

**INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON  
INFRASTRUCTURAL DEVELOPMENT IN PUBLIC BOARDING  
SECONDARY SCHOOLS IN MURANGA SOUTH SUB-COUNTY, KENYA**



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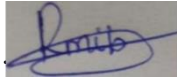
**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
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## DECLARATION

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



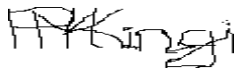
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This research project has been submitted for examination with our approval as the university supervisors.



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## **DEDICATION**

I dedicate this project to Dennis Munai, my beloved husband, and Leiyan Kimtai my son for their support. I also dedicate this study to Mrs. Mary Mibei, my mother who sacrificed her resource to ensure I attain my academic achievements while also praying for me to be successful in all of my undertaking.

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I thank the University of Nairobi for the opportunity to undertake my Masters of Education Degree in Corporate governance.

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## ABSTRACT

Most schools in Kenya present impediments to excellent education and school planning for children. Most schools seldom fulfill the minimum health and inspection criteria, because their planning, coordination and maintenance are inadequate. The study assesses the influence the board of management has on infrastructural development in public boarding secondary schools. The traditional management theory was chosen to anchor the study. The design chosen for the study was the cross-sectional survey which helped in describing the phenomenon under investigation. 25 public boarding schools in Muranga sub-county made up the target population. In all of the 25 schools, all of the 14 members of the BOM were targeted for the study. Therefore, the target population of the study was 350 respondents. Stratified random samples were used for this investigation. The Cronbach's alpha was used to measure reliability while face and content validity assessed the instrument's reliability. Semi-structured surveys were formulated for primary data gathering. The quantitative data obtained was analyzed using descriptive and inferential analysis. To test the independent effects of BOM supervision of projects, BOM utilization of financial resources, and BOM utilization of resources on infrastructural development, a multiple linear regression analysis was undertaken. The study concluded that they participated in checking the physical facilities in the schools that contributed to a good study environment for students, thus improving their performance. The study concluded that the board members of the secondary schools are required to visit the institution during project implementation. The study concluded that the school budget committee oversees the construction of infrastructural projects. In the absence of a committee the management may make unilateral decisions on the priorities of the school and how it is being spent. The study concluded that all projects are implemented following a strict budget approved by the BOM in the secondary school. The study concluded that the level of stakeholder involvement in infrastructural development in the institution is adequate. Involvement of students and instructors in BOM decisions enhances the opportunities for improved development of infrastructure. The BOM has the responsibility to not only improve infrastructure development but to ensure stakeholder involvement in decision making. The study concluded that the school can afford to mobilize more resources to ensure efficient infrastructural development in the school. The study concluded that BOM hires human resources for long term assignments based on merit for effective management of human capital in schools. Based on an examination of future needs, talent available both inside and outside the school, and present and expected resources that can be expanded to recruit and keep such talent, board members develop strategies to fill or eliminate future job opportunities. According to the research, the board of management should aim to provide suitable infrastructural facilities, such as classrooms, labs, libraries, teaching and learning materials/resources, well equipped computer lab, workshops for technical subjects, sanitary facilities, utilities e.g., continuous power source and clean water, dormitories, dining area, and playgrounds in order to foster a favorable environment for teaching and learning in public secondary schools.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

The backdrop of the study is provided by this chapter. It addresses the problem description, research purpose, objectives, importance, constraints and study limits. Further, it covers the assumptions of the study, definition of terms and organization structure.

### **1.2 Background of the Study**

Education is an extremely important process in both developed and developing nations, which influences the life prospects of a person (Sarker et al., 2019a). In a vacuum there is no excellent education except in a school setting with high quality physical equipment and material resources for teaching and learning (Akinyi, 2018). The availability of standards-based and well-maintained facilities and infrastructure will affect student learning and education. A gradual increase of an academic institution's level of infrastructure leads to amazing advancement throughout schooling (Odidi, 2020). Consequently, the government, relevant authorities, local institutions and other organisations, particularly in high schools, should play an active role in securing infrastructural development.

Teixeira, Amoroso and Gresham of the United Kingdom (United Kingdom) reported that combined environmental and architectural components of school infrastructure accounted for 16% of variations in academic development of elementary school pupils. This research indicates that the design of education infrastructure has an impact on education via three connected factors: naturalness (e.g. light, air quality), stimulation

and individualization (e.g. color and complexity) (e.g. flexibility of the learning space).

Lahon (2016) in India revealed that a planned infrastructure in a school is essential for learning. Further, the study found out that a set of interconnected structural elements supports the whole structure of development in the institution of learning. Singh and Mallik (2016) stated that environmental factors in learning institutions are critical for the learning process in India. The environmental variables mainly include infrastructural facility, teaching and learning resources and intellectual capital, as well as teaching methodology and teacher intelligence.

Developing countries have reported poor infrastructural development in learning institutions as compared to developed countries. In Ghana's context, unavailability of library facilities, resource centers and inadequate supply of teaching and learning materials by the government hinders academic achievement of learners in public secondary schools (Okemwa, Momanyi, & Ntabo, 2020). Lack of a well-stocked and digitized library in a school affect students' study behavior by denying them an opportunity to undertake individual research on new topics to advance knowledge learned in the classroom. This therefore contributes to poor academic achievement of learners. Low physical facilities are typical at many public educational institutions in Tanzania. The decrepit infrastructure at most schools. Moreover, new programs and increased intake were proposed without corresponding physical infrastructure development (Ngwaru & Oluga, 2016). The available inadequate infrastructure, due to poor management, has continued to dilapidate.

In this context, infrastructural projects in secondary schools have impacted the delivery of teaching to the learners because it includes important infrastructure which facilitates learning. Water projects are also essential since they provide safe drinking water

andan improvement of sanitation and hygiene in the schools thereby improving the well-being of students. Secondary school education in developed countries is helpful to higher education, and this relationship has influenced policy, development of infrastructure, choice of providers creating capacities, curriculum decisions and initiation of school projects aimed at improving learning (Mochama, 2017).

Overtime, the management of public high schools has developed. During colonial rule, education was completely entrusted to missionaries who supplied instructors, financial, curriculum, spiritual and moral supervision to schools. Following the Education Commission (1964) recommendations led by Prof. Ominde the government took up the task to run public schools. As a consequence, Kenya's Cap 211 laws were created in 1968. It granted the Education Minister authority to set up BOM to administer public secondary schools, a company consisting of thirteen members each.

The BOM's management responsibilities include financial management, student management and employee management, physical and material resources providing, curriculum management and education programs and school community's relationship management (Ngwaru & Oluga, 2016). The ministers assigned certain management duties to the BOM. The Board is therefore required to be familiar with the management process, the overall duties of which include planning, organization, personnel management, evaluation and budgeting. The recruiting criteria must comply with the rules and are applied in the letter or boards by the Ministry of Education on recruitment, selection, appointment and training. This ensures that personnel chosen for the management of the school are competent people with integrity.

The Education Act (2012) of Kenya states that the BOM has the mandate of ensuring that the teaching resources are available in schools to enhance

teaching and learning. It is, therefore, the responsibility of the BOM to ensure that facilities such as libraries are available and well equipped so as to stimulate teaching and learning for good academic performance. In order to guarantee that all school revenue is utilized to promote the objectives of the school, the BOM is obliged under the Basic Education Act 2013 for the auditing and the regulation of administrative spending. The effectiveness of use of school funding for infrastructure development (2020) has a beneficial impact on the academic achievement of pupils at schools according to Okemwa, Momanyi and Ntabo.

Ironically, although the government introduced the Free Primary and Secondary Education system, the system has experienced some challenges. Since it was founded in 2003, more kids are now attending school, but the execution of such programmes, including extended schools, latrines, hostels and laboratories and congestion, still presents a series of problems. It might be a reality that a decayed, congested school infrastructure or unpleasant school faces kids, instructors and parents with poor morality (Barrett et al., 2019). The study thus attempts to examine the effect of BOM practices on the development of infrastructure in high schools for public boarding in the sub-county of Muranga South.

### **1.3 Statement of the problem**

In Kenya, the issue of poor school infrastructure is not new. Several schools in Kenya present impediments to excellent education and school planning for children. Most schools seldom fulfill the minimum health and inspection criteria, because their planning, coordination and maintenance are inadequate (Okemwa, Momanyi, & Ntabo, 2020). By introducing a broader curriculum at all levels of education, resulting in more diverse and specialized programs, the design of physical facilities and material resources is necessary (Sarker et al., 2020). This is particularly necessary since the

emergence of the Covid 19 in 2020 that halted operations in learning institutions (Kathula, 2020). Following the emergence of Covid 19 that has claimed thousands of lives across the world, the education sector across the world has been affected negatively leading to closure of schools.

All countries have been affected by the pandemic of Covid 19. In Kenya particularly, Covid 19 has affected all sectors including the education sector. In March 2020, all learning institutions were closed following the first case of Covid 19 reported in the country. This resulted in learning institutions turning to the use of technology to continue classes from home (Anderson, 2020). However, this transition was not as effective since the majority of the schools in the country and especially public schools lack the infrastructure needed to conduct the classes. The failure by public schools to transition from offline teaching to online teaching smoothly is evidence that there is a need for infrastructural development in the learning institutions. The BOM needs to consider embracing technology as there is still uncertainty as to when the Covid 19 pandemic will end. Therefore, in order for learning institutions to continue operations, infrastructure development in terms of not only use of online classes but larger classroomstopracticesocialdistance,andpropermedicalpersonneltocareforstudents is necessary as the world continues to battle the Coronapandemic.

According to previous studies, the BOM plays an integral role in the implementation of infrastructure projects in learning institutions. In Ghana, and Tanzania it was noted thatpoorpracticesbyBOMresultedinpoorinfrastructuredevelopmentwhichlowered the quality of education (Okemwa, Momanyi, &Ntabo, 2020). These studies however were based in other countries, therefore cannot be generalized in Kenya which has a different education system. In Kenya, Baaru (2019); Mwingi (2017) established that



although the role of the BOM is to ensure successful implementation of infrastructural development, the BOM has failed in public secondary schools, thus the poor learning environment. The study however, was not based in Muranga South sub County, the locale of this study.

Although the aforementioned studies have been conducted on BOM, it appears that there is little known about the effect the BOM's practices have on school infrastructural resources in public boarding secondary schools. This presents a research gap that was filled by the current research. Therefore, the research answered the research question, what is the influence of BOM practices on infrastructural development in public boarding secondary schools.

#### **1.4 Purpose of the study**

The purpose of the study was to determine the influence of BOM practices on infrastructural development in public boarding secondary schools

#### **1.5 Objectives of the study**

- i. To analyze the influence of BOM supervision of projects on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya
- ii. To investigate the influence of BOM utilization of financial resources on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya
- iii. To assess the influence of BOM stakeholder involvement on infrastructural development in public boarding secondary schools: Muranga South Sub-

County, Kenya.

- iv. To determine the influence of BOM mobilization of resources on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

### **1.6 Research Hypothesis**

**HO1:** BOM supervision of projects has no significant influence on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

**HO2:** BOM utilization of financial resources has no significant influence on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

**HO3:** BOM stakeholder involvement has no significant influence on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

**HO4:** BOM mobilization of resources has no significant influence on infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

### **1.7 Significance of the study**

For policy makers, who create policies and schemes to be implemented in academic institutions, a comprehensive research of the effect of board of managers on infrastructure growth in public boards of secondary education might be significant. The education Ministry whose mission is to supervise all learning institutions might make

this study essential. By understanding the best BOM practices, the policy makers may make emphasis for several policies to be implemented in each learning institution to ensure the development of infrastructure necessary for learning.

In order to discover the best BOM practical to improve infrastructure development that may assist the instructors and kids, the research results could be of value to the BOM of schools. The learning institutions may benefit by identifying the gaps that exist in their BOM practices enabling them to adopt better practices and strategies to advance infrastructural development.

The results of the study can add to existing data and knowledge in the field of education. The study can be used as reference in the field of BOM practices and infrastructural development in learning institutions. Also, the study can be used as a foundation for further studies in the research area.

### **1.8 Limitation of the study**

Some responders may disguise personal information. By making sure that the data obtained are just for research reasons or that their name is not exposed, the researchers alleviated this situation. The Board members live away from schools, making it harder for them to react to the findings. The researcher circumvented this by reserving the principal beforehand on the date the members of the BOM are present.

### **1.9 Delimitations of the study**

The study targeted the BOM members in public boarding secondary schools in Muranga South Sub-County. This is because Muranga South sub-county has many boarding secondary schools and hence adequate data was collected. The study

focused on the practices of BOM members towards infrastructure development. The research covers public high schools since private high schools are considered to have distinct governance systems and most schools may lack boards of directors.

#### **1.10 Assumptions of the study**

The researcher assumes that BOM practices have a direct and significant relationship with infrastructural development. In addition, the study believes that the interviewees would answer the questions honestly and truly. In addition, the study presupposes that the respondents would be able to read and answer the surveys promptly, willingly and easily.

#### **1.11 Definition of significant terms**

**Board of Management** Refers to secondary schools which are legal entities that are required to manage secondary schools in Kenya by the Ministry of Education, in accordance with the Act: cap 211. This is the governing body in each public boarding secondary school in Muranga south sub-County.

**Infrastructure Projects** refers to physical developments especially construction of class rooms, science laboratory, Library and administrative buildings that are undertaken in public boarding secondary schools in Muranga south sub-County to facilitate provision of quality education

**Public secondary schools** refers to government institutions in Muranga south sub-county offering up to four post-primary educations supported by the government through secondary Free Day Funds.

**Resource mobilization** refers to the techniques applied in acquiring and obtaining necessary resources by the BOM for infrastructural development.

**Resources:** The measurement was made using questionnaires for Deputy Directors,

Principals, BOM and the student council, to evaluate adequacy in the financing, infrastructure, teaching and learning materials, personnel and time.

**Stakeholder involvement:** This involves all stakeholders involved in infrastructure development initiatives in high schools.

**Supervision:** This refers to the activities undertaken by the BOM to oversee the implementation of projects in public boarding secondary schools.

### **1.12 Organization of the study**

Chapter one of the study included an initial, history of study, problem statement, aim for study, study goals, importance of the study, limitation, study boundaries, study acceptance and defining meaning words. The study took place in five Chapters. The associated literature based on the goals of the study is chapter two. The three subheadings of Chapter 3 covered the research methods adapted for the study. Chapter 4 provided an interpretation of the analyzed data while Chapter 5 provided an overview, findings, recommendations and proposals for further research in the field.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter documents the extant literature associated to BOM practices and infrastructural development. The conceptual framework guiding the study was covered in the chapter. The past research reviewed is instrumental in providing insight and understanding to the research topic regarding the influence of BOM practices on infrastructural development. The researcher also highlights the topic gap which needed further exploration.

#### **2.2 The Concept of Infrastructural Development**

Infrastructure includes the physical and organizational structures necessary for can be defined in various ways but in this study, it refers to the organizational and physical structure that is of necessity for the operation and existence of any enterprise (Mochama, 2017). Infrastructure refers to a group of elements which are interconnected and are concerned with the issue or provision of a framework that supports the whole structure of development. Ukong and Iniodu, (2011) argued that infrastructure development refers to the fundamental physical amenities and facilities on which other activities which may be social, economic or political are highly dependent for their existence.

Baaru (2019) found out that infrastructure development plays a key role in ensuring that there is economic growth. This is done through the forces of supply and demand, which exist in the markets that allow buying and selling which is a function of all the small and micro enterprises. Infrastructure development is of great significance since it facilitates accessibility to products and services. Education is a service that is a

foundation in all countries. Through improved infrastructure, over the years, education has become more accessible and affordable.

Infrastructure is fundamental organizational and physical structures required for the running of a company or a company or the services and facilities needed for a functioning economy. Although some institutions have good facilities, others lack essential amenities, such as water and sanitation (Mochama, 2017). The widespread diversity in the level of the School infrastructure is a problem for school infrastructure planning and management. In nearly every country in the world, development and improvement in school quality began to be given the greatest priority. There was greater emphasis on guaranteeing access for all children to free elementary education. Currently, free Secondary schools are being provided in many African countries (Mochama, 2017). Through this, young people get equipped with abilities that will help them find employment in constantly changing work environments, empower them to become active citizens hence, this is one of the challenges in the world. There is an urgent need for nations to counter these hurdles with appropriate approaches that are to their capacities and long-term development objectives.

In Kenya, both the government and the community participate in the schools' infrastructural project development. A school fees is a fundamental part of the education system. Parents are therefore required to pay the required fees to support their children's education. The government at times has not recognized the inability of some parents to sincerely not be in a position to pay fees and so it fails to make provisions in ensuring that their children are not denied access to education. The Kenyan Ministry of Education works with all stakeholders in a school to

ensure that school policies are uniformly developed throughout counties and money is given to various schools' initiatives around the country (Baaru, 2019). However, it is sad that the lack of facilities, poor educational resources, a deteriorated infrastructure and low moral standards between the educational and non-educational employees continue to be a hindrance for improved academic performance in Kenyan schools (Baaru, 2019)

### **2.3 BOM Supervision of Projects on Infrastructural Development**

Ong'enge (2016) evaluated how BOM practices influence students' academic performance. The BOM is to oversee all projects in a learning institution. According to the study, although the BOM does not directly influence student performance, it does so indirectly by overseeing the implementation of all projects including those of infrastructural development. The research was located in Busia County. This thesis will be situated in Muranga County.

Said (2016) evaluated the link between BOM and students' academic achievement in relation to KCSE performance in Mombasa County. The study used a sample of 130 participants, including 26 principals and 104 BOM members. Probability sampling procedure was used in sample subjects' selection. The study revealed that the BOM always checked the physical facilities in the schools. Additionally, the majority of the participants indicated that the BOM frequently checked the physical facilities in the schools that contributed to a good study environment for students, thus improving their performance. Thus, the current study sought to investigate whether public school BOM carry out their role of school infrastructure management in public secondary schools in Muranga County, Kenya.



Ogundipe, et al., (2018) examined the impact of supervision on the delivery of construction projects in Nigeria. Effective supervision for the provision of services by construction workers was the focus of the study. It used random and snowball sampling techniques. The results suggested that oversight should be reduced during each stage of construction. Despite this, the primary areas where supervision is essential throughout the project's lifecycle are the purchase of utilities, labor selection, assembly of construction components, and machinery. Overall, project supervision is regarded as pertinent and has a big impact on how well workers provide their services. The study focused on the construction sector while the current study was focused on the education sector.

Baaru (2019) evaluated BOM's efficiency in financial and personnel management in Nyeri County. A descriptive design was employed targeting 21 Nyeri County public elementary schools. As presented in the study, financial management of the selected schools was not effectively supervised by BOMs. The results noted that BOMs in the selected elementary schools were successful in managing human resources. The study however, though based in central Kenya as the current study, focused on primary schools while the current study will target secondary schools. In addition, conceptually, the study did not show the relationship between BOM supervision of projects and infrastructural development, one of the objectives of the current study.

Kiteme (2018) looked into how stakeholders' involvement affected the conclusion of infrastructure projects in the Mwingi-East District focusing on public secondary schools. The results showed that school administration, particularly the principle, works with the BOM to oversee a variety of responsibilities, including the ensuring stakeholder relations. The study found that the BOM works hand in hand with other

stakeholders to oversee the implementation of infrastructural projects in Mwingi-East District. The study provided deep insights into stakeholder involvement in facilitating successful implementation of infrastructural projects.

Odidi (2020) examined BOM management methods in Rachuonyo North Sub County, Kenya, in impacting school projects completion. The study indicated that there was insufficient and inconsistent funding for projects completed in secondary schools. Projects will also be affected by deficiencies in the relationships between different stakeholders because of their individual interests, and unfavorable policies will interfere with the equal allocation of resources amongst schools. According to the study, the BOM plays an essential role in supervising institutional projects. The study was based in Rachuonyo North Sub County while the current study will be based in Muranga County.

#### **2.4 BOM Utilization of Financial Resources on Infrastructural Development**

Financial management decides if the school meets its goals. Financial administration is intended to assist the proper use in a transparent and accountable way of the school money allocated for different purposes. Poor financial management will certainly lead to school operations being derailed. Kalungu (2015) in Westlands found that the professional standing of BoM members has a good impact on financial management in Westlands District public secondary schools. The results showed that professional BOMs were superior to unprofessional BOMs in terms of effectiveness. Effective in staff development, incentive, and remuneration are the seasoned BOMs. This suggests that the BoM's experience aids in the performance of financial management procedures in schools, which facilitates infrastructure projects. The research focused on the BOM characteristics in ensuring financial management in the schools in Westlands. This study focused on the activities engaged by the BOM to facilitate

infrastructural projects development.

The efficacy of BOMs in Kajiado County's secondary schools was studied in Ongeru (2016). The investigation established that BOMs did not participate completely in the school's financial administration. The study argued that poor infrastructural development in these secondary schools in Kajiado was due to poor financial management by the BOM. The study was limited in scope as it was based in Kajiado, which is an immediate neighbour to Nairobi County, the capital of Kenya. The current study will be situated in Muranga County.

Kimama (2016) studied the impact of management board members' human resource management characteristics in Kikuyu sub district, Kiambu County public secondary schools. The administration of the financial resources at school, which has recently been witnessing extensive misappropriation, is responsible for this. The findings indicated that misappropriation of finances by the BOM results in poor infrastructure in schools. The study suggested that the BOM ought to receive better training in school management. The study was however limited since it failed to assess BOM stakeholder involvement in improving school performance and infrastructural development.

International learning systems, according to OECD (2017), aim at helping governments carry out the educational goals formulated from efficient and just use of funds. Since a large share of financing for educational institutions comes from state coffers, the state's core aim should be to set appropriate criteria for allocating the resource among competing budget items. Learning institutions have resource shortages as they work toward these goals, therefore effective utility use is still a top priority for the leadership. As such, it is imperative for BOM to utilize the

available finances effectively to improve the state of learning institutions in terms of infrastructural development. The report was not specific to a case of Kenya, which is key to the current study.

Munyasia (2017) sought to determine how BOM influences education quality in government secondary schools in Gem sub County. It was established that the wage bill of B.O.M teachers are involved in allocating finances for academic input. The study established that if the BOM is responsible for paying teachers, it has a negative effect in improving infrastructure development and quality education. The utilization of financial resources by the BOM plays an essential role in promoting infrastructure development. The study suggested that in order for schools to deliver high-quality instruction, the government should pay B.O.M. teachers' salaries and create a policy that governs their employment and compensation. Research was conducted in Gem sub County while the current study will be based in Muranga South SubCounty.

In the Ashanti area of Ghana, Manu et al. (2020) assessed BOM's effectiveness in managing finances and human resources. The study found that the BOM was not up to the duty of overseeing and controlling financial activity in the tested schools. Nevertheless, it was noted that BOM managed human resources and related tasks effectively. According to the study, the BOM of the samples schools in Ghana failed to properly utilize the available financial resources to speed up the implementation of infrastructural projects. The study was based in Ghana while the current study was situated in Kenya.

## **2.5 BOM Stakeholder Involvement on Infrastructural Development**

The BOM activities that impact the quality of education delivery at secondary schools

in Kajiado Western County have been examined by Jaji, Okoth and Mari (2017). A descriptive design was employed because of the quantitative and qualitative approach to the data being collected. Research findings can lead to the conclusion that teacher professional development impacts the quality of education provision through the involvement of the BOM in managing physical resources. The Board should guarantee that in-service training supports the professional growth of teachers. The study espoused that the performance of secondary schools relies on the ability of BOM to work hand in hand with other stakeholders. Ensuring the teachers are well equipped and knowledgeable sets a better chance of not only improving performance but infrastructure development. The study however, was based in Kajiado County while the current study will be located in Muranga County.

Kithuka (2016) found that the BOM has an active involvement with the school's strategic plan, equal representation in terms of gender, and age of BOM members affects the strategic plans execution in public schools in Machakos County. The survey revealed that instructors are actively engaged in extra-curricular activities at the school in the execution of the School Strategic Plan. Parents are given a platform to engage in educational conversations with instructors, establish a counseling department, get involved in disciplining the students, provide the teaching staff with the opportunity to progress in their careers and often talk about kids' discipline with parents. Although the study indicated that the BOM was involved in strategic planning, it did not show how the involvement influenced infrastructure development in public secondary schools in Machakos County.

In the Imenti North constituency of Meru, Nakhumicha and Macharia (2017) investigated the factors that affect CDF projects in secondary schools. According to

the study's findings, CDF's budgetary allocations for projects for secondary schools were insufficient and unsatisfactory. Reduced involvement among the main actors such as the BOM as a result of individual persuasions and allowing poor influence to sabotage equitable utility distribution in educational institutions also has an impact on project completion. However, the study found that there is management that is aware, competent, and realistic and that, despite the difficulties outlined, ensures the start and success of projects. The study however focused on stakeholder involvement in CDF projects while the current study focused on school projects.

Mwingi (2017) tried to determine the role of stakeholders in the Embu County Sub-county, based on the success of the objectives, aims and missions set, and obstacles to implementing strategic plans for public secondary schools. The research was designed in an inadvisory manner. The research findings show that the strategic planning process is not evenly involved in secondary schools among all stakeholders. The study however, failed to show the extent of influence of BOM stakeholder involvement on infrastructural development, one of the objectives of the current study. In addition, the study will be situated in Muranga County.

King'oina, Ngaruiya, and Mobegi, (2017) in Marani sub-county found that most schools in BoM were not involved in disciplinary problems, and fostered the culture of discussion. The study also revealed that insufficient performance by BoM by members affected the academic performance of students negatively. Therefore, the research advised that BoM participate completely in discipline, guidance and advice and seek to build a culture of discourse and democratic governance in schools. The study was limited since it did not indicate the influence of BOM involvement on

infrastructural development, a key focus of the current study. Majority of the studies conducted have linked BOM with performance of the schools. This study aims to fill a gap with regard to infrastructural development.

The results of parent association efforts at public high schools were examined by Ndubi and Mugambi in Imenti South, Kenya in 2019. The results have already been analyzed.

The study revealed that institutional leadership considerably affected parent involvement in project completion at Kenya's public high schools; that the style of leadership influenced the completion of Kenya's public high school parent association efforts. In addition, the Parent Association Initiatives in the Imenti South Sub-County Public High Schools were shown to have a good and significant effect on stakeholders' involvement and assessment. The current study aims to evaluate the engagement of BOM stakeholders in Muranga County secondary schools.

Ojijo (2020) argued that in Kenyan schools the main responsibility of BOM is to encourage excellent training, to establish institutional policies and to provide appropriate facilities and to oversee the development of curricula. According to the conclusions of the study, involvement of students and instructors in BOM decisions enhances the opportunities for improved development of infrastructure. The study argued that the BOM has the responsibility to not only improve infrastructure development but to ensure stakeholder involvement in decision making. The study however did not show the direct link between BOM and infrastructure development but focused more on the role of BOM in improving school performance.

## **2.6 BOM Mobilization of Resources on Infrastructural Development**

Mobilizing resources is a process that identifies the necessary resources for the creation,

enhancement and continuance of work to achieve the goal and objectives of the business. The mobilization of resources does not just imply money, rather it refers to the process of mobilizing knowledge, skills, equipment and services in humans that carries out the goal of the organization. It also entails the search for new mobilization resources and the proper maximum utilization of the resources existing.

Syacumpi (2012) focused on 30 elementary schools, investigated the extent of utility mobilization and the fundraising strategies used by those institutions. It looked at both the way the schools raise money and how they use it. The review's conclusions showed that schools face significant developmental obstacles, with those who are predominantly marginalized having difficulty accessing clean water and being disconnected from the national electricity system. The study established that resource mobilization as facilitated by the BOM has a positive impact on project completion in schools in Zambia. The study was based in Zambia while the location for this study was Kenya.

Langat (2015) in Bomet County observed that inadequate funding, purchasing red tape, the funding source, and misuse of project funds all contributed to delays in project completion, according to the study's main findings, which showed a correlation between financing and success of projects. The study also discovered a strong and favorable link between project management and the success of completing projects. The study was based in Bomet County while the current study was situated in Muranga County.

The BOM governance procedures has studied Mutuku (2016)'s effect on student achievement in the Athi River Sub-County, Kenia Secondary School Certificate. Descriptive survey design was employed in the investigation. The study focused on



13 public high schools in the sub-county of Athi-River. The study revealed that incentives, awards, targeting and appropriate learning materials had an impact on the performance of students. The study noted that for better student performance infrastructure is important. The findings espoused that a key role of the BOM is to mobilize resources for development projects in the school. Therefore, it can be derived from the findings that resource mobilization by the BOM influences infrastructure development. The study was however based in Athi River while the current study will be based in Muranga South SubCounty.

Research on the influence of educational infrastructure on learning has been carried out by Barret et al (2019). The findings show that schools that are well-established to resist natural catastrophes provide essential services and outdoor play possibilities and are of excellent environmental quality indoors. These characteristics contribute favorably to students who really attend and stay healthy in school and stay in their career in the case of instructors. Uncomfortable school architecture leads to poor morals between kids, instructors and parents, according to the research (Barrett et al., 2019). The study showed that the duty of any school administration is to establish a comfortable atmosphere through mobilizing resources. The study implied that proper resource mobilization improves the school environment which has a positive effect on students' performance. The study however was not based in Kenya, where the majority of schools are still falling behind from offering a conducive environment for learning, calling upon the BOM to work extra hard to ensure infrastructural development.

In Kajiado County, Onger (2015) examined the efficiency of BOMs in high schools. The research was designed in a descriptive manner. According to the study, few BOM members actively took part in mobilizing

for resource to purchase textbooks, the mobilization of the resources for structuring physical structures including the classrooms, laboratories, workshops, furniture finance, and façade lighting for buildings. The study did not show the relationship between BOM supervision of projects and infrastructural development, which is the first objective of this study.

The availability of standards-based and well-maintained facilities and infrastructure will affect student learning and education. A gradual increase in the level of secondary school infrastructure will lead to significant developments in the overall education system. The impact of BOM on the academic achievement of pupils in secondary public education was assessed by Okemwa, Momanyi and Ntabo (2020). The research design was utilized for a convergent mixed method parallel. The study found that the poor supply of infrastructural amenities in BOM schools has a detrimental effect on teaching and learning work by the students. The study was situated in Nyamira County while the current study will be located in Muranga County.

## **2.7 Summary of Literature Review**

The role of BOM in learning institutions has been addressed by a wide range of scholars. The reviewed literature focused on four specific BOM practices namely; supervision of projects, utilization of financial resources, stakeholder involvement, mobilization of resources. The reviewed literature highlight that the government of Kenya has emphasized on the need for a BOM in all public learning institutions to oversee daily operations. However, from the findings, the majority of the BOMs have failed to be effective in their responsibilities. This explains the poor infrastructural development in public schools as compared to private schools in Kenya.

Moreover, the reviewed literature suggests that effective and appropriate BOM

practices translate into successful infrastructural development. However, public secondary schools in Kenya still operate in poor learning environments since the BOM have failed to oversee projects, mobilize resources, utilize financial resources appropriately and involve all stakeholders including parents and the students. Additionally, from the reviewed literature, no study has been conducted targeting the public boarding secondary schools in Muranga South sub-county.

## **2.8 Theoretical Framework**

The traditional management theory, which Henri Fayol (1841-1925) supported, is the theoretical underpinning of this study (Odhiambo, 2017). Henri Fayol of France emphasized that management is a universal role which the managers may describe and understand by the different processes that the manager conducts in relation to their organizations. From this notion developed Fayol's guiding principles of management, which give guidelines for effective management. To measure a substantial degree of precision, the organization's logical approach to work enables tasks and procedures to give vital information to help support advances in plant development work techniques. Improving working practices led to productivity improvements (Ongeri, 2016).

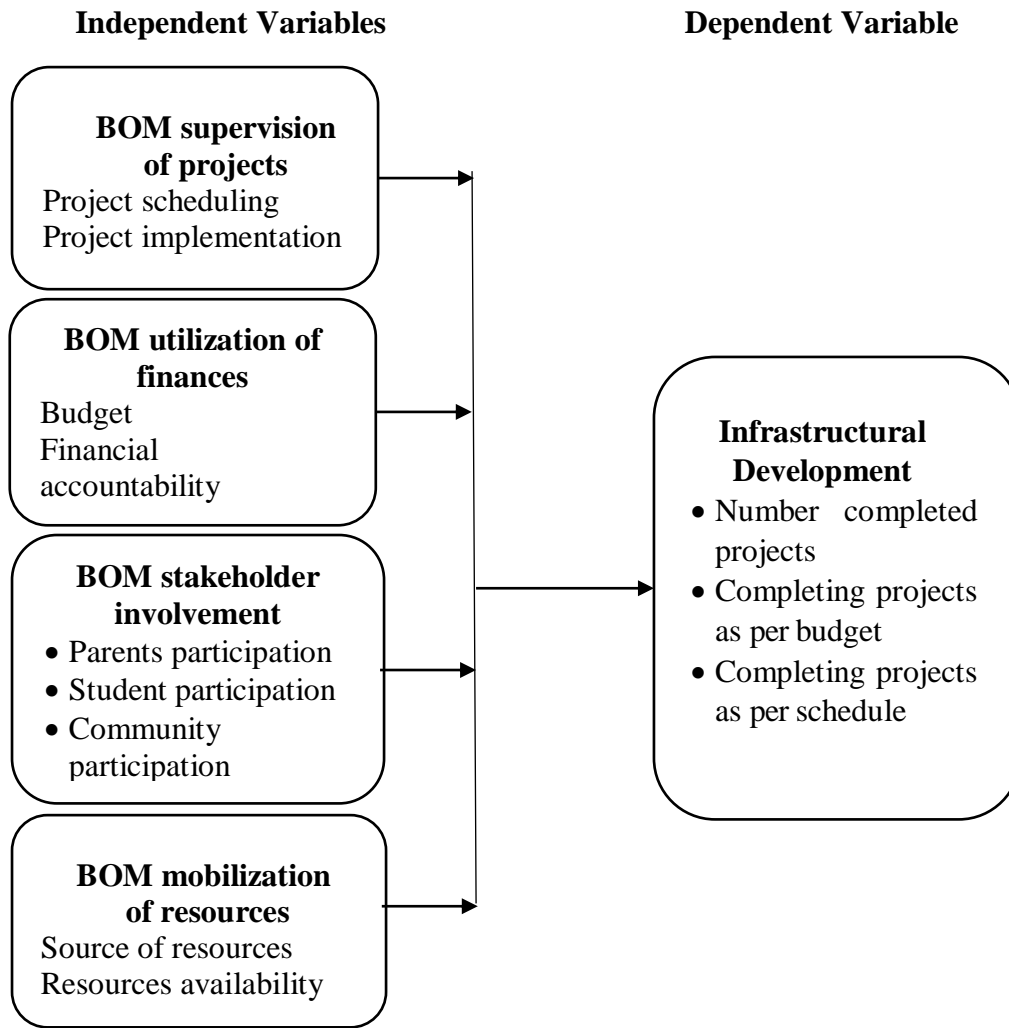
This theory is important to the study of the role of the Management Board in the public secondary school as it emphasizes the requirement for the Governing Boards to adopt generally accepted management principles (Ongeri, 2016). It should be understood by the notion that each school is a complex structure that has its own particular feature, which affects the method in which it operates. Some of the traits considered by Fayol pertained to physical and mental skills, moral standards, and education. The theory tries to comprehend how the portion and system of an organization interact with each other

(Odhiambo,2017).Inotherwords,thefunctionofBOMinschoolsishighlyimportant for working in cooperation with school leaders and for improved infrastructure development.

This idea may be applied in the research as BOM members at secondary public boardingschoolsinMurangaSouthcanbecomparedwithemployeesinanassociation whose engagement in infrastructure projects is designed to provide quality and efficiency. The BOM should have direct links, for quality and efficiency, with the school's administration, teachers, students, parents and the broader community. BOMs should be seen as the major governing arm of the school. Therefore, following the theory, the BOM of public boarding secondary schools ought to ensure supervision of projects, utilization of financial resources, involve all stakeholders and mobilize resources necessary for infrastructuraldevelopment.

## **2.9 ConceptualFramework**

The conceptual framework is a schematic of the study's variables. Development of the infrastructure is the dependent variable. The independent variables were: BOM supervision of projects, BOM utilization of finances, BOM stakeholder involvement and BOM mobilization of resources.



**Figure 2.1. Conceptual Framework**

Source: (Data, 2021)

The conceptual framework was derived from extant literature (Ong’enge, 2016; Onger, 2016; Ojijo, 2020; Okemwa, Momanyi and Ntabo, 2020). From the conceptual model, the study will test the following research hypothesis:

H01: BOM supervision of projects does not influence infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya.

H02: BOM utilization of financial resources does not influence infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

H03: BOM stakeholder involvement does not influence infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

H04: BOM mobilization of resources does not influence infrastructural development in public boarding secondary schools: Muranga South Sub-County, Kenya

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The method employed for efficient data collection and data analysis is described in this chapter. The study methodology, including the research design, data collection techniques, and data analysis procedures, are covered in detail.

#### **3.2 Research design**

A cross-sectional survey was employed. The survey method was used to display population characteristics without having any negative effects on them. To provide clarifications, the researcher collected, summarized, presented and interpreted the data. The design was appropriate in providing a description of the phenomenon being investigated which is the relationship between BOM and infrastructural development of public boarding secondary schools.

#### **3.3 Target population**

The entire group of respondents who meet the specified research parameters constitutes the target group (Cooper & Schindler, 2014). 25 public boarding secondary schools in Muranga South Sub County made the study's target population. In all of the 25 schools, all of the 14 members of the BOM were targeted for the study. Therefore, 350 participants made up the target population. The target population of the study was

justified since it is made up of all the BOM members in all of the 25 public boarding secondary schools in Muranga South Sub-County. Therefore, the target population is in a position to answer questions as it pertains the influence the BOM has on infrastructural development in their respective schools.

### 3.4 Sample Size and Sampling Procedures

A sample population, according to Muganda & Mugenda (2003), is a subset of a larger population that a researcher intends to gather data. For this study, stratified random samples were used. Using a stratified sample method, each target respondent must have an equal chance to take part in the study. The formula developed by Krejcie and Morgan (1970) was adopted as followed:

$$n = \frac{\chi^2 * N * P * (1 - P)}{d^2 * (N - 1) + \chi^2 * P * (1 - P)}$$

Where:

n = the sample required

$\chi^2$  = the chi-square value for 1 degree of freedom at a 3.841 confidence level.

N = the size of the population

P = the proportion of the population (0.50)

D = The accuracy degree presented as a proportion (0.05)

The sample of the study was 183 participants following the Krejcie and Morgan formula.



A disproportionate probability sampling strategy was used to choose the 183 research subjects. The sampling technique made sure that the 25 targeted public boarding secondary schools were included in the research, which improved the generalizability of the research findings. The investigation included all strata, no matter how vast or little, thanks to the disproportionate stratified sampling technique (Mugenda & Mugenda, 2003). Furthermore, public boarding secondary schools were chosen in each of the 25 strata using a systematic selection approach. On Table 3.1, the study's sample size is displayed.

**Table 3.1. Sample Size**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>
BOM members in 25 Schools	350	183
<b>Total</b>	<b>350</b>	<b>183</b>

Source: Researcher (2021)

### **3.5 Research Instruments**

For this project, primary data was obtained utilizing structured and half-structured questionnaires. In terms of research issues, the questionnaires were designed. The questionnaire was divided into two categories. A questionnaire can collect data from study participants at one time quickly, efficiently and efficiently. Furthermore, due of its relevance for the purposes of this research and its resources friendliness the questionnaire is acceptable for this study. The questionnaire helped to measure the interest variables of the study and to offer quantitative responses to the research questions (Bell & Bryman, 2018).

### **3.6 Pilot Testing**

Before collecting the actual data, the research instrument was piloted on 10% of the sample participants' randomly drawn population of the study. A pretest of the instruments with appropriate respondents, according to Bryman and Bell (2018), can establish if the instrument will provide a problem for the study's participants. The pilot test was conducted within a two weeks' period with two intervals. The aim of the pilot test was to establish whether the research instruments were effective in responding to the research questions.

#### **3.6.1 Reliability Test**

Using Cronbach's alpha, reliability was evaluated. The range of the ( $\alpha$ ) is from 0 to 1 (Saunders, Lewis, & Thornhill, 2009). The research item is more internally consistent the narrower the coefficient, but the opposite is also true: the narrower the coefficient, the less internally consistent the research instrument. A pilot test was ran to ensure the trustworthiness of the research instruments. A pretest of the instruments can reveal whether they will be challenging for the study subjects to understand, claim Bryman and Bell (2018). The researcher chose a pilot group of 105 of the sample as advised by Nunnally (1978), with a cut-off value of 0.7.

### **3.6.2 Validity Test**

The capacity of a research instrument to measure the variables for which it is designed is what Mugenda & Mugenda (2003) define as validity. In this study, both content and face validity were used. To assess if the research instruments adequately addressed the research variables, content validity was used. To identify the flaws of the research instrument that was redesigned for data collecting, a pilot study was carried out. To gauge face validity, the academic supervisors were consulted. The supervisor played a key role in identifying the shortcomings of the research tool and providing advice on how to fix the problems. The research tools were modified in order to be employed in the real study after consulting with the supervisor.

### **3.7 Data collection procedures**

To collect primary data for this investigation, semi-structured questionnaires were used. Regarding the research questions, the questionnaires were created. The questionnaire was divided into two categories. Section A dealt with the demographic inquiries into the make-up of the responses. The study variables' data were gathered in Section B. The BOM members of the 25 public boarding schools in Muranga South Sub-County received 183 questionnaires. The researcher asked trained assistants for help gathering the data because the sample group was so vast. The study's goals were taught to the assistants. The researcher gave a letter of introduction outlining the purpose of the research prior to data collection. The pick-and-drop method was used. The researcher called the responders to remind them to fill out.

### 3.8 Data Analysis Techniques

The survey data cleaning process kicks off the data analysis process. At this point, any gaps in the information and incomplete questionnaire instruments are extensively inspected. This made certain that high-quality data, devoid of incoherence or incompleteness, were collected. SPSS version 25.0 was used to do statistical analysis after the data was edited.

Descriptive and inferential analysis were used to examine quantitative data. Descriptive analysis provided pertinent summaries of the research variables while testing inferential hypotheses. The main patterns and distribution of a data collection are explained in descriptive statistics. Central tendency measures are the most often clustered point of data. The three main central tendency metrics include average, mode and median. Mean is utilized as a measure of the main trend for this investigation. Dispersion measurements give information on how variable data points are spread over the real mean value. The statistical findings are in tables, charts and graphs. These are given.

The study adopted the Pearson product-moment correlation to illustrate how the study variables were associated with each other.

Given the specific research questions of this study, multiple linear regression analysis and correlation analysis was used. The multiple linear regression was to test the independent effects of BOM supervision of projects, BOM utilization of financial resources, and BOM utilization of resources on infrastructural development. The simple linear regression model that will be used is illustrated below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

$Y =$  Infrastructural development  $\beta_0 =$  Constant

$X_1 =$  BOM supervision of projects

$X_2 =$  BOM utilization of financial resources  $X_3 =$  BOM stakeholder Involvement

$X_4 =$  BOM resource mobilization

$\beta_1 =$  Each independent variable causes a different change in  $Y$ .

$\varepsilon$  is the random error term () accounts for any other factors influencing the development of infrastructure but are not included in the model.

ANOVA test was carried out in order to assess the importance of the fluctuation using a one-way ANOVA to detect the occurrence of<sup>7</sup> important changes between variables.

Content analysis was used to examine the open-ended questionnaire's qualitative data. In this way, the responses to particular questions are entered, read, and color coded. To integrate qualitative and quantitative data, a sequential approach was used. First, the findings from the quantitative analysis and the findings from the respondents' qualitative analysis were created. The qualitative data will be presented narratively while the statistical results were presented in tables.

### **3.9 Ethical Consideration**

The study gathered private information about the BOM's activities in public secondary boarding schools, therefore it was morally required to treat all the information with confidentiality. Before gathering the data, the respondents were informed of the study's purpose. Additionally, an investigator gave the respondents reassurance that the interviewers' names and ID numbers would be kept confidential. Additionally, by restricting access to the research, research assistant, and university supervisor, the anonymity of the data was maintained. The information was also only

used for scholarly purposes. Furthermore, the researcher only gathered information from people who willingly volunteered for the project. The investigator informed the participants that they had the option to decline to answer any inquiries that made them feel uneasy. Additionally, there was no study reward to entice people to take part in the research.

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND INTERPRETATION

#### 4.1. Introduction

The findings on how BOM methods affect the development of the infrastructure in public boarding secondary schools are presented in this chapter. A sample of 183 participants was used in the study, and questionnaires were given to them. The analysis performed in accordance with the research goals is introduced in the chapter. Open-ended question results were written up in prose.

#### 4.2 Questionnaire Response Rate

The data on the surveys that were collected from the field is examined in this section. The results for completed and returned questionnaires are shown in Table 4.1.

**Table 4.2. Response Rate**

<b>Response</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Filled in questionnaires	160	87.4
Un returned questionnaires	23	12.6
<b>Total Response Rate</b>	<b>183</b>	<b>100</b>

A response rate of 87.4% was achieved among the sampled population since 160 questionnaires were duly completed and returned. The study questions might be satisfactorily addressed using the representative response rate. Following Kothari (2009) recommendation of a response rate of 70% being great, the response for the study was satisfactory.

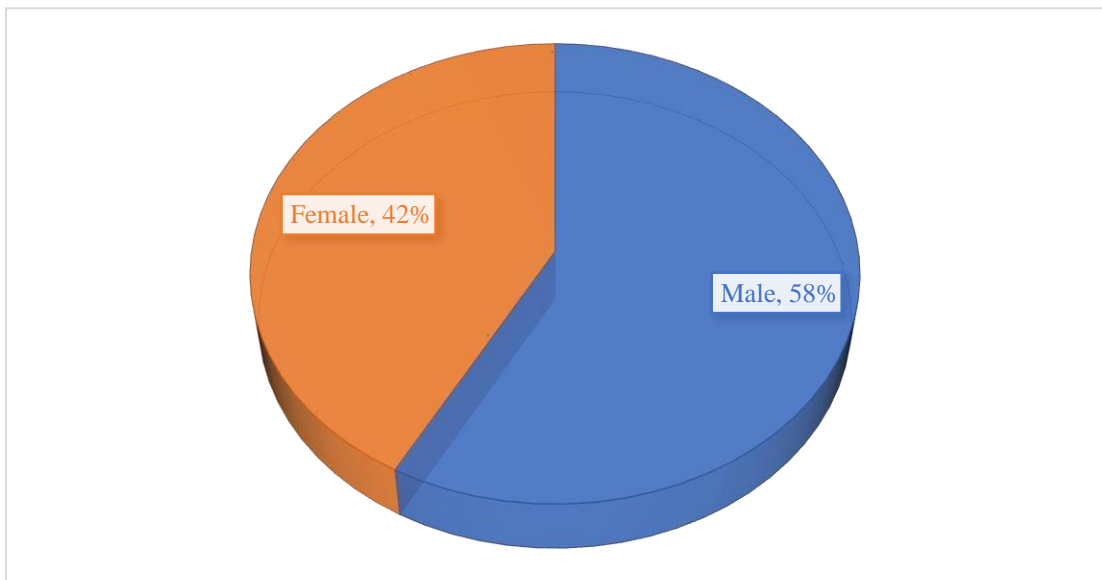
### 4.3 Demographic Information

Information on the participants included their gender, age range, greatest level of education, and the number of years they had been BOM members was collected.

#### 4.3.1 Respondent Gender

It was asked of the respondents to specify their gender. The results are displayed in figure 4.2.

**Figure 4.2. Respondent Gender**



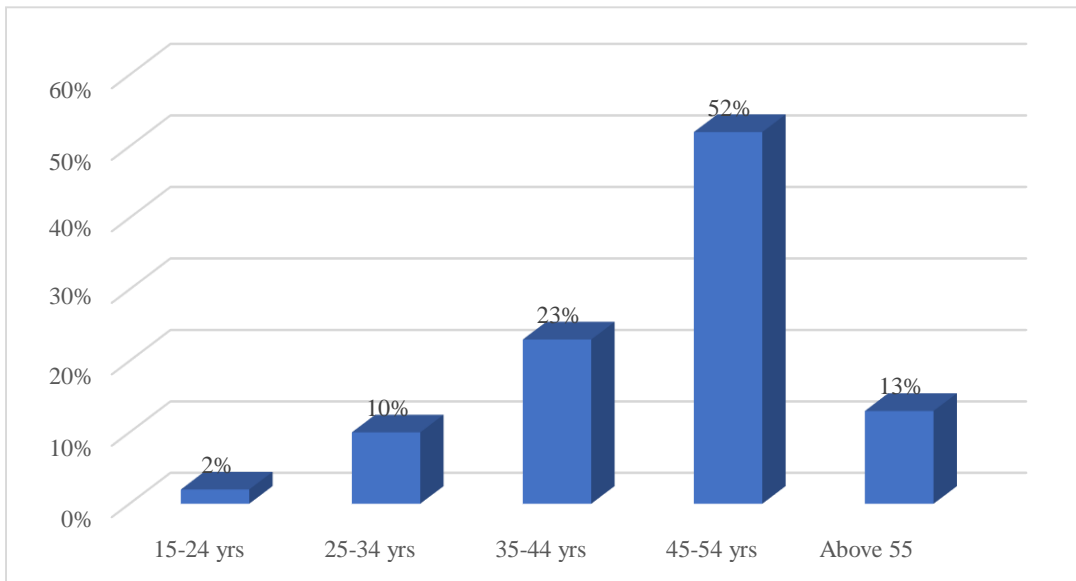
According to the findings, there were 42% women and 58% men among the responders. This showed that most responses were men, indicating that men predominated in the individual schools' BOMs in Muranga South Sub County.

#### 4.3.2 Age Bracket

It was asked of the responders to specify their age range. The results are displayed in table 4.2.



**Table 4.3. Age Bracket**

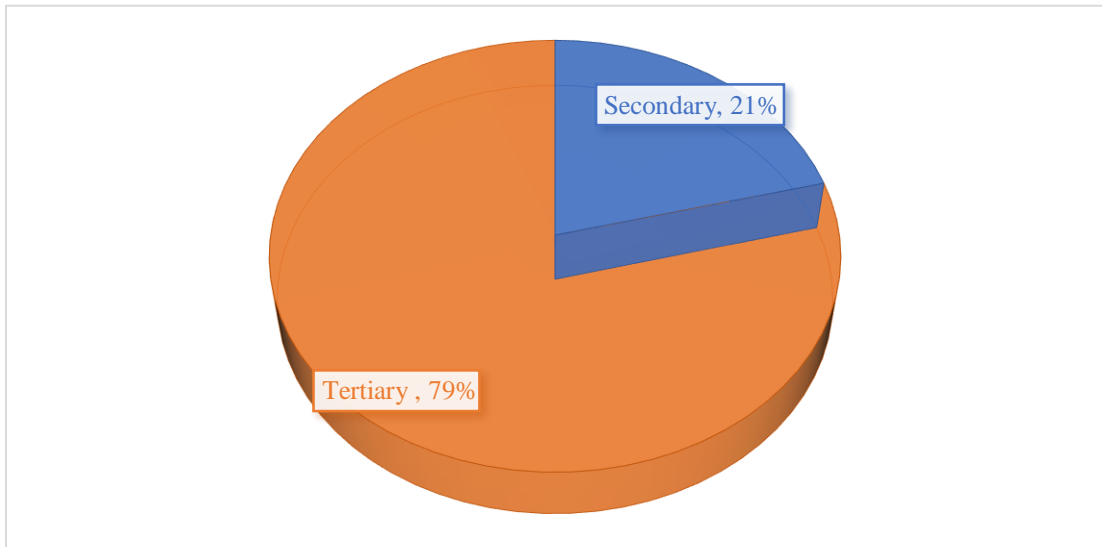


According to the data, 52% of participants were aged of 45- 54 years, 23% were between the ages of 35 and 44, 13% were over the age of 55, 10% were between the ages of 25 and 34, and 2% were between the ages of 15 and 24. This showed that the majority of responders were between the ages of 45 and 54, indicating that they could effectively decide on BOM-related issues.

#### **4.3.3 Highest Level of Education**

Data on participants' highest academic achievement was gathered. The results are displayed in figure 4.3.

**Figure 4.3. Highest Level of Education**



According to the results, the majority of respondents (79%) had tertiary education, while 21% had only a secondary degree. This shows that the majority of respondents were educated and able to respond to questions about the BOM.

#### **4.3.4 Number of Years as a Member of the BOM**

The responders were asked to specify how long they had been a part of the BOM at the school. The majority of respondents said they had been BOM members for longer than five years.

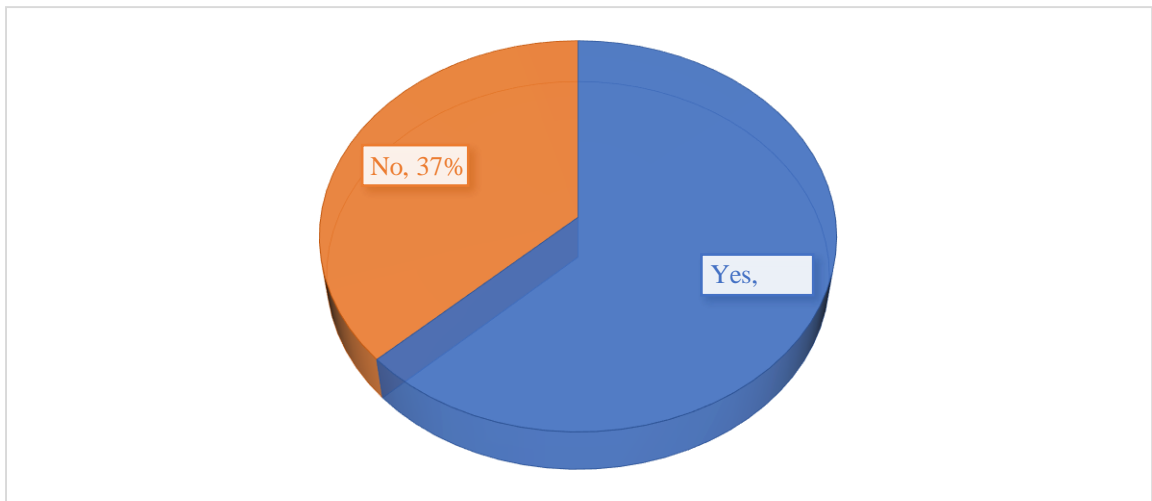
#### **4.4 BOM Supervision of Projects**

The findings on BOM project supervision are presented in the following sections.

##### **4.4.1 Participate in the Supervision of Infrastructural Projects**

It was requested of the responders to state whether they actively supervise infrastructure initiatives at the school. The results are depicted in figure 4.4.

**Figure 4.4. Participate in the Supervision of Infrastructural Projects**



According to the results, 63% of participants said they actively supervise construction projects related to the school's infrastructure, while 37% disagreed. The majority of participants are shown to be actively involved in the oversight of infrastructure projects at the school. Further the respondents indicated that they participated in checking the physical facilities in the school that contributed to a good study environment for students, thus improving their performance.

#### **4.4.2 Extent of Agreement on BOM Supervision of Projects**

The level of agreement on various statement on BOM Project Supervision was assessed. Table 4.3 illustrates the results.

**Table 4.4. Extent of Agreement on BOM Supervision of Projects**

<b>Description and characteristics</b>	<b>Mean</b>	<b>Std. Dev</b>
I know all of the projects been undertaken in these secondary School	4.14	0.1324
I actively participate in overseeing the successful implementation of the projects in the secondary school	3.54	0.1632
The BOM in the secondary school ensures proper supervision of all projects	3.87	0.1002

All board members of the secondary school are encouraged to give their opinion during the implementation of projects	3.99	0.1125
The board members of the secondary school are required to visit the institution during project implementation	4.27	0.1324
The board members of the secondary school only visit the institution during mandated meetings	4.22	0.1976
Normally, the principal takes the responsibility of overseeing project implementation in the secondary schools	4.14	0.1189
Due to geographical distances, most members of the BOM are not able to frequently visit the secondary school during project implementation	3.97	0.1128

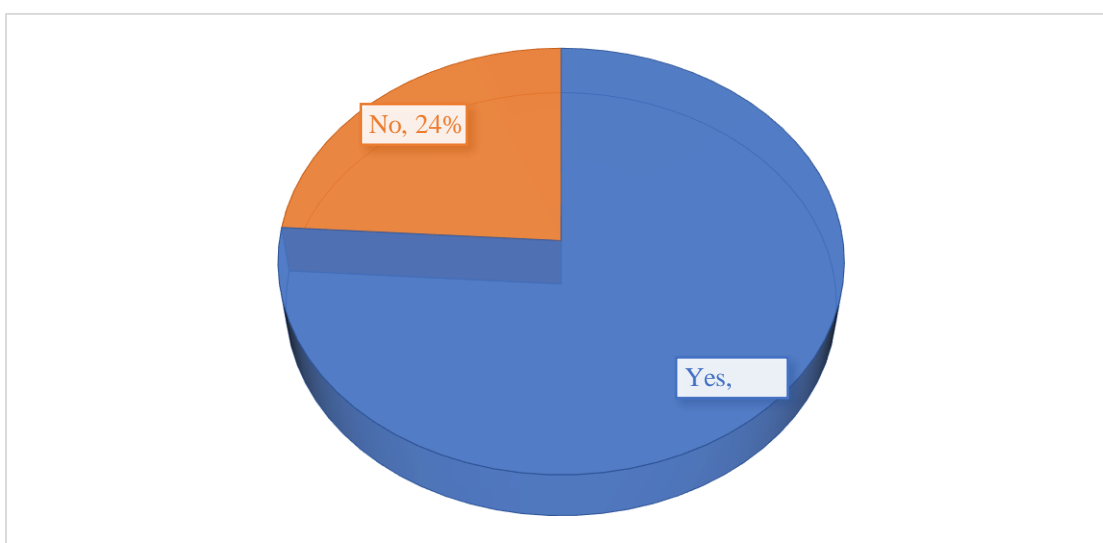
The participants agreed that the board members of the secondary school are required to visit the institution during project implementation (mean=4.27), followed by the board members of these secondary school only visit the institution during mandated meetings (mean=4.22), I know all of the projects been undertaken in the secondary school (mean=4.14), normally, the principal takes the responsibility of overseeing project implementation in the secondary schools (mean=4.14), all board members of the secondary school are encouraged to give their opinion during the implementation of projects (mean=3.99), due to geographical distances, most members of the BOM are not able to frequently visit the secondary school during project implementation (mean=3.97), the BOM in the secondary school ensures proper supervision of all projects (mean=3.87), and that I actively participate in overseeing the successful implementation of the projects in the secondary school (mean=3.54). This depicts that the board members of the secondary school are required to visit the institution during project implementation.

#### **4.4 BOM Utilization of Financial Resources**

##### **4.4.1 School Budget Committee**

The presence of a budget committee at the school was a question that the respondents were asked to answer. The results are displayed in figure 4.5.

#### **Figure 4.5. School Budget Committee**



According to the results, the majority (76%) of respondents said the school has a budget committee, while 24% disagreed. This shows that there is a budget committee at the institution. The answers go on to say that the school budget committee oversees spending and fosters cooperation. Without a committee, the administration may make decisions on the priorities and use of school funds on its own.

#### **4.4.2 School Finances and Development of Infrastructural Projects**

The participants indicated whether the school utilizes available finances effectively to develop infrastructure projects. According to the respondents, misappropriation of finances by the BOM results in poor infrastructure in schools. According to the respondents, if the BOM is responsible for paying teachers, it has a negative effect in improving infrastructure development and quality education. The

utilization of financial resources by the BOM plays an essential role in promoting infrastructure development.

#### 4.4.3 Extent of Agreement on BOM utilization of Financial Resources

The extent of agreement with claims regarding the use of financial resources by the BOM was requested of the respondents. The results are displayed in table 4.4.

**Table 4.5. Extent of Agreement on BOM utilization of Financial Resources**

<b>Description and characteristics</b>	<b>Mean</b>	<b>Std. Dev</b>
Cases of financial misappropriation by the BOM has been reported in the secondary school	3.67	0.2139
All projects in the secondary school are implemented in accordance to the allocated finances	3.90	0.2104
All projects are implemented following a strict budget approved by the BOM in the secondary school	4.24	0.1963
The members of the BOM in the secondary school misuse the finances available for infrastructural development	3.56	0.2009
All finances used in infrastructural development projects are <u>monitored closely by the BOM in the secondary school</u>	4.12	0.2210

From the findings the respondents agreed that all projects are implemented following a strict budget approved by the BOM in the secondary school (mean=4.24), followed by all finances used in infrastructural development projects are monitored closely by the BOM in the secondary school (mean=4.12), all projects in the secondary school are implemented in accordance to the allocated finances (mean=3.9), cases of financial misappropriation by the BOM has been reported in the secondary school (mean=3.67), and that the members of the BOM in these secondary school misuse the finances available for infrastructural development (mean=3.56). This depicts that all projects are implemented following a strict budget approved by the BOM in the secondary school.

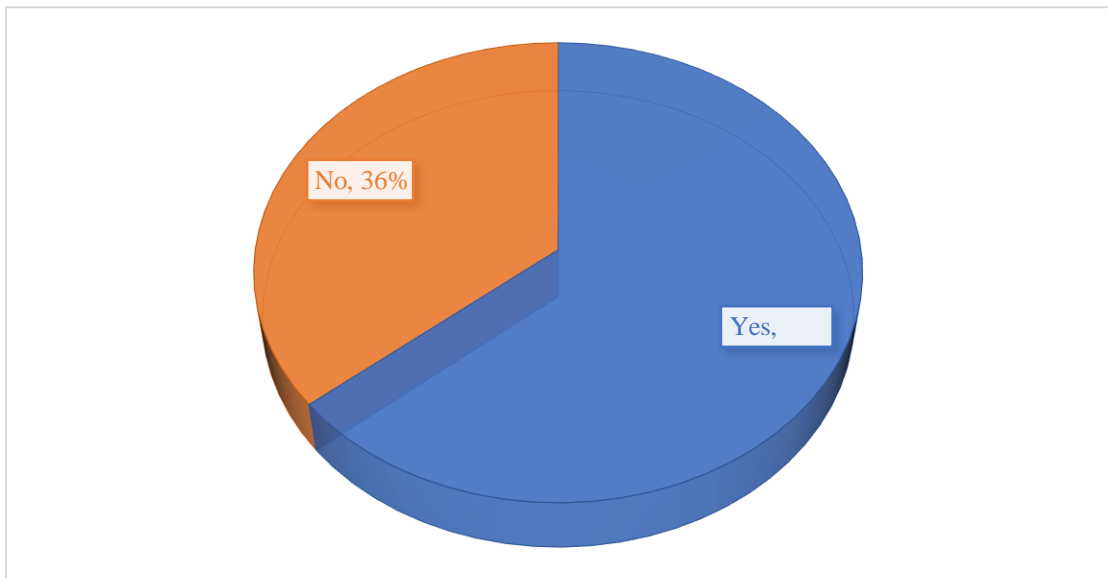
#### 4.4 BOM Stakeholder Involvement

Results about BOM stakeholder involvement are presented in this section. The next subsections contain a presentation of the findings.

##### 4.4.1 Stakeholder Participation in Infrastructural Development

It was asked of the respondents whether all parties actively participate in the development of the school's infrastructure initiatives. The results are displayed in figure 4.6.

**Figure 4.6. Stakeholder Participation in Infrastructural Development**

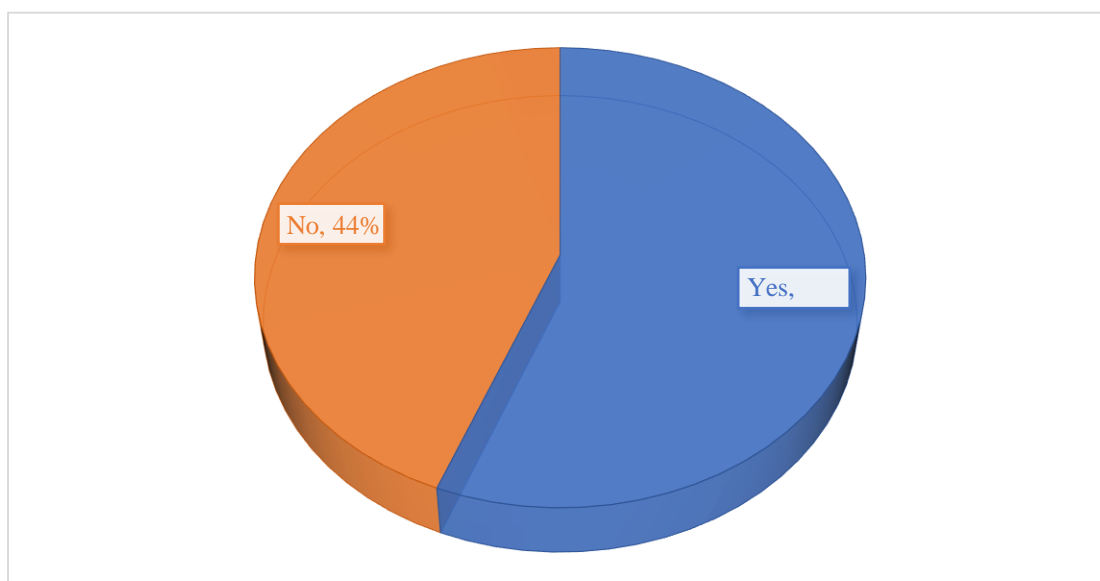


According to the results, 64% of respondents said that all interested parties actively participate in the development of infrastructure projects at the school, while 36% held the opposite view. This shows that all stakeholders actively participate in the development of infrastructural projects in the school.

##### 4.4.2 Level of Stakeholder Involvement

The participants were asked to show whether the level of stakeholder involvement in infrastructural development in the institution is adequate. The findings are shown in figure 4.7.

**Figure 4.7. Level of Stakeholder Involvement**



According to the results, the majority of respondents (56%) felt that the institution's level of stakeholder involvement in infrastructure development is adequate, while 44% expressed the opposite perspective. This shows that there is an appropriate level of stakeholder participation in the institution's infrastructure development. The participants further supported this by indicating that involvement of students and instructors in BOM decisions enhances the opportunities for improved development of infrastructure. The BOM has the responsibility to not only improve infrastructure development but to ensure stakeholder involvement in decisionmaking.

#### **4.4.3 Extent of Agreement on BOM Stakeholder Involvement**

The level of agreement on various statement on BOM stakeholder involvement was assessed. Table 4.6 show the findings.

**Table 4.6. Extent of Agreement on BOM Stakeholder Involvement**

<b>Description and characteristics</b>	<b>Mean</b>	<b>Std. Dev</b>
The BOM in the secondary schools involves the parents in decisions making	4.16	0.1382
The BOM in the secondary schools involves the students in decisions making	4.21	0.2109



The BOM in the secondary school communicates the details of the project to the stakeholders	3.90	0.1988
The BOM holds meetings to communicate with stakeholders in case of new projects	4.04	0.1219
The participation of all stakeholders in infrastructural development projects in the secondary school is important	4.09	0.2219
The teachers and non-teaching staff are also allowed to participate in the participation of infrastructural development decision making	4.39	0.1238
<u>The BOM uses a suggestion box to seek for suggestions from the secondary school stakeholders on different projects</u>	3.87	0.2198

The participants agreed that the teachers and non-teaching staff are also allowed to participate in the participation of infrastructural development decision making (mean=4.39), the BOM in the secondary schools involves the students in decisions making (mean=4.21), the BOM in the secondary schools involves the parents in decisions making (mean=4.16), the participation of all stakeholders in infrastructural development projects in the secondary school is important (mean=4.09), the BOM holds meetings to communicate with stakeholders in case of new projects (mean=4.04), the BOM in the secondary school communicates the details of the project to the stakeholders (mean=3.9), and that the BOM uses a suggestion box to seek for suggestions from the secondary school stakeholders on different projects (mean=3.87). This depicts that the teachers and non-teaching staff are also allowed to participate in the participation of infrastructural development decision making.

#### **4.5 BOM Resource Mobilization**

Results on BOM resource mobilization are presented in this section.

The next subsections contain a presentation of the findings.

#### 4.5.1 Extent of Agreement of BOM Resource Mobilization

The amount of agreement with statement regarding BOM resource mobilization was requested of the respondents.

**Table 4.7. Extent of Agreement of BOM Resource Mobilization**

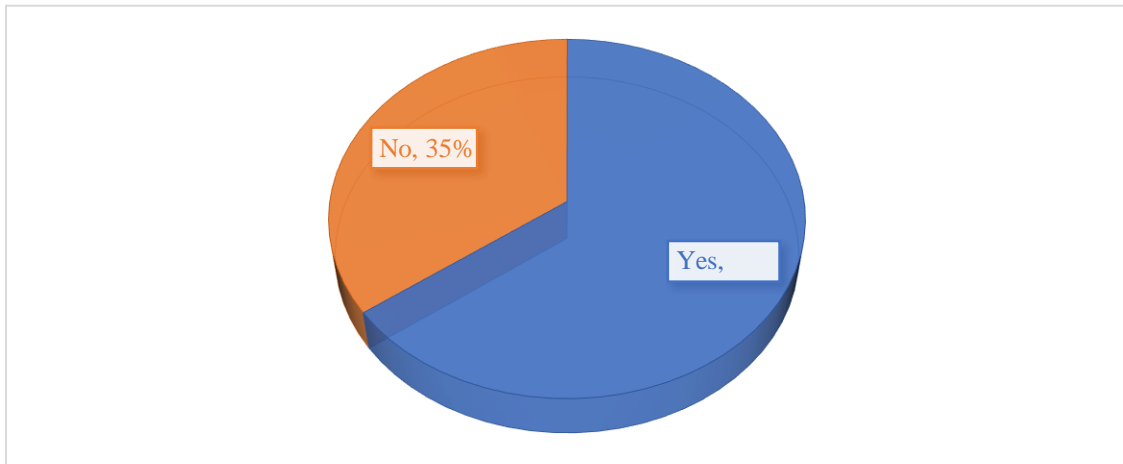
<b>Description and characteristics</b>	<b>Mean</b>	<b>Std. Dev</b>
The BOM calls for fundraisers to obtain resources necessary for infrastructural projects	3.88	0.2664
The BOM relies heavily on finances form the government to implement infrastructural projects	4.24	0.2256
The BOM in the secondary school calls upon investors and organizations to finance different infrastructural projects	4.09	0.2245
The BOM in the secondary school ensures that the suppliers for different projects are professionals and affordable to the Institution	4.26	0.2098
The BOM contributes financially in the secondary school to advance infrastructural projects	4.23	0.2344

The participants were in agreement that the BOM in the secondary school ensures that the suppliers for different projects are professionals and affordable to the institution (mean=4.26), followed by the BOM relies heavily on finances form the government to implement infrastructural projects (mean=4.24), the BOM contributes financially in the secondary school to advance infrastructural projects (mean=4.23), the BOM in the secondary school calls upon investors and organizations to finance different infrastructural projects (mean=4.09), and that the BOM calls for fundraisers to obtain resources necessary for infrastructural projects (mean=3.88). This depicts that the BOM in the secondary school ensures that the suppliers for different projects are professionals and affordable to the institution.

#### 4.5.2 Resource Mobilization and Efficient Infrastructural Development

The researcher sought to know whether the school can afford to mobilize more resources to ensure efficient infrastructural development in the school. The findings are shown in figure 4.8.

**Figure 4.8. Resource Mobilization and Efficient Infrastructural Development**



According to the results, the majority of respondents (65%) believed that the school could afford to mobilize more resources to enable effective infrastructural growth in the school, while 35% held the opposite view. This shows that the school can afford to mobilize more resources to ensure efficient infrastructural development in the school.

The respondents stated that this is possible because the schools involve all stakeholders in resource mobilization as well as development of the infrastructure.

#### **4.5.3 Role played by BOM Play in Facilitating Resource Mobilization**

The researcher sought to determine the role the BOM can play in facilitating resource mobilization for infrastructural development in public schools. According to the respondents, BOM hires human resources for long term assignments based on merit for effective management of human capital in schools. Based on a review of future needs, talent available both inside and outside the school, and present and expected resources that can be expanded to recruit and keep such talent, the board develops plans to replace or reduce future job opportunities.

#### **4.6 Infrastructural Development**

Results on the development of infrastructure are presented in this section. The next

subsections contain a presentation of the findings.

#### 4.6.1 Extent of Agreement on Infrastructural Development

The respondents were asked to rate how much they agreed with certain claims on infrastructure development. The results are displayed in table 4.7.

**Table 4.8. Extent of Agreement on Infrastructural Development**

<b>Description and characteristics</b>	<b>Mean</b>	<b>Std. Dev</b>
All infrastructural projects have adhered to the budget in the secondary school	4.35	0.3467
All infrastructural projects have adhered to the schedule in the secondary school	4.12	0.3219
The secondary school has advanced infrastructural buildings	4.27	0.3006
The secondary school has all the necessary infrastructure for proper learning	3.75	0.3109
All infrastructure in the secondary school is up to standard in terms of quality	3.67	0.3298
The secondary school forecasts the implementation of more infrastructural projects	3.56	0.3002

From the findings the respondents agreed that all infrastructural projects have adhered to the budget in the secondary school (mean=4.35), followed by the secondary school has advanced infrastructural buildings (mean=4.27), all infrastructural projects have adhered to the schedule in the secondary school (mean=4.12), the secondary school has all the necessary infrastructure for proper learning (mean=3.75), all infrastructure in the secondary school is up to standard in terms of quality (mean=3.67), and that the secondary school forecasts the implementation of more infrastructural projects (mean=3.56). This depicts that all infrastructural projects have adhered to the budget in the secondary school.

#### 4.7 Regression Analysis

The study made use of multiple regression in ascertaining the relationship between the independent variables and infrastructural development in public boarding secondary

schools. After data cleaning and coding, the study used SPSS version 24 to analyze the data. The study's dependent variable was infrastructural development in public boarding secondary schools while the independent variables were BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization.

#### 4.7.1 Model Summary

The model summary of the relationship between the independent variables and infrastructural development in public boarding secondary schools. The findings are as shown in table 4.8

**Table 4.9. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P-value
1	0.89	.792	.742	.312	31.341	.001

a. Predictors: (Constant), BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization.

b. Dependent Variable: Infrastructural development in public boarding secondary schools

Table 4.9 indicates that  $R^2=0.792$  that is 79.2% disparity in infrastructural development in public boarding secondary schools is explained by the independent variable in the model. However, 20.8% unexplained difference in infrastructural development in public boarding secondary schools is due to other factors that were not considered in this study. According to the output in the preceding table, the model is adequate and may be used for estimating purposes. Based on the results, a significant connection was created, as indicated by the variables as represented by  $R^2=0.792$ , which is 79.2 percent, suggesting that a significant association exists between the predictor variables and Infrastructural development in public boarding secondary

schools.

#### 4.7.2 ANOVA Results

Table 4.9 presents the ANOVA results

**Table 4.10. ANOVA of the Regression**

		Sum of				
Model		Squares	df	Mean Square	F	Sig.
1	Regression	12.492	4	3.123	25.185	.002 <sup>a</sup>
	Residual	22.072	178	.124		
	<b>Total</b>	<b>34.564</b>	<b>182</b>			

a. Predictors: (Constant), BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization.

b. Dependent Variable: Infrastructural development in public boarding secondary schools.

The ANOVA output results indicated a statistically significant relationship ( $P < .005$ ) between the predictor variables (BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization) and infrastructural development in public boarding secondary schools.

#### 4.7.3 Coefficient of Determination

The coefficient of determination on the relationship between the independent variables and infrastructural development in public boarding secondary schools is shown in table 4.11.

**Table 4.11. Coefficient of Determination**

	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	T	Sig.
Model 1(Constant)	0.289	0.116		2.491	0.005
BOM supervision of projects	0.319	0.122	0.514	2.61	0.001
BOM utilization of financial resources	0.287	0.117	0.452	2.45	0.002
BOM stakeholder involvement	0.245	0.106	0.413	2.31	0.001
BOM resource mobilization	0.229	0.098	0.398	2.34	0.001

a. **Dependent Variable:** Infrastructural development in public boarding secondary schools

As derived from the SPSS table:

$$(Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon)$$

Becomes:

$$(Y = 0.289 + 0.319X_1 + 0.287X_2 + 0.245X_3 + 0.229X_4 + \epsilon)$$

The independent variable (BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization) constant at zero, infrastructural development in public boarding secondary schools was 0.289.

Considering other independent variables at zero, an increase in BOM supervision of projects will lead to a 0.319 increase in infrastructural development in public boarding secondary schools, a unit increase in BOM utilization of financial resources will lead to a 0.287 increase in infrastructural development in public boarding secondary schools, a unit increase in BOM stakeholder involvement will lead to a 0.245 increase in infrastructural development in public boarding secondary schools, and a unit increase in BOM resource mobilization will lead to a 0.229 increase in infrastructural development in public boarding secondary schools. This infers that BOM supervision of projects contribute the most to infrastructural development in public boarding secondary

schools, followed by BOM utilization of financial resources. At 95% confidence level, BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization were all significant on infrastructural development in public boarding secondary schools.

#### 4.7.4 Correlation Analysis

The Person product moment correlation coefficient was used to measure the strength of the linear relationship between the variables under study. The coefficient is presented by  $r$  and it ranges from +1 to -1. The results were illustrated in Table 4.3

**Table 4.1: Correlations**

		Infrastructural development	BOM supervision of projects	BOM utilization of financial resources	BOM stakeholder Involvement	BOM resource mobilization
Infrastructural development	Pearson Correlation	1	.609**	.645**	.330	.216
	Sig. (2-tailed)		.000	.000	.053	.973
	N	160	160	160	160	160
BOM supervision of projects	Pearson Correlation	.609**	1	.802**	.270	-.008
	Sig. (2-tailed)	.000		.000	.116	.965
	N	160	160	160	160	160
BOM utilization of financial resources	Pearson Correlation	.645**	.802**	1	.093	-.237
	Sig. (2-tailed)	.000	.000		.597	.170
	N	160	160	160	160	160
BOM stakeholder Involvement	Pearson Correlation	.330	.270	.093	1	.638**
	Sig. (2-tailed)	.053	.116	.597		.000
	N	160	160	160	160	160
BOM resource mobilization	Pearson Correlation	.216	-.008	-.237	.638**	1
	Sig. (2-tailed)	.973	.965	.170	.000	
	N	160	160	160	160	160

The researcher used a Pearson Product Moment correlation to determine how closely



the study variables were correlated. BOM practices and infrastructure development, are positively correlated. Infrastructure development and BOM project supervision have a positive association as indicated by the correlation factor of ( $r = .609^{**}$ ). The study also discovered a significant positive correlation between infrastructure development and BOM oversight of projects. The study a positive link between infrastructure development and BOM resource mobilization as shown by correlation coefficient of ( $r = .973^{**}$ ), association between infrastructure development and BOM stakeholder involvement was found to have a positive relationship as shown by correlation coefficient of ( $r = .330^{**}$ ), and association between infrastructure development and BOM utilization of financial resources as shown by correlation coefficient of ( $r = .645^{**}$ ).

## **4.8 Discussion of Findings**

### **4.8.1 BOM Supervision of Projects**

According to the results majority of the respondents actively participate in the supervision of infrastructural projects in the school. From the findings the respondents agreed that the board members of the secondary school are required to visit the institution during project implementation. I know all of the projects been undertaken in the secondary school. This indicates that the BOM of the public primary secondary school in Muranga South sub-county actively engaged in the day-to-day operations of the learning institution. The findings are similar to those of Baaru (2019) who revealed that BOMs in the selected elementary schools were successful in managing human resources.

However, the findings revealed that while the BOM is aware of all projects being undertaken in the schools, normally, the principal takes the responsibility of

overseeing project implementation in the secondary schools. This is critical since it is the principal who is within the vicinity of the school often. Therefore, the principal to a large extent represents the BOM in overseeing the projects in the learning institution. The findings concur with Ogundipe, Hezekiah, Ajao, and Ogunbayo (2018) who established that the overall, project supervision is regarded as pertinent and has a big impact on how well workers provide their services.

Additionally, the findings showed that all board members of the secondary school are encouraged to give their opinion during the implementation of projects. This is because, the participation of the BOM has a direct positive correlation with infrastructural projects. A study by Odidi (2020) found that projects will also be affected by deficiencies in the relationships between different stakeholders because of their individual interests, and unfavorable policies will interfere with the equal allocation of resources amongst schools. BOM plays an essential role in supervising institutional projects.

Further the respondents indicated that they participated in checking the physical facilities in the schools that contributed to a good study environment for students, thus improving their performance. This is an implication that the BOM in the public boarding secondary schools in Muranga South sub County actively engage in supervising the infrastructural projects of their schools. The findings concur with results by Said (2016) who established that the BOM always checked the physical facilities in the secondary schools in Mombasa County. Additionally, Ong'enge (2016) evaluated how BOM practices influence students' academic performance and revealed that the role of the BOM is to oversee all projects in a learning institution.

#### **4.8.2 BOM Utilization of Financial Resources**

According to the investigation, the school has a budget committee. Without a committee, the administration may make decisions on the priorities and use of school funds on its own. The study found that all projects are implemented following a strict budget approved by the BOM in the secondary school. The findings concur with Munyasia (2017) results that the utilization of financial resources by the BOM plays an essential role in promoting infrastructure development.

Further, the findings indicated that all finances used in infrastructural development projects are monitored closely by the BOM in the secondary school. This is important since it creates accountability and transparency. The results also indicated that all projects in the secondary school are implemented in accordance to the allocated finances. This implies that all the projects are discussed before any finances is allocated to ensure accountability and provision of adequate resources. The findings contradict with results by Onger (2016) who established that BOMs did not participate completely in the school's financial administration. The study argued that poor infrastructural development in these secondary schools in Kajiado was attributed to poor financial management by the BOM.

Despite the BOM being involved in the allocation of finances, the findings found that cases of financial misappropriation by the BOM has been reported in the secondary schools. Additionally, the findings showed that the members of the BOM in the secondary school misuse the finances available for infrastructural development. This findings caution on the members of BOM appointed in the learning institutions. The findings raise the issue of ensuring that all BOM representatives are individuals of integrity who can ensure that the finances available

are well disbursed and used in the implementation of project infrastructure. The findings concur with Kimama (2016) that misappropriation of finances by the BOM results in poor infrastructure in schools. Further, a report by the OECD (2017) recommended that BOM should utilize the available finances effectively to improve the state of learning institutions in terms of infrastructural development.

#### **4.8.3 BOM Stakeholder Involvement**

The results established that all stakeholders actively participate in the development of infrastructural projects in the school. The study found that the level of stakeholder involvement in infrastructural development in the institution is adequate. According to the findings, teachers and non-teaching staff are also allowed to participate in the participation of infrastructural development decision making. Kithuka (2016) stated that the BOM has an active involvement with the school's strategic plan, equal representation in terms of gender, and age of BOM members affects the execution of strategic plans in public schools.

Additionally, the findings revealed that the BOM in the secondary schools involves the students and the parents in decisions making. This shows that the BOM create a conducive environment for all stakeholders where they can have ownership of the projects being implemented in the learning institutions. The findings agree with Jaji, Okoth and Mari (2017) that the performance of secondary schools relies on the ability of BOM to work hand in hand with other stakeholders. Moreover, Kithuka (2016) found that the BOM has an active involvement with the school's strategic plan, equal representation in terms of gender, and age of BOM members affects the execution of strategic plans in public schools in Machakos County. The involvement of all

stakeholders in infrastructural projects is critical since as established by Nakhumicha and Macharia (2017) reduced involvement among the main actors such as the BOM has a negative impact on project completion

The findings also revealed that the participation of all stakeholders in infrastructural development projects in the secondary school is important. To encourage stakeholder participation, the BOM uses a suggestion box to seek for suggestions from the secondary school stakeholders on different projects. This shows that the BOM understands the importance of engaging all stakeholders and listening to new opinions and tactics of implementing infrastructural projects. The findings contradicted results by King'oina, Ngaruiya, and Mobegi, (2017) who found that most BoM were not involved in disciplinary problems, fostered the culture of discussion, democratic governance and guided and counseled. The study also revealed that insufficient performance by BoM by members affected the academic performance of students negatively. Therefore, based on the current findings, all BOM of schools should create a conducive environment for all stakeholders to be involved in the day-to-day activities. This is in accordance to findings by Ojjo (2020) that the involvement of students and instructors in BOM decisions enhance the opportunities for improved development of infrastructure

#### **4.4.4 BOM Resource Mobilization**

The findings indicated that the BOM in the secondary school ensures that the suppliers for different projects are professionals and affordable to the institution. The study also found that the school can afford to mobilize more resources to ensure efficient infrastructural development in the school. Mutuku (2016) stated that a key role of the

BOM is to mobilize resources for development projects in the school. Therefore, it can be derived from the findings that resource mobilization by the BOM influences infrastructure development.

The findings indicated that the BOM contributes financially in the secondary school to advance infrastructural projects. In addition, the results show that the BOM in the secondary school calls upon investors and organizations to finance different infrastructural projects. This is with a clear understanding that resources are potent in ensuring successful implementation of infrastructural projects. The findings agree with results by Syacumpi (2012) that resource mobilization as facilitated by the BOM has a positive impact on project completion in schools in Zambia. The emphasis of BOM to mobilize resources is driven by the fact that as indicated by Langat (2015) inadequate financing leads to project delays in schools.

The study found that BOM hires human resources for long term assignment based on merit for effective management of human capital in schools. The findings are aligned with those of Barret et al (2019) that the duty of any school administration is to establish a comfortable atmosphere through mobilizing resources including the human resources. Further, Okemwa, Momanyi and Ntabo (2020) note that poor supply of infrastructural amenities in BOM schools has a detrimental effect on teaching and learning work by the students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The summary of the findings grounded on specific objectives is presented in this chapter. Further, the conclusions drawn and recommendations made are highlighted in chapter five.

#### **5.2 Summary of Findings**

##### **5.2.1 BOM Supervision of Projects**

The study found that the majority of the respondents participated in the supervision of infrastructural projects in the school. The study found that they participated in checking the physical facilities in the schools that contributed to a good study environment for students, thus improving their performance. The study also found that the board members of the secondary school are required to visit the institution during project implementation.

##### **5.2.2 BOM Utilization of Financial Resources**

The study found that the school has a budget committee. The study found that school budget committee supervises the project completion. A committee ensures that the BOM does not make decisions of finances unilaterally. The study found that all projects are implemented following a strict budget approved by the BOM in the secondary school.

##### **5.2.3 BOM Stakeholder Involvement**

The study found that all stakeholders actively participate in the development of infrastructural projects in the school. The study found that stakeholder involvement in infrastructural development in the institution is adequate. Involvement of students and instructors in BOM decisions enhances the opportunities for improved development

of infrastructure. The BOM has the responsibility to improve infrastructure development.

#### **5.2.4 BOM Resource Mobilization**

The study found that the BOM in the secondary school ensures that the suppliers for different projects are professionals and affordable to the institution. The study also found that the school can afford to mobilize more resources to ensure efficient infrastructural development in the school. The study found that BOM hire human resources for long term assignments based on merit for effective management of human capital in schools..

#### **5.2.5 Infrastructural Development**

The study found that all infrastructural projects have adhered to the budget in the secondary school. The study further found that at 5% level of significance and 95% level of confidence, BOM supervision of projects, BOM utilization of financial resources, BOM stakeholder involvement, and BOM resource mobilization were all significant on infrastructural development in public boarding secondary schools.



### **5.3 Conclusions**

The study concluded that they participated in checking the physical facilities in the schools that contributed to a good study environment for students, thus improving their performance. The study concluded that the board members of these secondary schools are required to visit the institution during project implementation. The investigation came to the conclusion that the school budget committee oversees spending and encourages cooperation. Without a committee, the administration may make decisions on the priorities and use of school funds on its own. The study concluded that all projects are implemented following a strict budget approved by the BOM in the secondary school.

The study concluded that the level of stakeholder involvement in infrastructural development in the institution is adequate. Involvement of students and instructors in BOM decisions enhances the opportunities for improved development of infrastructure.

The BOM has the responsibility to not only improve infrastructure development but to ensure stakeholder involvement in decision making. The study concluded that the school can afford to mobilize more resources to ensure efficient infrastructural development in the school. The study concluded that BOM hires human resources for long term assignments based on merit for effective management of human capital in schools.

### **5.4 Recommendations**

The BOM should aim to create a supportive environment for teaching by ensuring the availability of utilities like a steady supply of clean water and electricity, dormitories, dining areas, and playgrounds, among others. This is due to the fact that a supportive learning atmosphere at school inspires teaching and learning activities, both of which help children do better academically. Additionally, kids feel more at ease and may

focus more on their academic activities, which leads to excellent academic accomplishment, in an encouraging and supportive school atmosphere that is enhanced with enough learning facilities and a supporting BOM infrastructure practice.

### **5.5 Recommendation for Further Research**

In public boarding secondary schools, this study only looked at particular BOM methods related to infrastructure development. However, there are additional factors, such as location-specific factors and school size, that affect how public boarding secondary schools construct their infrastructure. Therefore, it is advised that more research be done to uncover other BOM strategies that influence infrastructural growth in private schools regionally and internationally as well as in public boarding secondary schools.

The current study is limited and deficient in data clarification and enrichment that would have given a more comprehensive understanding of the subject because it heavily depended on primary data. Therefore, in order to supplement primary data and give the current study a larger perspective in the future, secondary data must also be incorporated. Future study is required to examine the moderating impact of other variables.

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

Mibei Ruth Chepchirchir Nairobi,  
Kenya.

Dear Sir/Madam

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AND  
RESPONSE TO QUESTIONNAIRE**

I am University of Nairobi masters' student undertaking research on the topic "**Influence of Board of Management Practices on Infrastructural Development in Public Boarding Secondary Schools**". I would like to request your permission in your secondary school to do research. You are welcome to help in the genuine opinion or answer to the questions in this questionnaire. The supplied information is treated exclusively as confidential and exclusively for academic purposes. I look forward to your positive reply.

Yours Sincerely,

Mibei Ruth Chepchirchir Reg: E55/76946/2014

## APPENDIX II: QUESTIONNAIRE

### APPENDIX II: QUESTIONNAIRE

This questionnaire is categorized into two. The demographic questions about the respondents will be covered in section A. Section B will collect data on the study variables. NB: Confidentiality and privacy will be maintained in handling the responses provided.

Questionnaire No.....

Date.....

Start time .....

End time .....

#### Section A: Demographic Information

1. What is your gender?
  - i. Male
  - ii. Female
2. Kindly<sup>7</sup> indicate your<sup>7</sup> age bracket
  - i. 15-24
  - ii. 25-34
  - iii. 35-44
  - iv. 45-54
  - v. Above 55 years
3. Kindly indicate your highest level of<sup>7</sup> education
  - i. None
  - ii. Primary
  - iii. Secondary
  - iv. Tertiary
4. Kindly indicate the number of<sup>7</sup> years you have been a member of the BOM in this schools.....

#### SECTION B

##### BOM supervision of projects



5. Do you actively participate in the supervision of<sup>7</sup> infrastructural projects in the school?  
 Yes [ ]  
 No [ ]
6. Kindly indicate the activities you undertake while supervising the infrastructural projects in the school.....
7. Using a Likert scale where 1 =Strongly Disagree ; 2 =Disagree ; 3 =Neutral ; 4 =Agree ; and 5 = Strongly Agree , kindly indicate with a tick

Description and characteristics	1	2	3	4	5
I know all of the projects been undertaken in the secondary school					
I actively participate in overseeing the successful implementation of the projects in the secondary school					
The BOM in the secondary school ensures proper supervision of all projects					
All board members of the secondary school are encouraged to give their opinion during the implementation of projects					
The board members of the secondary school are required to visit the institution during project implementation					
The board members of the secondary school only visit the institution during mandated meetings					
Normally, the principal takes the responsibility of overseeing project implementation in the secondary schools					
Due to geographical distances, most members of the BOM are not able to frequently visit the secondary school during project implementation					

**BOM utilization of financial resources**

8. Does the school have a budget committee? Yes
- No
9. If yes to the above question, kindly indicate the role of the budget committee.....
10. In your opinion, do you think the school utilizes available finances effectively to develop infrastructural projects.....
11. Using a Likert scale where 1 =Strongly Disagree ; 2 =Disagree ; 3 =Neutral ; 4 =Agree ; and 5 = Strongly Agree , kindly indicate with a tick

Description and characteristics	1	2	3	4	5
Cases of financial misappropriation by the BOM has been reported in the secondary school					
All projects in the secondary school are implemented in accordance to the allocated finances					
All projects are implemented following a strict budget approved by the BOM in the secondary school					
The members of the BOM in the secondary school misuse the finances available for infrastructural development					
All finances used in infrastructural development projects are monitored closely by the BOM in the secondary school					

**BOM stakeholder involvement**

12. Do all stakeholders actively participate in the development of infrastructural projects in the school?
- Yes
- No
13. In your opinion, is the level of stakeholder involvement in infrastructural development in the institution adequate?

Yes   
 No

Kindly explain your answer.....

14. Using a Likert scale where 1 =Strongly Disagree ; 2 =Disagree ; 3 =Neutral ; 4 =Agree ; and 5 = Strongly Agree , kindly indicate with a tick

Description and characteristics	1	2	3	4	5
The BOM in the secondary schools involves the parents in decisions making					
The BOM in the secondary schools involves the students in decisions making					
The BOM in the secondary school communicates the details of the project to the stake holders					
The BOM holds meetings to communicate with stakeholders in case of new projects					
The participation of all stakeholders in infrastructural development projects in the secondary school is important					
The teachers and non-teaching staff are also allowed to participate in the participation of infrastructural development decision making					
The BOM uses a suggestion box to seek for suggestions from the secondary school stakeholders on different projects					

**BOM resource mobilization**

15. Using a Likert scale where 1 =Strongly Disagree ; 2 =Disagree ; 3 =Neutral ; 4 =Agree ; and 5 = Strongly Agree , kindly indicate with a tick

Description and characteristics	1	2	3	4	5

The BOM calls for fundraisers to obtain resources necessary for infrastructural projects					
The BOM relies heavily on finances from the government to implement infrastructural projects					
The BOM in the secondary school calls upon investors and organizations to finance different infrastructural projects					
The BOM in the secondary school ensures that the suppliers for different projects are professionals and affordable to the institution					
The BOM contributes financially in the secondary school to advance infrastructural projects					

16. In your opinion, can the school afford to mobilize more resources to ensure efficient infrastructural development in the school?

Yes

No

Kindly explain your answer.....

17. What role can the BOM play in facilitating resource mobilization for infrastructural development in public schools? Explain.....

**Infrastructural Development**

1. Using a Likert scale where 1 =Strongly Disagree ; 2 =Disagree ; 3 =Neutral ; 4 =Agree ; and 5 = Strongly Agree , kindly indicate with a tick

Description and characteristics	1	2	3	4	5
1. All infrastructural projects have adhered to the budget in the secondary school					

2. All infrastructural projects have adhered to the schedule in the secondary school							
3. The secondary school has advanced infrastructural buildings							
4. The secondary school has all the necessary infrastructure for proper learning							
5. All infrastructure in the secondary school is up to standard in terms of quality							
6. The secondary school forecasts the implementation of more infrastructural projects							

1. Kindly, indicate the infrastructural projects the school has undertaken over the last five years (Please Tick appropriately(√))

s/no	Project	Complete	Incomplete

**“THE END”**



## APPENDIX III: DATA COLLECTION LETTER



UNIVERSITY OF NAIROBI  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY & CURRICULUM STUDIES

dept-edpcs@uonbi.ac.ke

P.O. BOX 30197  
OR P.O. BOX 92 -00902  
KIKUYU

21/04/ 2022

OUR REF: UON/FED/EMPCS/1/6

### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: MIBEI RUTH CHEPCHIRCHIR – REG NO. E55/7646/2014**

This is to confirm that Mibei Ruth Chepchirchir is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. She is currently working on her research proposal entitled “**Influence of Board of Management Practices on Infrastructural Development in Public Boarding Secondary Schools in Muranga Sub – County Kenya**”. Her area of specialization is Corporate Governance

Any assistance accorded to her will be highly appreciated

A handwritten signature in blue ink, appearing to be 'SC', on a grey rectangular background.

**SUSAN CHEPKONGA, PHD  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES**


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**APPENDIX IV: NACOSTI AUTHORIZATION**

Republic of Kenya  
HARAMBEE  
REPUBLIC OF KENYA

Ref No: **923250**

**RESEARCH LICENSE**



**This is to Certify that Ms.. Ruth Chepchirchir Mibei of University of Nairobi, has been licensed to conduct research in Muranga on the topic: INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON INFRASTRUCTURAL DEVELOPMENT IN PUBLIC BOARDING SECONDARY SCHOOLS IN MURANGA SOUTH SUB-COUNTY, KENYA for the period ending : 04/May/2023.**

License No: **NACOSTI/P/22/17141**

923250

**Applicant Identification Number**

*Walter Mburu*  
**Director General**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

**Verification QR Code**

