

**FACTORS INFLUENCING INDIVIDUAL BOARD OF MANAGEMENT
MEMBERS' ROLE IN IMPLEMENTING EDUCATIONAL POLICY AT PUBLIC
SECONDARY SCHOOLS IN RARIEDA SUB COUNTY, KENYA**

By

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DECLARATION

I, the undersigned hereby declare that this report is my original work and has not been presented for any award in any other institution of higher learning.

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DEDICATION

This research project report is dedicated to my dear husband Stevens Awuor.

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ABSTRACT

The main purpose of the study was to establish factors influencing individual board of management member's role in implementing educational policy at public secondary schools in Rarieda Sub County, Kenya. The Research Objectives were: to determine how Board members school management experience influence Education policy implementation at public secondary schools in Rarieda Sub County, to investigate how Board members training influence Education policy implementation at public secondary schools in Rarieda Sub County, to establish how Board members professional qualification influence Education policy implementation at public secondary schools in Rarieda Sub County and to examine the challenges faced by Board members and how it influences Education policy implementation at public secondary schools in Rarieda Sub County. The study was conducted using descriptive survey design with both quantitative and qualitative type of data. The population of this study comprised 24 secondary schools in Rarieda Sub County with a total population of 242 Board of management members (Siaya County Education Office, 2015). The sample size was 154 respondents. The study used stratified sampling technique and purposive sampling technique to select the respondents. Quantitative data was analyzed using descriptive and inferential statistical analysis techniques, while qualitative data was analyzed through a thematic framework. The findings of the first study objective indicate that the respondents had varying experiences in school management thus varied opinions were generated as presented in the study. The findings of the second objective established that majority of BOM members participated in training on school education policy implementation. The findings of the third objective established that BOM professional qualification had an effect on Education policy implementation with majority of the respondents supporting the same. The first objective concluded that, school management experience was important with regard to education policy implementation by school board members and selection of board members should also consider past experience. In the second objective, the study concluded that training of board members is very necessary especially with the changing times, and adopting the best practices on school management. In the third objective, the study concludes that; the board members professional qualification brought synergy to the board team thus creating effectiveness. This study recommends on the first objective that board members selection consider, management experience this would reinforce education policy implementation at school level. This study recommends on the second objective that the Ministry of Education should develop a training curriculum for Board members. On the third objective, it is recommended that on appointment to the Board, professional qualifications should be considered during the recruitment of such members.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
ELBs	Education Library Board
HSEB	High School Education Boards
KCSE	Kenya certificate of secondary education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
LEA	Local Education Authority
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
SGB	School Governing Bodies
SMCs	School Management Councils
SMTs	School Management Teams
SPSS	Statistical Package for the Social Sciences
TSC	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

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 a technological 21st century World Bank Report, (2007). The growing demand for education and the pressure for greater access, equity, and quality are also provoking education reforms. These pressures for change are affecting the governance, management, and accountability of secondary education. Beckett, Elizabeth and Camarata, (2000), note that in Britain school Boards are as old as the country's democracy.

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. Moolley (1999), carried a study about the operation of BOGs in the state of Delaware; United States of America. He carried the study with the intention of evaluating the effectiveness of BOGs 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 the operations of BOGs. He

engaged a sample of 45 members (representative of the whole number of BOG members in Delaware) in an interview in order to assess the extent to which BOGs were effective in executing their duties. From the interviews the roles and practices of different boards were analysed and classified into respective categories. Eventually, in the view of the researchers' majority of BOGs were ineffective largely because of poor decision making process.

In Ireland Members of Boards of Management of schools at both primary and post-primary levels serve in a voluntary capacity, and while they may have some expertise (e.g legal, human resources, financial accounting etc.) which is useful on a Board of Management, this is by no means a requirement. There is anecdotal evidence that as the legal responsibilities of Boards of Management have increased in recent years with additional legislative requirements, there is increasing reluctance on the part of parents (especially those professionally involved in areas such as law or accounting) to put their name forward for election to Boards, understanding as they do, the significant responsibilities that membership of a Board of Management entails. It is worth noting that since each school (primary and post primary) has its own Board of Management, upwards of 30,000 individuals (parents, teachers and other members of the school community) are required to serve in a voluntary capacity on Boards of Management in schools throughout the country.

In Sub Saharan Africa countries have similar bodies (to the Kenyan Board of Management system) and are mandated to carry out management duties in secondary schools, for example, High School Education Boards (HSEB) in Zambia whose major duty is to link both upper and lower secondary schools with ministry offices and the local civil administration. According to World Bank Working Paper (2008) in Senegal, the recently created School Management Councils (SMCs) for upper and lower secondary schools oversee the material and activities that go on in secondary schools, ranging from academic administrative to financial matters. The School Management Councils also ensure that the school complies with health regulations and responds to all questions from the Ministry of Education and the Inspectorate. In South Africa, the 1996 school Act gave School Management Teams (SMTs) the power to make decisions. These teams form the internal management groups that include the principals, deputy principal and departmental heads. These groups are responsible for daily and annual management and decision making.

In Kenya as part of the educational reforms, the Ministry of Education, Science and Technology decentralized administration of educational services. The reason behind this action was to enable Education policy makers refine strategies and facilitate choice between possible functional options for system restructuring management of education in Kenya. This resulted to establishment of BOM to manage secondary schools. The body is responsible for the management of both human and other resources so as to facilitate

smooth operations, infrastructure, development and the provision of teaching and learning materials (Sessional Paper No. 1 (2005)).

The management of education system in Kenya is highly centralized. Responsibility for most education services typically remains centralized in semi autonomous government agencies, complicating local school management and accountability. For instance, the management of public secondary schools is vested on the BOGs appointed by the Minister for Education in accordance with section 10 of the Education Act cap 211(1980).

The education act Cap. 211 of the Laws of Kenya section10 (Republic of Kenya, 1980) indicates that the minister appoints members of the Boards of Governors through a selected committee comprising of provincial administration, local leaders, members of parliament, local councillor, sponsors, local education officers and the principal. This committee selects three persons representing local community, four representing bodies and organizations like sponsor and three representing special interest groups. Once officially appointed by the minister, the ten members select the chairperson of the board and co-opt three other persons from the Parent's Teachers Association (PTA) into the board (Opot, 2006).

As a way of encouraging decentralization in the management of secondary schools, the government of Kenya introduced the Board of management body in order to play vital roles in management of schools. These roles were recognized by the Report of the

Presidential working party on Education and manpower training for the Next Decade and beyond, otherwise known as the Kamunge Report, (Republic of Kenya, 1988). The report therefore acknowledged that Boards' members should be appointed on time and should comprise members who are carefully selected to ensure that the Boards are made up of committed and experienced members. By December 1997, the Ministry of Education (MOE) through KESI (present KEMI) had managed to train only 2.5 percent of school committees and Board of management through in-service training (Wangai, 2001& Koech, 1999). This has adversely and negatively affected public secondary school management today. Gaynor (1998) stated that many schools heads in Kenya are forced by these adverse circumstances to use their knowledge and experience to direct and control the activities of the entire school and manage the human resources in order to achieve the desired results. Sadker and Sadker (2008) also observe that due to lack of training and experience, Board of management members do not often participate in the management of schools. Most often, they are controlled by a few members who may be familiar with educational policies.

Despite the expectations on the Board of Management as regards their roles, their performance has been greatly criticized to the effect that their performance is below expectations. Management of secondary schools is highly a professional function which is bestowed upon the shoulders of Board of management by the Ministry of Education but has led to acute professional malpractices by the Boards of Management in many schools in Kenya. Management of educational institutions is also found to be weak

because most Board of management members lack quality management capabilities. In Rarieda there is a need to enhance the performance of the Board of management in managing our secondary schools through sound Educational Education policy implementation strategies.

1.2 Statement of the problem

Educational policies however carefully constructed and financed, have little significance if they are not implemented. In Rarieda Sub county Board members have often complained of being left out of the Education policy implementation process and being reduced to endorsing the head teachers propositions without further interrogation, this is because of the lack of knowledge on the educational Education policy and regulations with regard to Board management. Training is offered to school principals only with the assumption that they (principals) will subsequently, train Board of management which sadly is not the case, this study sought to fill this gap by establishing Board of management influence on Education policy implementation at public secondary schools in Rarieda Sub County, Kenya. Failure to this, Board of management will remain untrained thus lack requisite skills. This leaves the school heads with the responsibility of running the affairs of the school single handedly, a precedence that creates a gap between the actual performances Vis-a Vis the expected performance of the Board of management.

1.3 Purpose of the study

The main purpose of the study was to establish factors influencing individual board of management member's role in implementing educational policy at public secondary schools in Rarieda Sub County, Kenya.

1.4 Research Objectives

The Research Objectives are:

1. To determine how Board members' school management experience influence Education policy implementation at public secondary schools in Rarieda Sub County.
2. To investigate how Board members' training influence Education policy implementation at public secondary schools in Rarieda Sub County.
3. To establish how Board members' professional qualification influence Education policy implementation at public secondary schools in Rarieda Sub County.
4. To examine how the Board members challenges influence Education policy implementation at public secondary schools in Rarieda Sub County.

1.5 Research Questions

1. To what extent does Board member school management experience influence Education policy implementation at public secondary schools in Rarieda Sub County?
2. How does Board members training influence Education policy implementation at public secondary schools in Rarieda Sub County.

3. To what extent does Board members professional qualification influence Education policy implementation at public secondary schools in Rarieda Sub County?

4. What are the Board member's challenges that influence Education policy implementation at public secondary schools in Rarieda Sub County?

1.6 Significance of the study

The study is likely to benefit various stakeholders both at the Ministry of education and the school management level. For instance, with the completion of this study, Ministry of Education would understand what needs to be done at school level to facilitate complete Education policy implementation. In addition the study findings may assist the ministry of education on strengthening policies with regard to Board of Management selection and training criteria.

The study findings is likely to assist Teacher Service Commission (TSC) in Kenya to develop programs that could synchronize head teacher and Board of management team work in school management and not competition as is currently witnessed.

The research is likely to add new knowledge to the existing pool of knowledge and aim at challenging more researches into seeking more knowledge to fill the many gaps in Education policy implementation at school level. The findings and the subsequent recommendations may be useful for schools principals on encouraging team work on Education policy implementation.

1.7 Limitations of the study

The study was carried out in rural secondary schools and the findings thereof may not be used to generalize for urban schools and private schools. Data were collected from the Board of management members and head teachers leaving other important stakeholders like PTA, education officers and teachers who could be holding different opinions.

1.8 Delimitation of the study

The study was carried out in Rarieda Sub County. Only public secondary schools within the Sub County were targeted. Private secondary schools were not included in the study because their management system was quite different from public schools.

1.9 Assumptions of the study

The following are the basic research assumptions:

- i. All secondary school principals had been trained on school management and Education policy implementation
- ii. All targeted schools have in place, fully constituted and operational Board of managements

1.10 Definition of Significant Terms

Board of Management	Refers to secondary schools governing bodies legally Constituted and mandated by the Ministry of Education under Act: Cap 211 to supervise the running of secondary schools in Kenya.
Governance Education policy	Processes, systems, practices and procedures that govern institutions
Public secondary schools	Refers to government institutions that offers post primary education up to form four which are funded by the government through Free day Secondary Funds.
Implementation	Refers to process of applying the education Education policy into effect at the school level
Influence	Refers to the capacity to have an effect on the dependable variable of the study

1.11 Organization of the study

The study is organized in five chapters; chapter one comprises of the introduction, background of study, statement of the problem, purpose of study, objectives of the study, significance of the study, limitation, delimitation of the study, assumption of the study and definition of significant terms in the study. Chapter two consists of related literature based on the study objectives. Chapter three focuses on the research methodology under the following sub-headings: research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four interprets the analysis of the data collected from the respondents, whereas Chapter five captures summary of the study, conclusions, recommendations and suggestions for further research in the area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on literature associated with factors influencing individual board of management member's role in implementing educational policy at public secondary schools in Rarieda Sub County, Kenya. The literature review was done in accordance with objectives and research questions of the study that guided the researcher in understanding the research problems.

2.1.1 The Kenyan Educations system

The BOM were established by the Cap 211 Laws of Kenya of 1968 and revised in 1980 to manage the public secondary schools on behalf of the minister of Education. In accordance with section 6(b) every maintained or assisted school other than a primary school maintained by a local authority, shall be managed by a Board of Management or as the minister may otherwise direct in accordance with this Act and, any regulations made under this Act" (Republic of Kenya, 1968). In this respect the BOM are involved in the management of finances, human resource (staff & student), curriculum and instructional materials, community- school relations and the provision of physical facilities. These roles delegated to the BOM by the minister are enormous and therefore, the recruitment and selection process procedures should be strictly followed so that those

appointed to serve as BOM members have the knowledge, skills and the competencies required to perform their duties effectively.

Education and training in Kenya is governed by the Education Act (1980) and other related Acts of Parliament, including TSC Act, KNEC Act, Adult Education Act, University Act, and various Acts and Charters for universities. However, the Education Act of 1980, and the related Acts are not harmonized, and are no longer adequately responsive to the current and emerging trends in education and training. The legislation governing the sector has therefore not kept pace with new developments. Since independence, the Government has addressed the challenges facing the education sector through commissions, committees and taskforces. The first Commission, after independence, came up with the Report of the Kenya Education Commission referred to as the Ominde Commission (The Republic of Kenya, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of the country.

The Commission proposed an education system that would foster national unity and creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya formally adopted the Ominde Report as a basis for post-independence educational development. The Report of the National Committee on Educational Objectives and Policies referred to as the Gachathi report of 1976, focused on redefining Kenya's educational policies and

objectives, giving consideration to national unity, and the economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools.

The Report of the Presidential Working Party on the Second University in Kenya (Mackay Report, 1981), led to the removal of the advanced (A) level of secondary education and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 systems of education and the Commission for Higher Education (CHE). The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) focused on improving education financing, quality and relevance.

This was at a time when the Government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning. From the recommendations of the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) . This led to the Education policy of cost sharing between government, parents and communities. This indicates that the government of Kenya values education as a worthwhile investment and therefore the management of secondary schools bestowed on BOM should ensure that schools perform well for realization of educational goals

In Kenya the Government, through the Education Act Cap 211, authorizes that schools be governed by Board of Management (BOMs). In Kenya management of secondary schools by Board of Management came into place after independence following the recommendations by the Kenya Education Commission report of Ominde (Republic of Kenya 1964). This aimed at giving each its own personality and decentralization of authority for effectiveness. The Report of the National Committee on Educational Objectives and Policies, otherwise known as Gachathi Report, (Republic of Kenya, 1976) endorsed the idea that secondary schools be run by Board of Management and be given a larger degree of delegation in order to enhance effective management of schools, especially the need to maintain discipline.

The Commission of Inquiry into the Education System in Kenya, Koech Report, (1999) pointed out lack of quality management capabilities because of political influence in the appointment to Boards, low levels of education, limited exposure, lack of commitment and dedication on part of most of Board of management s as the big cause of mismanagement of secondary schools. The Koech Report recommended that Board of management members be appointed from amongst persons who are committed, competent and experienced as this would enhance management and development of educational institutions. Board of management members have been in school Boards for many years and have ceased to be innovative and resourceful whereas other members serve in more than one Board which eventually makes them ineffective because of chronic absenteeism and consequent lack of quorum in Board meetings.

Education act Cap. 211 and sessional paper No. 1 of 2005 states that the Board of Management have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (MOEST, 2005). The Board of management would ensure strategic objectives set out in the Danesfield Vision 2010 were achieved within the school's budgetary limits. A provision was made on the limitation of the number of schools and years one can serve as a member in a Board or Boards in order to address this phenomenon (Republic of Kenya, 2004). A report by the commission of enquiry into the education system of Kenya (Republic of Kenya, 1999) emphasized the pivotal role played by the B.O.M in school management. However the report said that the role of the Board of management is to manage and not to govern and suggested that the name should be changed to Board of Management. According to Okumbe (2007:11), there are seven main roles of B.O.Ms which include:- implementation of sound policies, goals, and objectives in a given school and determining the methods of achievement of these objectives, procurement of resources necessary for the achievement of the objectives, organizing and coordinating the activities of the school to achieve its objectives, influencing and stimulating the human resource available, integrating the school and its activities into the set up of the society, evaluating the school activities in accordance with the blueprint and ensure both the staff and students are allocated duties in accordance with both their expertise and abilities. However this is the not the position with regard to the participation of Board of management members in Kenya secondary schools,

therefore this study sought to determine how past Board of management experience in school management influence Education policy implementation equally assess how training enhances the role of Board of management members' participation in secondary school Education policy implementation while also establishing how professional qualification of Board of management members' influence Education policy implementation at public secondary schools level.

2.2 Board of management experience and Education policy implementation

The function of Board of management 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 members in their performance of their professional functions. Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school Boards and the extent to which needs of school Boards were being met. 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 initial and continuing training for Board members, evaluate contribution of key agencies i.e. governmental and non-governmental bodies in meeting the needs of school Boards and to identify key issues for future considerations in administration of school in Scotland.

A survey was carried out by Habibullah (2010) on school management committees and education development in Afghanistan that sought to establish the enhancement of community participation in education development efforts. The survey revealed that SMCs are established by the MOE through the Provincial and District officers. The composition included 7-8 members from diverse interest groups, a school administrator or principal, parents and community elders. The SMC members are selected by the community through shared decision making process. It further revealed that SMCs were ineffective in their roles due to powerful influence of other members making them to get less involved and hence participate less in educational activities.

Vanwuk (2001) carried out a research to investigate the factors influencing the implementation of Educational policies in post apartheid South Africa. The objectives of the study were to identify the reasons for efficient and effective functioning of school governing bodies which varied greatly between schools and also between districts in South Africa. A survey research design was used. The target population included parents, teachers and school principals in South Africa. Purposeful sampling was used to select the subjects to be included in the sample. Data were collected using interviews and document analysis.

Ogeno (1987) carried out a research about the level of community participation in the administration of harambee secondary schools in Kisii County in Kenya. The purpose was to investigate the influence of Board of management members' participation in

harambee schools administration and the effect of that participation on school leadership in Rangwe Division in Migori County. The target population comprised of all head teachers of harambee schools in the district together with the Board of management members of those schools. Random sampling was used to select schools for the study. All the teachers of the sampled schools were included in the sample. Questionnaires were used for data collection and data were analyzed by using descriptive statistics such as frequencies, mean scores and percentages. The study revealed that the Board of management always ganged against the heads and interfered with the day to day running of the institutions Decision making was not approached as a corporate venture and either the Board of management would oppose the head teachers' recommendations or the heads would reject the advice of the school Boards. It also revealed that the role conflicts between the head teachers and Board of management were mainly because the Boards of management members were not adequately knowledgeable of their duties and powers. The issues raised in this study where Board of management always ganged against the head teachers, lack of corporate approach in decision making and conflict between the head teachers and Board of management due to lack of adequate knowledge of their duties and powers, reflect how ill-prepared the Board of management are in carrying out their duties, hence the need for this study.

The World Bank (1996) conducted a study in Kenya on management of education. It was ex-post factor method which employed a number of methods as follows. Document

analysis of pertinent materials, interviews of selected education personnel at all levels involved in the management of education and, held discussions with the same people. The objective of the study was to review the management structure, the capacity and management of education, supervision of education and the efficient utilization of available resources. The study revealed that one of the major causes of problems with public schools management is the "management capacity of educational managers". It further noted that, decentralization of educational management has shifted responsibility that has put demand on the management capacity of schools. The study found out that very few managers of educational institutions have had formal training in basic management skills, including even some head teachers. In response to the above problems, the World Bank study recommended that the Ministry of Education requests (KEMI) to particularly mount urgent training for the entire Board of management. However, this recommendation has not been fully implemented and hence, most Board of management have not so far been trained for effective management of public secondary schools in Kenya Reasons why they have not been given formal training in educational management will be addressed by this study.

This is the management of all school financial activities, which involve disbursement of money. The money is obtained through various sources such as fees. According to Olosky et al, (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The authors explain that ideally

financial management is meant to: Facilitate proper use of school funds that have been allocated to various activities of the school programme. To exercise control over the process of fiscal management in order to guarantee that the entire financial process has integrity and purpose. To make the greatest use of personnel, facilities, supplies equipment and other factors involved in accomplishing educational objectives. The responsibility of the BOG in terms of fiscal management revolves around preparation of the school budget, accounting and auditing. In budgeting, the budget drawn should be based on a thorough investigation of the educational requirements of the school and it should be in accordance with the school financial regulations.

2.3 Board of Management training and Education policy implementation

The very essence and effectiveness of the training that school governors receive are often questionable. Training of school Boards is vital to help them understand and discharge their duties effectively. This is the responsibility of the Ministry of Education in any country. In Northern Ireland for example, education and library Board (ELBs) have a legislative responsibility to provide governors' training across schools, irrespective of their management types, where attendance of the training is not mandatory. A comprehensive range of training courses is provided which focuses on the freedom of information, special education needs and disability, financial management, human rights awareness and anti-bullying, misuse of drugs, health and safety and child protection matters. In England and Wales governors are offered training and support by either the

central government, Local Education Authority (LEA) or other organizations (Republic of Northern Ireland, 2005).

Lack of skills in deliberations and decision making during Board meetings indicated that there existed a gap in the induction and training of Board of management in the state of Delaware U.S.A. 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 target population of the study was all the members of the school Boards in the area a sample of 45 Board members were randomly selected. Questionnaires were used to collect data. The study revealed that the ineffectiveness of Board of management was as a result of improper decision making process. This was attributed to difficulties in accessing 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 and, lack of consensus.

Among other training constraints, Mabasa and Themane (2002) report that SGBs are not trained before they start their work and this manifests in problems such as unfamiliarity with meeting procedures, problems with the specialist language used in meetings, difficulties in managing large volumes of paper, not knowing how to make a contribution, not knowing appropriate legislation, feeling intimidated by the presence of

other members who seem knowledgeable and perceiving their roles as simply endorsing what others have already decided upon. This can be attributed to irrelevant and inadequate training of (SGB) School governing Bodies members, which does not really address the core functions of school governance.

Mestry (2004) highlights an important challenge in SGBs, namely, lack of the necessary knowledge and skills for financial management and, consequently, the inability to work out practical solutions to practical problems. Mestry (2006) also points out lack of collaboration between the principal and other SGB members with principals being unwilling to share responsibility for school governance for fear of losing power. Another challenge, articulated by Van Wyk (2004) relates to educators in SGBs feeling that other SGB members (an obvious reference to parent-governors) lack confidence and are not sure of their duties. In this regard, Maile (2002) contends that illiteracy among SGB members, especially parent-governors, may contribute to their own inefficiency and argues that this is possible because illiteracy precludes parents from accessing relevant information. To this end and in relation to the problem of illiteracy, Van Wyk (2004) points out that many SGBs, particularly in less advantaged areas; do not have the required skills and experience to exercise their powers.

In Kenya most Board of management are ineffective, hence not being knowledgeable of their duties and powers (Ogeno, 1987), lack of management capacity and formal training in basic managerial skills (World Bank, 1996), Poor skills in decision making process(

Mutai, 2003) while Otieno (2010) established that the inhibiting factor to fully participate by the Board of management was lack of training in management. These studies indicate that Board of management are not effectively inducted and or trained in carrying out their duties, a fact that this study shall attempt to investigate. There is a clear indication from the foregoing discussion that gaps exist in the recruitment and training policies of the Board of management in Kenya, despite the availability of existing Education policy guidelines on the recruitment and appointment of the Board members.

Recommendations made by the world Bank (1996) and Wangai report (Report of Kenya, 2001) on the appointment and training of Board of management have not so far been effectively implemented. On training, the government recognizes that effective and efficient civil service is a major factor in enhancing timely and cost effective service delivery. In order for the civil servant to play this role effectively, training and capacity building are of high priority in the government's human resource development agenda. Induction is a process and a fundamental requirement in setting officers into a new work environment. It is intended to effectively introduce the officers to work procedures, rules and regulations.

The government of Kenya's recruitment and training Education policy (2005) stipulates that, induction is mandatory and should be conducted within three (3) months of an officer joining the service, or transfer to a new station, designation or promotion. However, there has not been a unified framework of undertaking the induction process in

the civil service. It should be conducted on a continuous basis through courses, seminars, workshops and on the job training (Republic of Kenya, 2005). However, induction and training of the Board of management members is not given a priority by the MOE as required by this Education policy. During inauguration the DEO briefly inducts the Board of management members on their duties and responsibilities but it is not adequate enough to introduce them to work procedures, rules and regulations governing the operations of Board of management in public secondary schools. In view of this Education policy, the study attempted to establish how the Board of management were inducted and trained in carrying out their duties.

Institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management, according to the Republic of Kenya (1998). Lack of such training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training. The in-service programmes need to be provided regularly to the managers, administrators, teachers and curriculum implementers. Secondary education can only be improved by identifying and training the right people. Head teachers and other managers have to be appointed based on institutional management and training and, qualification. This study established that the Boards of management were never trained in institutional management.

The appointment of all members of the school Board who are well educated and knowledgeable in educational management is not possible, according to Okumbe (2001).

The education management should therefore put in place machinery which will upgrade management skills of the Board members. This could be done through in service training seminars and workshops either by the school or the ministry of education. Long term practice and use of acquired knowledge provides the user with capacity to use and generalize whenever a challenge arises. This is called experience. Although experience is not training but the former builds the basis on which the later will operate. A well trained person will most likely than not be better experienced to handle issues of human resource development and management.

The secondary schools Boards of Management in Kenya have not been exposed to management training, according to Kogan (1984). Also, majority of them lack adequate supervisory competencies to utilize available information for management purposes. As such many secondary school principals lack the capacities to oversee and account for the utilization of resources under them. According to Dessler (2008) training is the hall mark of good management and a task that managers ignore at their peril. In addition, Board of management should undergo training on courses such as communication, employee selection and separation, student achievement and general leadership in the community.

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. Dean (1995), states that school head teachers should work

with school Board of 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 Schaeffer, (1990) that improving the quality of education is a major goal of most nations in the developed and developing countries

2.4 Board of Management professional qualifications and Education policy implementation

The Board of management is charged with responsibilities of Education policy implementation, discipline, upholding high academic standards for the schools, promoting public image of the school, recruiting members of teaching staff and non-teaching staff, controlling financial management and initiation of development projects for the schools (MOEST, 2001). According to Okumbe (2001), the overall management of secondary schools and college is vested on Board of Management. It is also imperative that the members of these Boards not only be persons with good education but must also be people with sufficient practical knowledge in educational management. Sheppard and Dibbion (2010) observed that the effectiveness of a school administrator is a function of his/her ability to identify certain basic components of his/her assignment. His/her will thus be able to use his/her expertise to apply these elements for the smooth running of the school. In a learning institution; a head teacher should develop a good interpersonal relationship with the teachers, support staff, Board of management and with the community in order to avoid resistance to any change that he or she introduces and to ensure success in meeting their objectives.

Board of management members should have academic qualifications which allow them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: The Education Act, TSC Act, the Board of management code, The Children's Act, Public Health Act among others. In recognition of the challenges facing Board of managements in the management of public secondary schools, MOEST is categorical that the minimum academic qualification for Board of management s members should be secondary level (Kenya Certificate of Secondary Education) and the chairman of Board of management should preferably be a degree or a public accredited profession.

In sessional paper No. 6 of (1988), the government accepted the recommendations of the Presidential Working Party on Manpower Training in the Next Decade and Beyond famously known as (Kamunge Report, 1988) which states that Members of Boards of Governors and school committees should be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions

Further the Teachers Service Commission (2007) delegated the functions of recruitment and employment of interested person, who possess the required qualification to school Board of Management to invite interview and select most suitable candidates. Successful candidates are provided with an employment for on the same day of the interview. However, teacher-recruitment has been marred by serious malpractices and as Sang

(2005) states that recruitment exercise had be cancelled because of complaints of bias from the selecting Board of Management.

2.5 Board of Management challenges on Education policy implementation

Basic among the school governance challenges, is the capacity to govern. While the provincial departments of education, through functional units at head offices and at district levels, have engaged in the training of school governing bodies (SGBs), the actual enactment of these roles is often less than ideal (Lemmer, 2008). The Koech report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the Boards of Governors lacked quality management capabilities. These challenges sometimes lead to poor performance in national Kenya certificate of secondary education (KCSE) and indiscipline in schools. There is an important challenge in School Governing Bodies (SGB), namely, lack of the necessary knowledge and skills for financial management and, consequently, the inability to work out practical solutions to practical problems Mestry (2004). Mestry (2006) also points out lack of collaboration between the principal and other SGB members with principals being unwilling to share responsibility for school governance for fear of losing power.

Another challenge, articulated by Van Wyk (2004) relates to educators in SGBs feeling that other SGB members (an obvious reference to parent-governors) lack confidence and are not sure of their duties. In the light of this, the success of the school administrator

depends on his effectiveness in steering the ship of the school to be able to facilitate success. Chalel, (2007) carried out a study on the challenges faced by Board of management in teacher recruitment in Baringo district. The study was aimed at establishing criteria used by the Board of management s in selection of secondary school teachers, establish the various challenges Board of management s face as they perform their teacher recruitment and these challenges are handled. The finding showed that a number of the Board of management s were not aware of the guidelines set by the TSC on teacher recruitment. Most of the Board of management members had vested interests in the recruitment process in that they had fronted their own favorite candidates.

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 the task force on students discipline and unrest in schools cited lack of quality management of human resources. The report observed that Education policy implementation and implementation posed a big challenge to Board of management. 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 of education in general and their roles in particulate.

Mwiria (2005) attributed poor management to unqualified Board of managements where majority of them were semi schooled and lacked capacities to plan and implement school

policies. Mwiria (2005) also observed that problems in management are heightened by vested interests among Board of managements, PTAs and church sponsor who present unqualified person to be part of Board of managements and PTA thus posing a challenge on poor management of resources. Board of managements should maintain good working relationships among themselves and with stakeholders to ensure that any problem encountered in the management process is handled and solved amicably without causing further problem, and assistance readily provided (KIM, 2008).

Conflicts among PTA, the sponsor and Board of management especially over appointment of principals have led to wrangles hence closure of schools (Koech 1999). According to Smolley (1999) political pressure hinders positive work relationships between principals and Board of managements. Lethoko et. al (2001) focusing on factors influencing implementation of policies in post apartheid south Africa states that 37 percent of school Boards are illiterate and that government bodies performance is greatly undermined by lack of adequate training of Board members. Banks (2002), in a research carried out in Scotland identified inadequate training of Board of management as a hindrance to their role in school management. According to Lethoko et. al (2001), for effective and efficient functioning of the school governing bodies, there is need for literacy, experience and exposure to human resource management on the part of Board of managements which would contributes positively to their ability to participate fully in decision making.

Murphy (1997) postulates that SBM is primarily a strategy to decentralize decision making to the individual school site and it facilitates the empowerment of parents and the professionalism of teachers by allowing shared decision making among key stakeholders at the local level. The concept of SBM and shared decision making fall under the umbrella of participative management. It has become an accepted belief that when people participate in decisions affecting them, they are more likely to have a sense of ownership and commitment to the decisions and situations that involve them (Glickman, 1993). The conceptualization for SBM is based on the autonomy- participation nexus. This dimension is based on who gets the decision-making power when it is devolved to the school level.

2.6 Summary of Literature review

Kamunge report (republic of Kenya, 1988) saw the establishment of Board of managements by the government as a noble intention to decentralize the day to day management of educational institutional to the Boards and the principals. According to the Ministry of Education (2000) the Board of Management is charged with the responsibility of discussing and approving school budget. Nzovu (2004) conducted a study in Taita Taveta that showed majority of Board of Management has substantial competence in school management; partly due to the fact that most of the Board of Management comprises retired teachers who have a wealth of experience. However, another study done by Ngware (2006) showed that though Boards of governors are

instituted in many schools, majority of them lack necessary skills to adequately carry out their roles without hiccups. The research showed that the management bodies largely lacked a sufficient training on management skills or their level of academics is still wanting.

Bolam, McMahon, Pocklington, and Weindling,(1993) observe that the centralized machinery (boards of management), which plan, organize, direct, supervise and evaluate activities and operations, is ineffective. However, it has been observed by Maranga (1993) Kenya Educational Machinery is highly centralized both at the national and school level. Halleyday (1993) observes that the falling morale and motivation of teachers in most African countries are a major challenge because many teachers lack self-esteem and commitment to the profession.

2.7 Theoretical Framework

A theoretical framework is a collection of interrelated ideas based on theories that attempt to explain and clarify specific phenomena (Kombo, 2006). The management theory by Henri Fayol (1841-1925) emphasizes how managers and supervisors relate to their organizations in the knowledge of its goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard. The proponent devised a 14 point model management. According to Fayol (1841-1925) these specifications have proved popular in France. They include division of work, authority, discipline, unity of command, unity of direction, and subordination of

individual interest to general interest, remuneration, centralization, scalar chain, order, and equity, stability of tenure of personnel, initiative and esprit de corps. Fayol takes base Taylor's teachings for his studies. What makes Fayol's studies important and what motivates him is the fact that Taylor has made his studies in small enterprises and couldn't meet the needs of big enterprises. He's tried to make easy the labors of big enterprises by earning Taylor's values such as labor defining, standards and specialization of workers, functions such as organization, planning, controlling and coordination in management. On the contrary to the representatives of scientific management's aiming to increase productivity by dealing with the form of works" being done and work design more at factory level, Fayol tries to develop a good organization design and its management principles by analyzing the whole organization. Management Process Approach, like Scientific Management, takes productivity, economical efficiency and rationalism as basis (Şimsek, 2009:99-100). Considered from this point, it is seen that Fayol thinks as Taylor does; and that they complete each other like the circles of a chain. Views of them both about the human factor in enterprises from the same angle and claims that workers, instead of the ability to manage, have desire to be managed and generally avoid taking responsibility. In addition to this, Fayol expresses the necessity of carrying out penal sanctions. However Fayol has given more value to human factor than Taylor, for whom the importance of human agent in production is not considered satisfactorily (Fayol, 1916).

This theory is best used in simple, stable organizations and it has a Control-oriented approach that creates an inflexible, mechanistic organization. This theory also has a Heavy administrative overhead on internal procedures consuming more resources than external focused operations. This study adopts this theory because its rationale approach to the organization work enables tasks and procedures to be measured with a considerable degree of accuracy. Measurement of paths and processes provide useful information on which to base improvements in working methods.

2.8 Conceptual Framework

Conceptual Framework is a diagrammatic explanation of the research problem hence an explanation of the relationship among several factors that have been identified as important to the study (Ngechu, 2006).

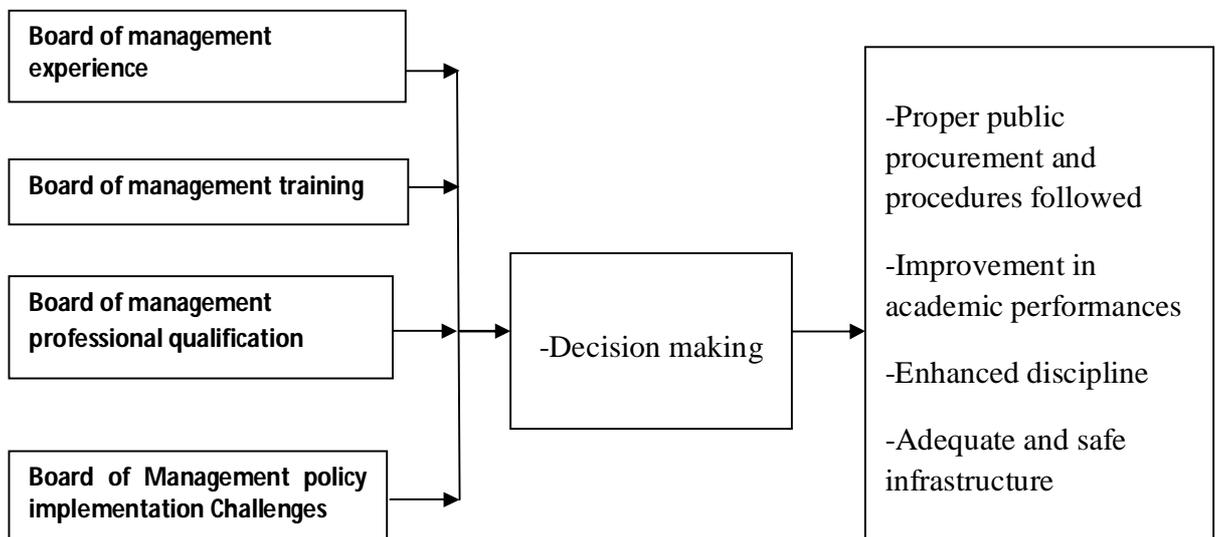


Figure 2. 1: Conceptual Framework

The figure 2.1 above is a conceptual framework that shows the relationship between factors influencing Board of management individual factors influencing their role on Education policy implementation in public secondary schools level. The framework shows that the Board of Management experience, training and professional qualification influences the way Board of management implements Education policy at secondary school level.

In this case for example the framework indicates that for proper running of an institution the following policies must be adequately implemented, tendering regulations Education policy, Financial management Education policy, Physical and material resources management Education policy, Management of students Education policy, Teachers and

staff discipline Education policy, Curriculum and instruction management Education policy, Implementation of educational Education policy and Management of school community relations Education policy. It also shows that Members of management Boards with long service in management of schools are likely to exhibit better performance levels than those with shorter service.

While, members of management Boards with professional qualification are likely to demonstrate superior capability than those without professional qualification. In addition, members of management Boards with adequate training skills are likely to exhibit greater competences than those with low training skills. However, these variables are moderated by the Education Act Cap 211. If the Act will stipulate that for one to qualify to be a Board of management member one must be a graduate it consequently follows that the Board of management members will be people with degree as the highest level of education. For any Board of managers to effectively manage the school and produce the desired results then they must have certain qualities that should enhance their management which are entailed in Fayols major principles of management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented the research design, target population, sampling and data collection procedures, and techniques of data analysis.

3.2 Research design

This study adopted a descriptive survey research design. According to Ogula (1998), survey studies are normally intended to describe and report the way things are. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research. Descriptive survey design was appropriate for the study because it enables the collection and analysis of both quantitative and qualitative data.

3.3 Target population

The population of this study comprised all the 24 secondary schools in Rarieda Sub County with a total population of 242 Board of management members (Siaya County Education Office, 2015).

3.4 Sample size and sampling procedures

3.4.1 Sample size

The sample of respondents was determined using the formula adopted from Mugenda and Mugenda (2003). The researcher used the prevalence rate of 50% to calculate the sample size as follows:

$$n = \frac{Z^2 \cdot p \cdot (1 - p)}{d^2} \text{ or } \frac{Z^2 \cdot p \cdot q}{d^2}$$

(z. =1.96, d.=0.05, p.= this could be determined or use 50% = 0.5, q.=1-p = 0.5)

$$n = \frac{1.96^2 (0.5 \times 0.5)}{0.05^2} = \frac{3.8416 \times 0.25}{0.0025} = \frac{0.9604}{0.0025} = 384.16 = 154$$

Where:

n = the desired sample size

Z = the standard normal deviate at the required confidence level

P= the proportion in the target population estimated to have characteristics being measured

q = 1-p

d = the level of statistical significance set

The sample size was **154** respondents.

3.4.2 Sampling Procedure

Sampling technique refers to that part of the research plan that indicates how cases were selected for observation. This is the process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). The study used stratified sampling technique and purposive sampling technique to select the sample. Stratified random sampling involved dividing of the population into homogenous subgroup (Mugenda & Mugenda, 2003). This ensured that all respondents had similar privileges and background prior to engaging in the study.

Purposive sampling was used to select data from the Chairperson to the board and secretary to the board. Purposive is a sampling technique in which the researcher decides, based on the type of information needed, who to include in the sample (Kothari & Pals, 1993; Oso and Onen, 2008). Purposive sampling technique was used to collect useful information about Education policy implementation.

3.5 Research instruments

Data collection for this study was collected from Questionnaires and Interview Guides.

3.5.1 Questionnaires

The structured Board members questionnaire was the main instrument of the study to be administered to the respondents to gather quantitative data. The researcher preferred to use this method because of its ability to solicit information from respondents within a

short time as supported by Gupta, (2009). Moreover, respondents were given time to consult records so that sensitive questions could be truthfully answered as supported by Floyd, (2003). Likert scale questionnaires were administered, this was because they are easier to analyze since they were in an immediate usable form and again each item was followed by alternative score. Data from Board members focused on Board of management individual factors influencing their role on Education policy implementation in public secondary schools level in Rarieda Sub County.

3.5.2 Interview Guide

Interviews were designed in such a way that more specific and truthful answers that relate to Board of management individual factors influencing their role on Education policy implementation in public secondary schools were realized. Interviews were preferred because according to Gupta (2009), they gave an opportunity to probe detailed information on an issue. Interviews made it possible to obtain data required to meet specific objectives of the study. Interviews were more flexible than questionnaires because the interviewer can adapt to the situation and get as much information as possible. This category yielded crucial data on Education policy implementation at public secondary school level, interview guides were used for the chairperson and secretary to the Board of Management.

3.6 Validity of the instrument

Kothari (2004) defines validity as the degree to which an instrument measures what it is supposed to measure. Content validity of the instrument was ascertained through peer review and scrutiny by research experts, comprising of my supervisor, to ensure that the content in the questionnaire was appropriate and relevant to the study. Expert opinion was sought to check on the content and format of the research instrument. According to Sekaran (2006), a panel of judges can attest to the content validity of the instrument she further observes that the closer the validity coefficient gets to 1.0, the better, and further that in general, validity less than 0.60 are considered to be poor, those in the range of 0.70 acceptable, and those over 0.80 good. This study adopted a validity of 0.82 and therefore was considered to be good for the study.

3.6. 1 Reliability of the instrument

According to Kothari (2004), a measuring instrument is reliable if it provides consistent results. This means that the instrument should give the same results if administered repeatedly. This study used internal consistency technique to ensure reliability. Mugenda and Mugenda (2003) state that in this approach, a score obtained in one item is correlated with scores obtained from other items in the instrument. Cronbach's coefficient alpha (KR20) was computed to determine how items correlate among themselves.

The formula is as follows:-

$$KR20 = \frac{k(S^2 - \sum s^2)}{S^2(k-1)}$$

Where k = Number of items used to measure the concept

S² = Variance of all scores

s² = Variance of individual items

Sekaran (2006) observes that the closer the reliability coefficient gets to 1.0, the better, and further that in general, reliabilities less than 0.60 are considered to be poor, those in the range of 0.70 acceptable, and those over 0.80 good. This study adopted a reliability of 0.86 and therefore was considered to be good for the study.

3.7 Data Collection Procedures

A letter authorizing field research was obtained from the school of education at the University of Nairobi introducing the researcher and the study to be undertaken then a permit to carry out the study was obtained from National Council of Science and Technology. These steps were necessary to effectively carry out a research and the desired sequencing of these steps (Kothari, 2004). The permit was presented to the County Director of Education in order to secure permission to conduct the study.

3.8 Data Analysis Techniques

The research involved both qualitative and quantitative data. Qualitative data from Interview guide was analyzed according to the emerging themes and sub themes this was through selection of similar statements hence qualitative findings were synchronized with

quantitative findings. The following steps were adopted in thematic qualitative data analysis; Data Familiarization, Generating initial codes, Searching for themes, Reviewing themes, Defining and naming themes and Producing the report.

Quantitative data was coded to be entered into database and analyzed through descriptive statistics (frequency, percentages, mean, range) described the population. The study was presented in textual form, bar graphs, charts and tables. The Statistical Package for the Social Sciences (SPSS) computer software was used for analysis of quantitative data.

3.9 Ethical Considerations

Respondents who raised confidentiality issues as concerns the information they provided were given the assurance of confidentiality and also told the benefits of the research to them. The researcher was not only concerned with the benefits of the research findings but also looked at the rights of subjects or participants in the research process. The philosophy of informed consent was that the participants in the research made their decision to participate based on adequate knowledge. The researcher kept from the public certain information by safeguarding the privacy and confidentiality of the participants.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter presents the findings, their interpretations and discussions. The findings of the study are presented on the basis of the research objectives, which were to; Board of managements school management experience, Board members training, Board members professional qualification and Board members challenges on Education policy implementation at public secondary schools in Rarieda Sub County.

The data were analyzed using both descriptive and inferential statistics. The descriptive statistics was used to describe and summarize the data inform of frequency distribution tables. The inferential statistics was used to make inferences and draw conclusions. The statistical package for social sciences (SSPS) version 20.0 analyzed the data.

4.2 Questionnaire Return Rate

The questionnaires that were fully answered were all included in the study. This response return rate of (92%) was achieved because the researcher made call backs and administered the instruments to each respondent in person to ensure that each and every respondent took part in the study.

Table 4. 1: Response Rate Analysis

Response	Respondents	Percentage
Questionnaires distributed	106	100
Questionnaires returned answered	97	92
Questionnaires returned not fully answered	9	8

This percentage was enough to continue the study since according to Necamaya (1996) response return rate of more than 75% is enough for the study to continue.

4.3. Respondents' gender

Considering the response by gender, majority of the respondents were male (60%) with female respondents making only (40%). similarly, there were more male chairpersons as compared to females. This trend of male dominance applies to the School Principals as shown in figure 4.1.

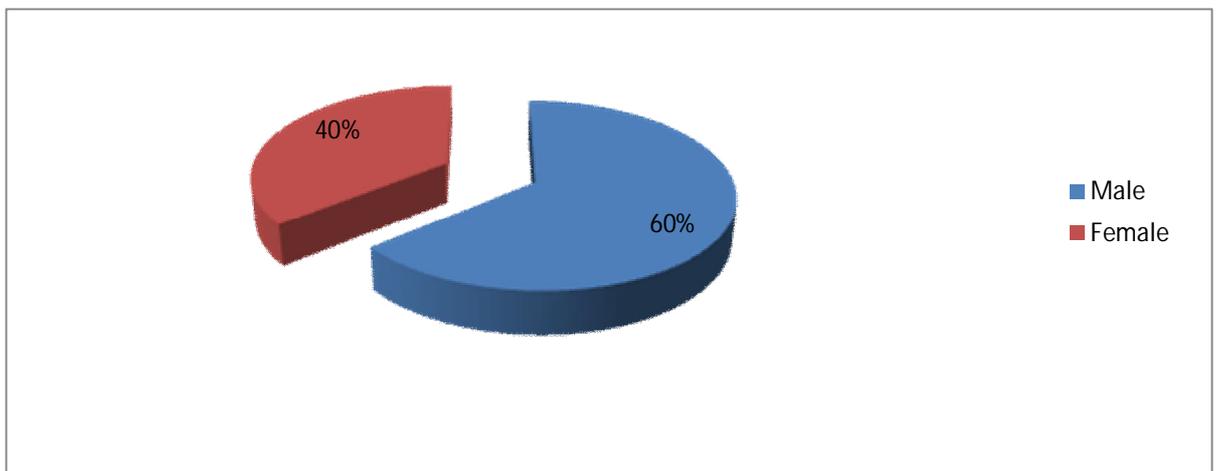


Figure 4. 1 : Gender of Respondents

Therefore, the gender distribution in this study was unevenly distributed with males (60%) and females (40%). There was approximately 3:2 gender split for males to

females. This indicated that Men were more educated and appointed on school boards than women, the study sought to reaffirm this by investigating the respondents' level of education.

4.4 Distribution of Respondents by level of education

The researcher endeavored to explore the level of education of all the respondents. This variable was deemed worth establishing because the education level of the individual determined his or her ability to possess adequate information and interaction with the data collecting tools. The results on the level of education of the respondents are presented in Table. (4.2)

Table 4. 2: The distribution of BOM by their level of education

Level of Education	Total No. of respondents	Male	Female	Total Percentage
Masters	24	14	10	17
Degree	27	15	12	18
Diploma	32	18	14	22
Certificate	17	8	9	12
Secondary	22	10	12	15
Primary	23	13	10	16
Total	145	88	57	100

The findings in table 4.2 shows the respondents' education background and depicted that there was a considerable gap between the male and female respondents. Though the males had the highest number of illiterates they equally had the highest level of education. The study conforms to the study of Dickson (2011) who established that respondents who had gone through elementary school could read, write and comprehend questions in the questionnaire. The responses from the respondents could therefore be relied upon in drawing the conclusion of the study.

The Education Act 2013 provides that the qualification for persons to be appointed or co-opted into the board of management of a basic education institution shall include: Persons with a minimum academic qualification of a Kenya Certificate of Secondary Education (KCSE) or its equivalent for secondary and post secondary basic education institution and multi-purpose development training institutes.

In this regard, Maile (2002) contends that illiteracy among SGB members, especially parent-governors, may contribute to their own inefficiency and argues that this is possible because illiteracy precludes parents from accessing relevant information. To this end and in relation to the problem of illiteracy, Van Wyk (2004) points out that many SGBs, particularly in less advantaged areas; do not have the required skills and experience to exercise their powers.

4.5. Board member School management experience influence on Education policy implementation at public secondary schools

In the first study objective, the study sought to find out how Board member management experience influences Education policy implementation at public secondary schools in Rarieda Sub County. The researcher endeavored to explore the Distribution of all the respondents experience in school management. The results on the Distribution of the respondents experience in school management are presented in Table. (4.3)

Table 4. 3: Distribution of the BOM experience in management

Years of experience	Respondents	Percentage
1-5 years	57	39
6-10 years	52	36
11-15 years	20	14
Over 15 years	16	11
Total	145	100

The demographic data from the respondents revealed that their school management experience range was between 1-15 years. The findings indicate that the respondents had varying experiences in school management thus varied opinions were generated as presented in the study.

During the interview session one of the Board Chairpersons suggested that:

This days it is common practice that before being appointed to serve to the board your past experience is considered because you are knowledgeable on how the board

operates, in fact gender parity is also considered we want more women to also serve in school boards [Board Chairpersons 2, 28/10/2015].

The conflicts between the head teachers and Board of management were mainly because the Boards of management members were not adequately knowledgeable of their duties and powers Ogeno (1987). The study therefore reveals that a majority of the respondents (33%) in Rarieda Sub County had served on other school boards for not more than 5 years.

4.5.1. The relationship between BOM managerial experience and Education policy implementation

The study sought opinion of the various respondents on their opinion on their role on Education policy implementation. These responses were rated on a scale of 1 to 5 with 1 being for respondents who participate fully on all Education policy implementation activities. In determining the respondents participation, respondents (BoM, n=145) gave their responses and is presented on table (4.4)

Table 4. 4: Role of BOM school managerial experience on Education policy implementation

Respondents	Frequency	Percentage
Participate on decision making	33	23
Participate on strategy formulation	45	31
Participate on Financial mgt	35	24
Participate on procurement	32	22
Total	145	100

Table 4.4 on the role of school managerial experience and Education policy implementation the study findings revealed that school managerial experience aided respondents to participate on school management, majority of the respondents stated that they participated on strategy formulation.

The Education Act cap 211 prescribes in section 16. (1) A Board of Management of a public institution of basic education shall prepare annual estimates of revenue and expenditure for the institution under its charge, in such form and at such times as the Cabinet Secretary may prescribe.

There are seven main roles of B.O.Ms which include:- implementation of sound policies, goals, and objectives in a given school and determining the methods of achievement of these objectives, procurement of resources necessary for the achievement of the objectives, organizing and coordinating the activities of the school to achieve its objectives, influencing and stimulating the human resource available, integrating the

school and its activities into the set up of the society, evaluating the school activities in accordance with the blueprint and ensure both the staff and students are allocated duties in accordance with both their expertise and abilities, (Okumbe, 2007).

4.5.2 Correlation between BOM managerial experience and Education policy implementation

The study used correlation analysis to establish any relationship between BOM managerial experience and Education policy implementation. This was accomplished by Pearson correlation coefficients for Introversive personality sub-type investigated against the willingness to cheat in exam. The findings were as shown in table 4.5 below.

Table 4. 5: Correlation of BOM managerial experience and Education policy implementation

BOM Individual factor	Statistic	Education implementation policy
Managerial experience	Pearson Correlation	-.762**
	Sig. (2-tailed)	.000
	N	170

**correlation is significant at the 0.05 level (2 tailed)

The study findings show a statistically significance negative correlation ($r = -0.762$, $P < 0.05$) between BOM managerial experience and Education policy implementation. This implies that Board of management managerial experience is likely to influence Education policy implementation. This finding is similar to the observation made by the World Bank (1996) that one of the major causes of problems with public schools management is the "management capacity of educational managers".

Similarly, this was also justified by one of the Board members during the interview, when asked to comment on the relationship between BOM managerial experience and Education policy implementation. During the interview one of the board members had to say:

“Some of us have served on numerous boards prior to be appointed to serve on this current board and most of the challenges in schools are similar therefore in such circumstances our experience makes us versatile”. [Board member 1, 26/ 10/2015]

This opinion is shared by school principals who also agreed that past board experience makes Education policy implementation simple. This is in line with the World bank (1996) states that very few managers of educational institutions have had formal training in basic management skills, including even some head teachers.

One of the School principals said that:

When you have board members who have served elsewhere before then Education policy implementation becomes less hectic because you now do not have to clarify and train members on Education policy and what is required of them . [School principal 1,28/10/2015].

4.6 Board member Training influence on Education policy implementation at public secondary schools

The second objective of the study was to find out how Board member training influences Education policy implementation at public secondary schools in Rarieda Sub County. This section of the study sought to determine the relationship between BOM training with a key focus on Education policy implementation. To achieve this, a descriptive analysis to determine frequency members of those who had been trained on Education policy implementation had to be conducted. All the respondents (n=145) gave their opinion on whether they had attended workshops or undergone training on school Education policy implementation. The responses on workshop or training on school Education policy implementation attended is shown in the table 4.6 below.

Table 4. 6: Workshop or training on school Education policy implementation attended by BOM

Respondents	Frequency	Percentage
Always	44	30
Sometimes	38	26
Never	41	28
No idea	22	15
Total	145	100

Table 4.6 of the study indicates that majority of BOM members participated on training on school Education policy implementation. Equally the study established that the

respondents who had attended a workshop or training did so for about one day to five days this period was not enough to learn how to implement Educational policies.

These responses are also in line with the observation made by Mabasa and Themane (2002) report that SGBs are not trained before they start their work and this manifests in problems such as unfamiliarity with meeting procedures, problems with the specialist language used in meetings, difficulties in managing large volumes of paper, not knowing how to make a contribution, not knowing appropriate legislation, feeling intimidated by the presence of other members who seem knowledgeable and perceiving their roles as simply endorsing what others have already decided upon. This can be attributed to irrelevant and inadequate training of (SGB) School governing Bodies members, which does not really address the core functions of school governance.

The government recognizes that effective and efficient civil service is a major factor in enhancing timely and cost effective service delivery. In order for the civil servant to play this role effectively, training and capacity building are of high priority in the government's human resource development agenda. Induction is a process and a fundamental requirement in setting officers into a new work environment. It is intended to effectively introduce the officers to work procedures, rules and regulations.

4.6.1 Correlation between BOM training and Education policy implementation

A two tailed Bivariate Pearson correlation analysis was conducted to establish a relationship exists between BOM training and Education policy implementation and the results are shown in the table 4.7 below:

Table 4. 7: Correlation between BOM training and Education policy implementation

BOM individual factor	Statistic	Education policy Implementation
Training	Pearson Correlation	0.624 ^{**}
	Sig. (2-tailed)	0.000
	N	47

^{**}Correlation is significant at the 0.05 level (2 tailed)

Source: Researcher's Analysis

The results indicate a strong positive correlation between BOM training and Education policy implementation at a significance level of ($r=0.624$, $P<0.05$). This is supported by the findings of In Kenya most Board of management are ineffective, hence not being knowledgeable of their duties and powers (Ogeno, 1987), lack of management capacity and formal training in basic managerial skills (World Bank, 1996), Poor skills in decision making process (Mutai, 2003) while Otieno (2010) established that the inhibiting factor to fully participate by the Board of management was lack of training in management. These studies indicate that Board of management are not effectively inducted and or trained in carrying out their duties, a fact that this study shall attempt to investigate. There is a clear indication from the foregoing discussion that gaps exist in the recruitment and training policies of the Board of management in Kenya, despite the availability of

existing Education policy guidelines on the recruitment and appointment of the Board members. One of the board respondents admitted that:

We need to undergo training especially on procurement and financial management, times are changing and we also need to update our knowledge [Board member 2, 26/10/2015].

Recommendations made by the world Bank (1996) and Wangai report (Report of Kenya, 2001) on the appointment and training of Board of management have not so far been effectively implemented. The government of Kenya's recruitment and training Education policy (2005) stipulates that, induction is mandatory and should be conducted within three (3) months of an officer joining the service, or transfer to a new station, designation or promotion. However, there has not been a unified framework of undertaking the induction process in the civil service. It should be conducted on a continuous basis through courses, seminars, workshops and on the job training (Republic of Kenya, 2005). However, induction and training of the Board of management members is not given a priority by the MOE as required by this Education policy. During inauguration the DEO briefly inducts the Board of management members on their duties and responsibilities but it is not adequate enough to introduce them to work procedures, rules and regulations governing the operations of Board of management in public secondary schools.

From the interview, one of the School principal said that:

We are sometimes forced to conduct some form of training or induction to new board members especially those who are serving for the first time. [School principal 3, 27/10/2015]

According to the Republic of Kenya (1998), institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management. Lack of such training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training. However it is not possible to appoint all members of the school Board who are well educated and knowledgeable in educational management, Okumbe (2001). The education management should therefore put in place machinery which will upgrade management skills of the Board members. Respondent's opinion on areas emphasized on during training, the results are presented on table (4.8).

Table 4. 8: Areas emphasized on during training by Board members

Respondents	Frequency	Percentage
Financial mgt	43	30
Procurement	40	28
School mgt	50	34
No idea	12	8
Total	145	100

Table 4.8 presented the perception of respondents with regard to areas emphasized on during training the study revealed that majority of the respondents felt financial management should be emphasized.

The Education Act Cap 211 prescribes in section (4) A Board of Management of a public institution of basic education shall furnish the Cabinet Secretary with a certified copy of the audited annual statement of accounts and such other information about the revenue, expenditure, assets and liabilities of the institution as he may require.

4.7 Board members professional qualification influence Education policy implementation at public secondary schools in Rarieda Sub County

The third objective of the study was to find out the Board members professional qualification influence on Education policy implementation at public secondary schools in Rarieda Sub County. In this section, the study also sought to establish the BOM professional qualification and Education policy implementation. To achieve this, a descriptive analysis to determine frequency of member's professional qualification was conducted. The table 4.9 below shows a summary of the responses on the influence of BOM professional qualification on Education policy implementation.

Table 4. 9: The influence of BOM professional qualification on Education policy implementation

Respondents	Frequency	Percentage
Very much	54	37
Moderate	43	30
Not much	36	25
None	12	8
Total	145	100

Table 4.9 on the influence of BOM professional qualification on Education policy implementation the study findings established that BOM professional qualification had an effect on Education policy implementation with majority of the supporting the same. However the study equally established that persons with the requisite professional qualification are very few especially in rural settings.

The Education Act Cap 211 provides that 56. (1) The Board of Management established under section 55 shall consist of the following members appointed by the County Education Board: Six persons elected to represent parents of the pupils in the school or local community in the case of county secondary schools; The act further states that the Board of Management may from time to time co-opt into its membership such persons as it is satisfied possess skills and experience to assist in the discharge of the Board's functions.

As set forth in objective three, this section of the study sought to determine whether there was a relationship between BOM professional qualification and Education policy implementation. A two tailed Bivariate Pearson correlation coefficient to establish whether a relationship exists between professional qualification and Education policy implementation. The results are shown in the table 4.10:

Table 4. 10:Correlation between professional qualification and Education policy implementation

BOM individual factor	Statistics	Education policy Implementation
Professional Qualification	Pearson Correlation	0.791**
	Sig. (2-tailed)	0.000
	N	138

**Correlation is significant at the 0.05 level (2 tailed)

Source: Field Survey (2015)

The results indicate a strong positive correlation between professional qualification and Education policy implementation ($r=, 0.791, P<0.05$). Board of management members should have academic qualifications which allow them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: The Education Act Cap 211, TSC Act Cap 212, the Board of management code, The Children’s Act Cap 141, Public Health Act Cap 28 among others. In recognition of the challenges facing Board of managements in the management of public secondary schools, MOEST is categorical that the minimum academic qualification for Board of management s members should be secondary level (Kenya Certificate of Secondary

Education) and the chairman of Board of management should preferably be a degree or a public accredited profession.

According to one of the Board members;

School Board management is intensive in that one is required to understand the Education Education policy that governs the running of schools therefore your professional background also comes in handy in certain circumstances since as members of the board we are the decision makers at the school level. [Board members 4, 28/10/2015].

This view was verified by another Board member who indicated that: *There have been cases where Students or teachers have acted contrary to the school regulations and are summoned before us to adjudicate over the matter some of us who have legal background would always first advocate for the principle of natural justice where we give them a chance to defend themselves in good time before proposing the rightful action as per the Education Education policy [Board member 5,28/10/2015].*

This position is shared by school principals as reported by one of the one school principal who said that: *When you have a board that comprises of members with different professional qualification it is very advantageous in that this becomes the synergy need on school management [Board member 4, 28/10/2015]*

The Board of management is charged with responsibilities of Education policy implementation, discipline, upholding high academic standards for the schools, promoting public image of the school, recruiting members of teaching staff and non-teaching staff, controlling financial management and initiation of development projects for the schools (MOEST, 2001). According to Okumbe (2001), the overall management of secondary schools and college is vested on Board of Management. It is also imperative that the members of these Boards not only be persons with good education but must also be people with sufficient practical knowledge in educational management.

4.8 Challenges faced by Board members and how it influences Education policy implementation at public secondary schools in Rarieda Sub County

The fourth study objective sought to examine the challenges faced by Board members and how it influences Education policy implementation at public secondary schools in Rarieda Sub County. The responses of the challenges faced on Education policy implementation are presented on table (4.11)

Table 4. 11: Challenges influencing Education policy implementation

Respondents	Frequency	Percentage
Political interference	25	17
Community interest and expectations	21	15
Lack of training	15	10
No adherence to MOEST guidelines	22	15
Principals authoritarianism	26	18
Lack of systematic criteria	15	10
Interference by local professionals	21	15
Total	145	100

Table 4.11 on the challenges faced by the Board members on Education policy implementation, the respondents categorized Principals authoritarianism as the major challenge followed by political interferences as revealed in this study.

The Koech report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the Boards of Governors lacked quality management capabilities. According to Smolley (1999) political pressure hinders positive work relationships between principals and Board of managements. Mestry (2006) also points out lack of collaboration between the principal and other SGB members with principals being unwilling to share responsibility for school governance for fear of losing power.

Another challenge, articulated by Van Wyk (2004) relates to educators in SGBs feeling that other SGB members (an obvious reference to parent-governors) lack confidence and are not sure of their duties. In the light of this, the success of the school administrator depends on his effectiveness in steering the ship of the school to be able to facilitate success.

Wangai (2001) states that most 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. According to Wangai (2001) Education policy implementation and implementation posed a big challenge to Board of management. 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 of education in general and their roles in particulate.

Mwiria (2005) attributed poor management to unqualified Board of managements where majority of them were semi schooled and lacked capacities to plan and implement school policies. Mwiria (2005) also observed that problems in management are heightened by vested interests among Board of managements, PTAs and church sponsor who present unqualified person to be part of Board of managements and PTA thus posing a challenge on poor management of resources.

Kruskal Wallis Test was carried out to compare the perception of Board of management individual factors that influence Education policy implementation in public secondary schools, with a view to finding which of the four individual factors was given much attention by the respondents. The Kruskal Wallis Tests was utilised because the study variables were not amenable to quantifiable measurements. Thus, this justifies the use of this tool for analysis. The Statistical Package for Social Sciences (SPSS) version 20.0 was used to carry out the analysis, the results are presented on table (4.12)

Table 4. 12: Kruskal Wallis test on the Board of management individual factors

Board of management individual factors	N	Mean rank
BOM School management experience	145	13.80
BOM Training	145	15.60
BOM Professional qualification	145	3.00
BOM Challenges	145	9.60

Source: Generated by the researcher using SPSS 20.0 from questionnaire response, 2015. Kruskal-Wallis Statistics KW = 13.474. P-value is 0.05.

Table 4.13 shows Kruskal Wallis Test of 13.474 and P-value of 0.004. This suggests that, there is significant variation by the respondents on the Board of management individual factors. The above table (4.13) also indicates that Board of management training has the highest mean rank of 15.60 followed by school management experience with a mean rank of 13.80 and board of management challenges with mean rank of 9.60. Professional qualification has the least mean rank of 3.00.

The above discussion suggests that, the respondents focused more on board training followed by school management experience and challenges but they put less emphasis on professional qualification.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of this study in the following order; purpose of the study, objectives, methodology, major findings recommendation, conclusions and areas for further research.

5.2 Summary of the study

The purpose of the study was to establish factors influencing individual board of management member's role in implementing educational policy at public secondary schools in Rarieda Sub County, Kenya. In chapter one of the thesis, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigation. Objectives to guide the study were developed. These were; Board of management's school management experience, Board members training, Board members professional qualification and Board members challenges on Education policy implementation at public secondary schools in Rarieda Sub County. Chapter three of the project report presents the methodology used in this study. The study was conducted using descriptive survey design with both quantitative and qualitative type of data. Quantitative data was analyzed using descriptive and inferential statistical analysis techniques, while qualitative data was analyzed through thematic framework.

5.2.1 Board member school management experience influence on Education policy

In the first study objective, the study sought to find out how Board member management experience influences Education policy implementation at public secondary schools in Rarieda Sub County. The findings indicate that the respondents had varying experiences in school management thus varied opinions were generated as presented in the study. The study further revealed that school managerial experience aided respondents to participate on school management, majority of the respondents stated that they participated on strategy formulation.

5.2.2 Board member training influence on Education policy

The second objective of the study was to find out how Board member training influences Education policy implementation at public secondary schools in Rarieda Sub County. The study established that majority of BOM members participated on training on school Education policy implementation. Equally the study established that the respondents who had attended a workshop or training did so for about one day too five days. Further it was revealed that majority of the respondents felt financial management should be emphasized.

5.2.3 Board members professional qualification influence Education policy

The third objective of the study was to find out the Board members professional qualification influence Education policy implementation at public secondary schools in Rarieda Sub County. The study findings established that BOM professional qualification

had an effect on Education policy implementation with majority of the supporting the same.

5.2.4 Challenges faced by Board members

The fourth study objective sought to examine the challenges faced by Board members and how it influences Education policy implementation at public secondary schools in Rarieda Sub County. The study established that the challenges faced by the Board members on Education policy implementation, the respondents categorized Principals authoritarianism as the major challenge followed by political interferences as revealed in this study.

5.3 Conclusion

1. The study on the first objective concluded that; School management experience was important with regard to Education policy implementation by school board members and therefore selection of board members should also consider past experience. Therefore, the study there established a strong negative relationship between management experience and Education policy implementation.
2. In the second objective, the study can therefore conclude that training of board members is very necessary especially with the changing times, they need to be taught the best practices on school management. Hence, there was a strong positive relationship between board member training and Education policy implementation.

3. In the third objective, the study concludes that; the board members professional qualification brought about synergy to the board team thus creating effectiveness. It can therefore be concluded that there is significant weak relationship between professional qualification and Education policy implementation.
4. The fourth study objective the study concludes that the various challenges affected by the board members could be minimized by adopting Education policy Guidelines.

5.4 Recommendations

1. The first study objective, sought to find out how Board member management experience influences Education policy implementation at public secondary schools in Rarieda Sub County. This study recommends that board members should, management experience this would reinforce Education policy implementation at school level.
2. The second objective of the study was to find out how Board member training influences Education policy implementation at public secondary schools in Rarieda Sub County. This study recommends that Ministry of Education should develop a training curriculum for Board of managements members.
3. The third objective of the study was to find out the Board members professional qualification influence Education policy implementation at public secondary schools in Rarieda Sub County. This study recommends that in order for one to

be appointed on the board their professional qualifications should be considered during the recruitment of such members.

4. The fourth study objective sought to examine the challenges faced by Board members and how it influences Education policy implementation at public secondary schools in Rarieda Sub County. This study recommends that the ministry should do regular follow up to check on how Education policy guidelines in secondary schools are being implemented.

5.5 Suggestion for further study

The study recommends further research to be carried out in the following areas;

1. The role of Parents Teachers association on Educational policy implementation
2. The role of teachers on Education policy implementation on school related factors in public secondary schools.
3. This study recommends that research should be undertaken to establish whether the implementers of education policy should be part of the formulation.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITTAL

Iscah Okelloh,
P.O Box 2549-40100,
Kisumu Kenya
Cell phone: 0729 544 351.
iscahokelloh@gmail.com

Dear Respondents:

I am Iscah Okelloh, a student at the University of Nairobi undertaking a Masters degree in Education in Corporate Governance. Currently, I am working on a research project titled Board of management individual factors influencing their role on Education policy implementation in public secondary schools in Rarieda Sub County. Your answers to the attached questionnaires will be very helpful to me in compiling data for writing my project research report.

You have been selected to participate in this study and your contribution will determine the success of this study. I humbly request you to fill out these questionnaires .The information collected will be used for academic work only and respondent's identity will be treated with confidentiality. In case of any information or clarifications, please contact the researcher on telephone number 0729 544 351.

Thank you.

Iscah Okelloh

APPENDIX II: BOARD OF MANAGEMENT QUESTIONNAIRE

This questionnaire is designed to gather information on Board of management influence on Education policy implementation at public secondary schools in Rarieda Sub County. Please don't put your name anywhere on the questionnaire. Indicate response by ticking (√) appropriately in the box.

Section A: Demographic Information

1. What is your age bracket? Tick (√) in the space provided.

25 – 30 years [] 31 – 35 years [] 36 – 40 years []

41 – 45 years [] 46 – 50 years [] 51 years and above []

2. What is your gender?

Male [] Female []

3. What is your academic and professional qualification?

Certificate [] Diploma [] Degree [] Masters []

Any other (specify) _____

4. How long have you served at Board of Management level in this school?

0 – 5 years [] 6 – 10 years [] 11 – 15 years []

16 – 20 years [] 24 years and above []

5. Have you worked in other secondary schools as a Board Member?

Yes [] No []

6. Have you ever trained on school management?

Yes [] No []

If yes (explain) _____

7. Have you ever held any other professional management position?

Yes [] No []

If yes (specify) _____

Section B: Board of Management Experience

8. How would you rate Board of Management' experience on the management of your school? Use the key below to tick where appropriate.

Key: strongly agree (5); agree (4); fairly agree (3); disagree (2); strongly disagree (1)

B.O.M table of self evaluation

	5	4	3	2	1
1. Board of management members possess adequate level of education					
2. Board of management member have adequate training on school management					
3. Board of management members willingly attend meetings when called upon					
4. Board of management members have knowledge about recruitment guidelines					
5. Board of management members are actively involved in recruitment of teaching and none teaching staff					

6. Board of management members give appropriate motivation to teachers.					
7. Board of management members are involved in disciplining errant teachers					
8. Board of management members have enough skills on financial management.					
9. Board of management members are actively involved in budgeting of school finances.					

Section C: Training of Board of Management in school management.

10. i) Have you ever attended any workshop or training on school management?

Yes No

If YES, for how long? _____

ii) Has the training helped you on school management as a Board of management member?

Yes No

If YES, explain _____

11. Do you follow guidelines given by Government on School Management?

Yes No

12. Are Board of management members involved in making decisions in the school?

Yes No

13. Are the Board of management positions advertised when they fall vacant?

(i) Yes () (ii) No ()

14. If no please indicate how the selection panel gets the nominees

(i) Handpicked by the principals ()

(ii) Proposed by the stakeholders ()

(iii) Hand picked by politicians ()

(iv) Consensus by the church or community members ()

14. Is there a systematic process followed by the selection panel to source for suitable candidates for appointment into Board of management?

(i) Yes () (ii) No ()

15. Comment on the effectiveness of the recruitment and selection of the Board of management ?

(i) Very effective ()

(ii) Effective ()

(iii) Fairly effective ()

(iv) Ineffective ()

(v) very ineffective ()

16. Please indicate if the Board of management selection panel is thoroughly inducted on the Education policy guidelines and procedures on the selection and appointments of Board of management?

16. Procedures as stipulated by the MOEST?

(i)Yes () (ii) No ()

17. If no, what could be the reason?

- a) Lack of proper induction for the selection panel ()
- b) Undue interference from politicians and the church ()
- c) Lack of Professionalism in the process ()
- d) Due to localization of the process ()

APPENDIX III: INTERVIEW GUIDE

Board Chairperson, Head Teachers

1. How does past B.O.M experience in school management influence Education policy implementation at public secondary schools level in Rarieda Sub County?
2. To what extent does training enhance the role of B.O.M members' role in Education policy implementation at public secondary schools level in Rarieda Sub County?
3. How does professional qualification of B.O.M members' influence Education policy implementation at public secondary schools level in Rarieda Sub County?
4. Are there any challenges faced by B.O.M members' on Education policy implementation at public secondary schools level in Rarieda Sub County?
5. How do you rate the performance of the Board of management? On a scale of one to five ?
6. Does the Board of management selection panel undergo thoroughly induction on the Education policy guidelines and procedures on the selection and appointments of Board of management?

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/15/38180/8490**

Date:
9th November, 2015

Okelloh Iscah Awino
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Board of Management individual factors influencing their role on policy implementation in public secondary schools in Rarieda Sub County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **6th November, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Siaya County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Siaya County.

The County Director of Education
Siaya County.



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

**THIS IS TO CERTIFY THAT
MS. OKELLOH ISCAH AWINO
of UNIVERSITY OF NAIROBI, 0-40100
KISUMU, has been permitted to conduct
research in Siaya County
on the topic: **BOARD OF MANAGEMENT
INDIVIDUAL FACTORS INFLUENCING
THEIR ROLE ON POLICY
IMPLEMENTATION IN PUBLIC
SECONDARY SCHOOLS IN RARIEDA SUB
COUNTY KENYA****

**Permit No. : NACOSTI/P/15/38180/84
Date Of Issue: 9th November, 2015
Fee Received: Ksh 1,000**



for the period ending
6th November, 2016


**Applicant's
Signature**


**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

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



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 7105

CONDITIONS: see back page

