status of members of Board of management influence their management of human resource in public secondary schools in Kyuso District.

Data were collected using the questionnaires as the main research instruments. Stratified sampling was used to select the 10 schools included in the study. The researcher gathered information from 30 BOM members composed of 10 principals, 10 Bomchairperson and 10 other PTA chair person.

5.2.1 BOM training and Human Resource Management

The researcher sought to establish the influence of BOM training on effective management of human resources in public secondary schools. The study revealed that majority of the respondents had not attended any school management training on resources management and therefore lacked the required understanding of school accounts, school management and teacher motivation. This shows that there is be a big imbalance concerning attendance to secondary school management training. For this reason, many schools were under the management of people who had very little or no training at all in secondary school management. This agrees with (James (2010).) who argued that a majority of BOM members were not trained on management hence lacked confidence and also were not sure about their duties and therefore depended on the principal who uses their professional power and information to take advantage over the BOM members. This made them less effective in discharging their duties.

There is a significant association between BOM resource management effectiveness and training since p - value is 0.00 ($p < 0.05$).

5.2.2 Academic qualification of BOM and Human Resource Management

The researcher also sought to establish the extent to which Board of managements' educational qualification influence their management of human resource in public secondary schools in Kyuso District. This study revealed that majority of the respondents strongly agreed and also agreed with the statements that; the academic qualification of the BOM is necessary for effective management, school boards have significant influence on the principal's work, Illiteracy among BOM members may leads to poor performance in schools and It is possible to appoint all members of the school boards who are well educated. This shows that academic qualification should be considered before appointing somebody to be a BOM member . These results agrees with Kindiki (2009) who noted that academic level of BOM members had an impact in the effectiveness of human resources management in secondary schools. However the results added includes that illiteracy among BOM members may leads to poor performance

5.2.3 BOM Administrative experience and Human Resource Management

The third objective for this study was to determine the extent to which experience of Board of managements' influence their effectiveness in management of human resource in public secondary schools in Kyuso District. The study revealed that shows that there is a very strong positive correlation ($r = 0.80$) between

experience and BOM resource management effectiveness. This implies that the more experienced a BOM member is the better BOM member is in resource management effectiveness. The significance value is $p = 0.01$ which is less than 0.05 and therefore there is a significant relationship between experience and BOM resource management effectiveness. These results agree with Lethokoet. al (2001) who argued that for effective and efficient functioning of the school governing bodies there is need for literacy's experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making.

5.2.4 BOM professional standing and Human Resource Management

The last objective for this study was to establish the extent to which current professional status of members of Board of management influence their effectiveness in management of human resource in public secondary schools in Kyuso District. The study revealed that Majority of the respondents were staff members while the least were those in the line of management. This means many schools are likely to have a challenge in getting the professionals who can do effective resource management. This agrees with a study carried out by Dawson (2008) who reported that for the execution of their roles the BOM members should have careers which have exposed them to administration. According to Dawson (2008) administrative experience has an effect on effectiveness of human resources management with those who are managers doing better than those who

are not. This implies that the BOM member who are in careers which expose them to administration have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of institutions, the best the management of human resources in secondary schools.

5.3 Conclusions from the study

The study revealed the BOM exposure to training influenced their effectiveness in human resource management in secondary schools. This is because the BOM members who had not attended management training lack confidence and also are not sure about their duties and therefore depended on the principals' professional power and information to manage the schools. This made them less effective in discharging their duties.

Secondly, the Board of managements' educational qualification influence their management of human resource in public secondary schools. This is because the academic qualification of the BOM is necessary for effective management and illiteracy among BOM members may leads to poor performance in schools. This shows that academic qualification should be considered before appointing somebody to be a BOM member. Thirdly the researcher concluded that experience is a major consideration in appointing BOM members, however new inexperienced members can still be appointed and trained on how to perform their

duties. This is because inexperience of BOM is a hindrance to their role in school management. For effective and efficient functioning of the school governing bodies, there is need for literacy's experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making.

The researcher finally concluded that, the current professional status of members of Board of management influence the management of human resource in public secondary schools. This is because the better one is in managing human resources in secondary schools. BOM members therefore should have careers which have exposed them to administration since the effectiveness of BOM is influenced by their professional status. Also BOM member who are in careers which expose them to administration have acquired knowledge, skills and attitudes that equip one with the required capacity for institutional management.

5.4 Recommendations from the study

Based on the findings for this study the researcher wishes to make the following recommendations.

- i. The Government should continuously organize training programmes for all the BOM members. This is because without training school management members cannot exercise their governance responsibilities

successfully. Also majority of them lack adequate supervisory competencies to for educational management.

- ii. The schools and the DEO's office should consider professional status before appointing somebody to be a BOM member. All BOM members should be at least a degree holder. This is because the academic qualification of the BOM is necessary for effective management and illiteracy among BOM members may leads to poor performance in schools. This shows that
- iii. At least the BOM chair should be an experienced person in school management. This is because for effective and efficient functioning of the school governing bodies there is need for literacy's experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making.
- iv. The professional status of the BOM members should be considered before they become school managers. This is because BOM member who are in careers which expose them to administration have acquired knowledge, skills and attitudes that equip one with the required capacity for institutional management.

5.5 Suggestion for further research

This study is to investigate factors influencing the Board of management in human resources in public secondary schools in Kyuso District. Although the core business of school boards is to oversee the management of all resources and to provide policy guidance on all school affairs, the day-to-day management of expenditures and financial reporting lies in the hands of school principals and their deputies. Since expenditure management was decentralized to schools, the government has made effort to provide in-service training to all school managers, including principals, deputy principals and bursars to improve financial management capacity, as well as accountability in the 151 management of procurement activities. However, the effectiveness of in-service training is an area that remains grey. For instance, there is no documentation on how well school managers are applying the skills acquired from such training. This is an area that should attract empirical studies to inform policy and program interventions meant to improve governance and management of secondary schools in Kenya.

Further research can also be done on the following:-

- i. An evaluation of the Government training strategies for BOM and PTA members in secondary schools.
- ii. Factors influencing the head teachers' management of school resources in public primary schools.
- iii. Factors influencing the BOM strategy for motivating teachers in public secondary schools.

REFERENCES

- Abagi, O. & Odipo, G. (1997). Efficiency of primary education in Kenya: Situational analysis and implications for educational Reform. IPAR Discussion Paper Series DP No. 004/97, Nairobi: IPAR.
- Abagi, O. & Olweya, J. (1999). Achieving universal education in Kenya by 2015: Where the reality lies. Paper No. 017/99. Nairobi: Institute of Policy Analysis and Research.
- Aggarwal, M. & Vohra, N. (2010). "Measuring Effectiveness of Schools in India: A Multiple Stakeholder Framework". *e-Journal of Organizational Learning and Leadership* all, Vol. 8, No. 2, pp 1-13.
- American Association for Public Opinion (2008). Response rates overview report.
- American Statistical Association (1999). *Survey Research Methods Section Information*.
- Armstrong, M. & Murlis. (2004). *Reward management. A hand book of Remuneration strategy and practice*, 5th ed. KoganPage. *Assessment Report UNESCO NAIROBI OFFICE*.
- Banks (2002) Report on the quality of current support to school boards and the extent to which needs of school boards were being met in Scotland, working for the Scottish executive.
- Bastiani, J. (1993). Parents as partners: Genuine progress or empty rhetoric? In Mann Pamella (ed.) *Parents and schools: customers, managers or partners?* London: Routledge.
- Becket, C. (1991). *Working with Governors in Schools*. Open University Press
- Bereford E. & Hardie, A. (1996). Parents and secondary schools: a different approach. In Bastiani, J. and Wolfendale, S. (eds.) *Home-school work in Britain: review, reflection and development*. London: David Fulton Publishers Ltd.
- Best, J.W. & Kahn, J.V. (2004). *Research in Education, 7th Edition*. New Delhi: Prentice Hall of India.

- Bishop, G. (1985). Curriculum Development. A text book for pupils, London: Macmillan publishers Ltd.
- Bray, M. (2000). Community partnership in Education: Dimensions, Variations and Implications.
- Brighouse, T. (1985). Parents, teachers and schools. London: Robert, Royce Ltd.
- Bush, T. & Heystek J. (2003). School governance in the New South, Africa. *Compare*, 33 (2): 127- 139.
- Clarkson, D.K., et.al (2004). Shared vision in the management of high schools in selected states.
- Cohen, L. (2000). Research Methods in Education, (5th Edition). London and New York: Routledge & Falmer.
- Council for Law Reporting (2009). The Education Act CAP 211, Laws of Kenya. Nairobi: Government Printer.
- Creese, M. Bradley, H. (1997). Ways in which governing bodies contribute to school improvement: findings from a pilot project. *School Leadership & Management*, 17 (1): 105- 115.
- Creswell, J.W. (2003). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, (Second Edition). London: New Delhi.
- Cyster, R. & Clift, P. Battle, S. (1979). Parental involvement in primary schools. Slough: NFER Publishing Company.
- Dawson, H.O. (2008). Involvement of all stakeholders in the managerial efficiency of the schools. [Http://www.educationalmedia/foreignpress/USA](http://www.educationalmedia/foreignpress/USA) Accessed on 7/10/2014 .
- Dawson, H.O. (2008). *Involvement of all stakeholders in the managerial efficiency of the schools*. <http://www.educationalmedia/foreignpress/USA>.
- Desseler, G (2011) Human Resource Management. Bostom, Columbus; Florida
- Donald, E. and Neal, N. Jr. (1968): Critical Issues in School Personnel Administration: R and McNal and Company.

- Duflo, E., Dupas, P. & Kremer, M. (2009). Additional resources versus organisational changes in education: Experimental evidence from Kenya. [<http://econ-www.mit.edu/files/4286-windowexplorer>]
- Edwards, V. & Redfern, A. (1988). *At home in school: parent participation in primary school*. London: Routledge.
- Eshiwani, S. (1993). *Education in Kenya since Independence*. Nairobi: East African Educational Publishers LTD.
- Farrell C, Law J (1999). The accountability of school governing bodies. [<http://www.leeds.ac.uk/educol/documents/000000665.htm>]. Accessed on 7/10/2014.
- Field, L. (1993). School governing bodies: *The Lay-Professional Relationship*. Vol. 13(2): 165- 174.
- Freeman, E., Wicks, A. C. & Parmar, B. (2004). "Stakeholder Theory and The Corporate Objective Revisited". *Organization Science*, Vol. 15, No. 3, pp. 364-369.
- Heystek, J. (2006). School governing bodies in South Africa: Relationships between principals and parent governors-A question of Trust? 34 (4):473- 486.
- Heystek, J. (2011). School governing bodies in South African schools: Under pressure to enhance democratisation and improve quality. *Education Management Administration and Lead*. 39(4):455- 468.
- Hurt, J. (1985). Parental involvement in school: a historical perspective. In Cullington, C. (ed.) *Parents, teachers and schools*. London: Cassell Education.
- in the USA: Does this influence curriculum implementation?. *Education Management Psychology*. 34: 199-206. Internationally University.
- James, C. (2010). The 'hidden givers': a study of school governing bodies. England: *School lead. and manage*. 32(1):3-19.
- James, C. et. al. (2011). International perspective on school governance and pressure. *Education Management Administration and Lead*.. 39(4):394-397.

- James, C. et.al (2011). Schooling governing bodies in England under pressure: The effects of socio-economic context and school performance. *Educ. Manage.Admin.and Lead.*39(4):414-433.
- James, C. Jones, J. & Connolly M, Brammer S, Fertig M, James J (2012). The role of the chair of the school governing body in England.*Schoollead.and manage.* 32(1):3-19.
- James, C. Jones, J. and Connolly M, Brammer S, Fertig M, James J (2012).The role of the chair of the school governing body in England.*School lead.andmanage.* 32(1):3-19.
- Kamunge, J.M. (2007). The Task Force on the Review and Harmonizing of the Legal Framework Governing Education, Training and Research. , Nairobi: Shrend publishers.
- Kimeu, O. M (2013) Individual factors influencing competence of Board of
- Kindiki, J. (2009). Effectiveness of boards of governors in curriculum implementation in secondary schools in Kenya.*Education Research.* 4 (5):260- 266, May 2009.
- Koech, D.K (1999). Report of the Commission of inquiry into Education System of Kenya.Nairobi, government printers.
- Kogan, M. (1984).*School Governing Bodies.* London: Heinemann Educational Books.
- Koskei, A.C. (2004). The Role and competence of primary school, committees In management of primary schools in Kenya. Unpublished masters of Education thesis, Moi University.
- Lewis, S. (2006). School governance & pursuit of democratic participation: Lessons from South Africa. *Int. J. Educ.Devel.* 26:415- 427.
- Lewis, S. (2006). School governance and pursuit of democratic participation: Lessons from South Africa. *Int. J. Educ.Devel.* 26:415- 427.
- Lin, R. (2010). The role of parent teacher associations. Nairobi: Shrend publishers.

- Lumby, J. Crow, G. & Pashiardis, P. (2008) *International Handbook on the Preparation and Development of School Leaders*. New York and London. Routledge. Taylor and Francis Group.
- Mahoney, T. (1988). *Governing Schools: Powers, Issues and Practice*. London: Macmillan Education Ltd.
- Makori, A. (2005). *Training needs and TVET provision and outcomes in Kenya: A comparative analysis of the skills-gap situation between government and self-help youth polytechnics in Nyanza province*. Reading: University of Reading: PhD Thesis (Unpublished).
- McConkey, R. (1985). *Working with parents: appraisal guide for teachers and therapist*. Beckenham: Croom Helm Ltd.
- McCrone, T., Sothcott, C. & George N (2011). *Governance models in schools*.
- MOEST (1988). *Sessional Paper No.6 of 1988 on Education and Manpower Training for the next Decade and beyond*. Republic of Kenya, Nairobi.
- MOEST (2001). *Report of the Task force On Student discipline and unrest in Secondary School*. Jomo Kenyero Foundation, Nairobi: Ministry of Education.
- MOEST (2005) *Sessional Paper No. 1 of 2005 on A policy Framework for Education, Training and Research*. Nairobi: Government Printers.
- Moswela, B. (2007). From decentralisation to centralisation of community secondary schools in Botswana: A community disenfranchisement in education. *Int. Educ. J.* 8(1): 151-159.
- Mugenda, O. & Mugenda A (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: Acts Press.
- Mwiria (Daily Nation News Paper, July 31st 2005)
- Novicki, M. (1998). *Boosting basic education in Africa. Special initiative seeks to reverse declining enrolment*. From *Africa Recovery*. 11(4) (March 1998) p.8 (part of special feature on the 2nd year review of UNSIA).
- Obuya, E. & Mweseli, J. (2009). *School Leadership and effective management*. Nairobi. Rinny Educational publishing services.

- Okendu, J. (2012). The role of school boards, schools heads and parents teacher association in effective management of public schools. *Journal of education and practice (Online)*
- Onderi, C. (2008). In-service training needs in an African context: a study of headteacher and teachers perspectives in the Gucha District of Kenya. *Journal of In-service Education, 34 (3):361- 373.*
- Onderi, Makori (2012) Differential perceptions, challenges, conflicts and tensions in the role of Board of Governors (BOG) and Parent- Teachers Association (PTA) in Sub-Saharan Africa: A case of Kenyan Secondary Schools. *Educ. Res. 3 (1) January 2012.*
- Organization for Economic Cooperation & Development (2008). *Improving School Leadership. Volume 1: Policy and Practice. Geneva: Directorate for Education and Training Policy Division, OECD.*
- Otunga R, Serem D.K, & Kindiki JN (2008). 'School Leadership Development in Africa.' In *Education Research. 4 (5):260- 266, May 2009.*
- Peterson, K. D. (1984). "Mechanisms of administrative control over managers in educational organizations" *Administrative Science Quarterly*, Vol. 29, No. 4, pp. 573-597.
- Price Water House Coopers (2008) reports on training of school Management bodies
- Ranson, S. (2011). School governance and the mediation of engagement. *Education Management Administration and Lead. 39(4):398- 413.*
- Republic of Kenya (1964) Kenya Education Commission Report. Government Printers Nairobi, Kenya.
- Republic of Kenya (1964). Kenya Education Commission Report. Nairobi: Government Printer.
- Republic of Kenya (1980). The Education Act CAP 211, Laws of Kenya. Nairobi: Government Printers.

- Republic of Kenya (1988).*Sessional Paper No.6 of 1988 on Education and Manpower Training for the next Decade and beyond*.Nairobi: Government Printer.
- Republic of Kenya (1988).*Sessional Paper No.6 of 1988 on Education and Manpower Training for the next Decade and beyond*.Nairobi: Government Printer.
- Republic of Kenya (1999). Totally Integrated Quality Education and Training TIQET. Report of the Commission of Inquiry into the Education System of Kenya.Nairobi: Government Printers.
- Republic of Kenya (2000).*Totally Integrated Quality Education and Training TIQET*.Report of the Commission of Inquiry into the Education System of Kenya. Nairobi: Government Printer.
- Republic of Kenya (2000).*Totally Integrated Quality Education and Training TIQET*.Report of the Commission of Inquiry into the Education System of Kenya. Nairobi: Government Printer.
- Republic of Kenya (2005).*Sessional Paper No. 1of 2005 on A policy Framework for Education, Training and Research*.Nairobi: Government Printer.
- Republic of Kenya (2005).*Sessional Paper No. 1of 2005 on A policy Framework for Education, Training and Research*.Nairobi: Government Printer.
- Republic of Kenya (2013) Basic education Act, Nairobi, Government Printers.
- Republic of Kenya, Government of Kenya (2001).Report of the Task force on Student discipline and unrest in Secondary School.Nairobi: Jomo Kenyatta Foundation.
- Rindfleisch, A., Malter, A.J., Ganesan, S. & Moorman, C. (2008).“Cross-Sectional Versus Longitudinal Survey Research”.*Journal of Marketing Research*, Vol. 45, No. 3, pp. 1-23.
- Sang A(2005) Teacher recruitment in Kenya ; A study of urban secondary school
- Saskatchewan School Boards Association (2010).*Strengthening the Board-Director Relationship, Module 6*. Regina: SSBA.
- Shiundu, J.S. &Omulando S (1992). Curriculum Theory and Practice in Kenya. Nairobi: Oxford University Press.

- Singh, K. & Billingsley, B.S. (1998). "Professional support and its effects on teachers' commitment". *The Journal of Educational Research*, Vol. 91, No. 4, pp. 229-239.
- Smolley, G.R. (1990). *Effectiveness of School Board: Strategies of Improving Board Performance*. California Jussey - Bess Publishers
<http://www.pmg.org/docs> 2003. UasinGishu District. Un published ,M.Phil thesis, Moi University.
- Wangai, N. (2001). *Paper presented on the role of Board of Governors in Education,*
- Wekesa, G.W. (1993). *The Impact of Head teachers Instructional Leadership on Pupil Academic Achievement in Kenya*. Unpublished PhD Dissertation, Teachers College, Columbia University.

Appendix 1: Transmittal Letter

Mutemi Joseph Muthengi

University of Nairobi

P.O Box 788-90400

Mwingi

Cell phone: 0729 743 999

Dear Sir/Madam

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL.

I am a post graduate student at the University of Nairobi. Currently carrying out a research study on the individual factors influencing the effectiveness of Board of management in human resource of public secondary schools in Kyuso District Kenya.

Your school has been selected to take part in the study. I kindly request your authority to gather the required information from teachers and BOM members through questionnaires. The questionnaires are specifically meant for this study and therefore no name of respondent or that of your school will be required. Your assistance and support on this matter will be highly appreciated.

Yours faithfully,

Mutemi Joseph

Appendix II: Questionnaire for Teachers

This questionnaire is for the purpose of research only. Please put a tick (✓) in appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Part A: Background information.

1. What is your gender?
 - a) Male ()
 - b) female ()

2. What is your age bracket?
 - a) below 30 years ()
 - b) 30-35 years ()
 - c) 36- 40years ()
 - d) above 40 years

3. What is your highest level of education ?
 - a) Diploma ()
 - b) Degree ()
 - c) Masters()
 - d) Ph. D ()

4. How many years have you served as a teacher?
 - a) Less than 5 years ()
 - b) 5-10 years ()

- c) 10-15 years ()
- d) 20 years and above()

5. How long have you served as a HoD?

- a) Less than 5 years ()
- b) 5-10 years ()
- c) 10-15 years ()
- d) 20 years and above()

Part B: BOM members Training and human resources management in public secondary schools.

6. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

Statement	SA	A	N	D	SD
7. Without training school Management members cannot exercise their governance responsibilities successfully.					
8. Untrained BOM depended on the principal in their management.					
9. There has not been organized training for BOM					
10. Most of the boards of management lack quality management capacities					

Part c:Academic qualification of BOM and human resources management in public secondary schools.

11. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

Statement	SA	A	N	D	SD
12. The academic qualification of the BOM is necessary for effective management.					
13. School boards have significant influence on the principal's work					
14. Illiteracy among BOM members may leads to poor performance in schools.					
15. It is possible to appoint all members of the school boards who are well educated					

Part D:BOM Experience and human resources management in secondary schools

16. Do you think experience should be considered while appointing BOM members?
- a) Yes ()
- b) No ()
17. Where do you think the inexperienced BOM should get information from?
- a) The principal ()

- b) Other BOM members ()
- c) District Education office ()
- d) Others (specify)

18. Do you think BOM members are well inducted after appointment?

- a) Yes ()
- b) No ()

19. Explain how the following aspects of human resource management are done in your school.

- a) Recruitment and selection.....
.....
- b) Induction.....
.....
- c) Staff motivation.....
.....
- d) Staff development.....
.....
- e) Employee compensation.....
.....

Part E: BOM member's professional status and management of human resources in secondary school

20. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

Statement	SA	A	N	D	SD
21. The effectiveness of BOM is influenced by their professional status.					
22. BOM members should have careers which have expose them to administration.					
23. The better one is in his profession the better he/she is in managing human resources in secondary schools.					
24. School boards with good profession can influence the quality of teaching staff					

Appendix III: Questionnaire for Bom Members.

This questionnaire is for the purpose of research only. Please put a tick (✓) in appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

Part A: Background information.

1. What is your gender?
 - a) Male()
 - b) female ()

2. What is your age bracket?
 - a. below 30 years ()
 - b. 30-35 years ()
 - c. 36- 40years ()
 - d. above 40 years

3. What is your highest level of education ?
 - a. Diploma ()
 - b. Degree ()
 - c. Masters()
 - d. Ph. D ()

4. How many years have you served as a BOM member?
 - a. Less than 5 years ()
 - b. 5-10 years ()
 - c. 10-15 years ()

d. 20 years and above()

5. How long have you served as in your current capacity?

a. Less than 5 years ()

b. 5-10 years ()

c. 10-15 years ()

d. 20 years and above()

Part B: BOM members Training and human resources management in public secondary schools.

6. Have you ever been trained on secondary school management as a BOM member?

a) Yes () b)No ()

7. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

	Statement	SA	A	N	D	SD
8.	Without training school Management members cannot exercise their governance responsibilities successfully.					
9.	Untrained BOM depended on the principal in their management.					
10.	There has not been organized training for BOM					
11.	Most of the boards of management lack quality management capacities					

Part c:Academic qualification of BOM and human resources management in public secondary schools.

12. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

	Statement	SA	A	N	D	SD
13.	the academic qualification of the BOM is necessary for effective management.					
14.	School boards have significant influence on the principal's work					
15.	Illiteracy among BOM members may leads to poor performance in schools.					
16.	It is possible to appoint all members of the school boards who are well educated					

Part D:BOM Experience and human resources management in secondary schools

17. Do you think experience should be considered while appointing BOM members?

a. Yes ()

b. No ()

18. Where do you think the inexperienced BOM should get information from?

a. The principal ()

b. Other BOM members ()

c. District Education office ()

d. Others (specify)

.....

19. Do you think BOM members are well inducted after appointment?

a. Yes ()

b. No ()

20. Explain how the following aspects of human resource management are done in your school.

a. Recruitment and selection.....

.....

b. Induction.....

.....

c. Staff motivation.....

.....

d. Staff development.....

.....

e. Employee compensation.....

.....

**Part E: BOM member's professional status and management of
human resources in secondary school**

21. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: **SA= Strongly Agree, A= Agree, N=Neutral, D= Disagree, SD= Strongly Disagree.**

	Statement	SA	A	N	D	SD
22.	The effectiveness of BOM is influenced by their professional status.					
23.	BOM members should have careers which have expose them to administration.					
24.	The better one is in his profession the better he/she is in managing human resources in secondary schools.					
25.	School boards with good profession can influence the quality of teaching staff					

Thanks for filling in the questionnaire

Appendix IV: Authority to Conduct Research



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT
KYUSO SUB COUNTY

Districter "KYUSO"

Tel.

Fax

Email: dckyuso@yahoo.com.

When replying please quote ref.

OFFICE OF THE

DEPUTY COUNTY COMMISSIONER,

KYUSO SUB COUNTY,

P.O. BOX 1-90401,

KYUSO.

ADM.15/14/VOL.I/17

13th October, 2014

Joseph Muthengi Mutemi
University of Nairobi,
P.O. Box 30197-00100,
NAIROBI.

RE: AUTHORITY TO CONDUCT RESEARCH

Following your request to be allowed to conduct a research on "Individual factors influencing effectiveness of Board of Management Members in Human Resources of Public Secondary Schools in Kyuso Sub County", the same has been granted to you.

In the event you wish to interview the public, you are requested to report to the office of the Chief or his/her Assistant before embarking on the same.

Wishing you the best in your endeavour.

A handwritten signature in blue ink, appearing to read 'S.S. Shaaban'.

S.S. SHAABAN
FOR: DEPUTY COUNTY COMMISSIONER
KYUSO SUB COUNTY.

