

**DEMOGRAPHIC FACTORS INFLUENCING BOARD OF
MANAGEMENT COMPETENCIES IN HUMAN RESOURCE
MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN
CHEPALUNGU SUB-COUNTY, KENY**



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for Award of Degree of Master of Education in Corporate Governance,
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DECLARATION

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



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E55/11924/2018

This research project has been presented for examination with our approval as University Supervisors

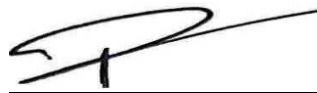


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DEDICATION

This research work is dedicated to my father Mr. Samwel Kirui, Mom Mrs. Rebecca Kirui, my loving husband Hon. Dominic Koskei and my loving children: Emanuel, Noel and Justin for the love and support accorded to during my studies.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
HRM	Human Resource Management
KEMI	Kenya Education Management Institute
SBM	School Based Management
SGB	School Governing Board

ABSTRACT

Human resource is a vital asset to the school which must be valued. For the board of management to derive the best out of teachers, students, and non-teaching staff, they must be competent in motivating, supervising, training, and providing sustainable welfare policies to personnel. The purpose of the study was to investigate demographic factors influencing competence of board of management in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. Specifically, the study was set to determine the extent to which age, gender, academic qualification, and management experience of the board of management member influences competence in management of human resources in public secondary schools. This study was anchored in Systems Theory Ludwig Von Bertalanffy (1968). The study adopted descriptive survey design where a total of 55 public secondary schools. The target population included 55 public secondary schools which comprised of 55 principals, 55 BoM chairpersons, 55 BoM members and 330 teachers in Chepalungu Sub-County, Kenya. Simple random sampling was used to select principals and teachers. Purposive sampling was used to select male and female BoM members followed by simple random sampling to select 30% of participants. The sample size was 17 principals, 17 BoM chairpersons, 99 BoM members and 17 teachers. The study used questionnaires for principals and teachers and interview schedule for BoM chairpersons and members to collect data. Validity was arrived at by expert judgment by supervisors while reliability was arrived at using test-retest method. Quantitative data was analysed using descriptive statistics while qualitative data was analysed thematically. The study findings revealed that age, gender, academic qualification, and management experiences influenced to a greater extent the BoM competence in HRM such recruitment, Job placement, job satisfaction and work performance in public secondary schools in Chepalungu Sub County, Kenya. The study concluded that age is important in decision making of the BoM and that more women should be appointed in the BOM so that gender equality can be achieved. Academic qualification ought to be considered as a requirement for one to be appointed as BOM members. Experience leads to more efficiency in BOM members' execution of duties. This study recommends more women to be appointed to the BOM so that gender equality can be achieved.

CHAPTER ONE

INTRODUCTION

Background to the Study

The organization of available human and material resources for the accomplishment of desired goals and objectives is known as management (Nwune, Nwogbo & Okonkwo, 2016). It is the effective and efficient use of resources already at hand with a focus on achieving goals. According to Victor (2017), evolving expectations of what leaders must know and be able to do have resulted from the necessity for school boards of management to possess a diverse range of competences to effectively lead schools toward the achievement of educational goals. According to Carol and Edward (2014), competence is the ability to complete a task successfully while applying knowledge, skills, attitude, and judgment. It is the capacity and expertise needed to complete a task. The ability to successfully manage resources for productivity is referred to as managerial competency.

The management of instructional programs, staff and student personnel administration, financial and physical resource management, and community relationship management are among the duties of school administrators as outlined by Heller (2012). The development of a school action plan and the viability of the institution depend heavily on effective human resource management. The people who work within the organization to achieve goals are known as human resources. They are the force behind the organization's ascent to greater heights. The overall management approach known as human resource management (HRM) aims to bring out the best in people for

productivity (Heller, 2012). The organizational function known as human resource management (HRM) is responsible for hiring, supervising, and directing all of the individuals that work there (Heathfield, 2011). Thus according to Ekanem (2014), individuals who are involved in the management of the educational system for sustainable growth can undergo meaningful educational value change. The school's human resources are a crucial asset that should be valued. The school management board ought to be skilled in inspiring, supervising, training, and providing sustainable welfare policies to people if they are to get the best performance out of teachers, pupils, and school support staff.

In order to be eligible to be elected as a member of BOM in Germany, one must meet specific requirements, including having at least a college degree (Maitland, 2017). Otoo (2019) emphasized the significance of appropriate education and competency for managerial effectiveness and efficiency. These researches showed that some BOM members lacked the necessary academic credentials, which made them ineffective in managing schools. As a result, the schools found little need for their services. Maintaining a gender mix on the BOM is generally better than a single gender board as it promotes people to voice varied viewpoints from their gender perspectives (Maitland, 2017). (Maitland, 2017). Better corporate governance is facilitated by gender diverse boards since they often represent a greater range of backgrounds, experiences, opinions, and problem-solving abilities (Adams & Funk, 2010).

The main goal of School Based Management (SBM) in Indonesia is to improve and empower communities by decentralizing education so that they

can share power and authority with schools through a forum called a school council. found that a number of obstacles, including gender inequity, age inequalities, SBM misunderstanding about their roles and responsibilities, and a lack of decision-making authority, affect how effective HRM in schools is carried out by SBM (Munn, 2013; Schlegal, 2010). Banchur (2008) discovered that rather than schooling, the knowledge and experience of SBM members from other sectors was valuable and pertinent to address modern educational needs. By passing legislation requiring a certain degree of education, legal age, gender equality, and administrative experience for SBM members and its organizational structure, the government regulated the power and authority of SBM (Republic of Indonesia, 2013).

The School Governing Board (SGB) in South Africa, which is made up of parents, teachers, support staff, and eighth-graders, performs comparable functions to the BOM in Kenya (Republic of South Africa, 2003). Many parents balked at joining the SGB because they felt they lacked the necessary experience in school government (Republic of South Africa, 2015). The ministerial review committee on school governance in South African public schools (2015) found that the SGBs were incompetent in their work due to the high rate of illiteracy, a lack of experience and skills, and poor education levels (Republic of South Africa, 2015). The government established laws that advised SGBs to attend training seminars and to consider their gender, educational background, and experience while managing human resources in accordance with the values and principles outlined in the constitution (Republic of South Africa, 2016).

In Kenya, the Board of Management is responsible for overseeing secondary schools and colleges (Okumbe, 2001). According to the Education Act Cap. 211 and Sessional Paper No. 1 (2005), the BOM has been tasked with managing human and other resources to support efficient operations (Ministry of Education Science and Technology, 2005).

Kimeu (2013) discovered that BOM participants range in age and gender, but that males outnumbered females in the majority of BOM in Kathonzi Sub-County secondary schools. The majority of BOMs had certificates, and there was no correlation between human resource management and the educational attainment of the BOM members. However, as the principals of the schools served as the BOM members' secretaries, they had the responsibility to advise the BOM on how to manage the human resources in the classroom, making the BOM's academic background in the administration of human resources meaningless (Kimeu, 2013). The study also found that having managerial expertise as a BOM member did not significantly affect one's ability to influence human resource management. Chepalungu Sub-County may be having problems with administration of human resources in secondary schools due to a lack of expertise. The purpose of this study is to identify the variables that affect the board of management's capability to manage the human resources of public secondary schools in Kenya's Chepalungu Sub-County.

Statement of the Problem

Secondary schools in Kenya deal with a number of issues, such as an incomplete curriculum, teachers who are frequently absent and late, and disputes between teachers. The taskforce report on improving secondary education and vocational training in Bomet County found that factors such as teacher alcoholism, political meddling in school administration, a severe teacher shortage, high teacher turnover, and students' obsession with gambling were causes of subpar performance. This may be because of poor managers' competencies in effective and efficient management of human resources. No meaningful organizational change can take place without competent management of human resources. Kenya Education Management Institute (KEMI) is mandated to educate and upgrade skills of board of management (BOM) members in order to acquire substantial competence on management skills, however, training is offered to school principals only with the assumption that they will subsequently, train BOM's. Failure to this, BOMs remain untrained thus lack requisite skills. The facts that up-to 75 percent of teachers in most schools in Chepalungu Sub-County are employed by BOMs, board members need to be competent for effective and efficient human resource management. Premised on these challenges that the study aimed at establishing demographic factors influencing competence of board of management in human resource management of public secondary schools in Chepalungu Sub-County, Kenya.

Purpose of the Study

The purpose of the study was to investigate demographic factors influencing competence of board of management in human resource management of public secondary schools in Chepalungu Sub-County, Kenya.

Research Objective

The study was guided by the following objectives:

- i. To determine the influence of age of the board of management member influences their competence in management of human resources in public secondary schools Chepalungu Sub-County, Kenya.
- ii. To assess the influence of gender of board of management member influences their competence in management of human resources in public secondary schools Chepalungu Sub-County, Kenya.
- iii. To determine the influence of academic qualification of board of management member influence their competence in management of human resources in public secondary schools Chepalungu Sub-County, Kenya.
- iv. To establish the influence of management experience of board of management member influences their competence in management of human resource in public secondary schools Chepalungu Sub-County, Kenya.

Research Questions

The study sought to answer the following research questions:

- i. To what extent does age of board of management member influences their competence in management of human resources in public secondary schools Chepalungu Sub-County, Kenya?
- ii. To what extent does gender of board of management member influences their competence in management of human resources in public secondary schools Chepalungu Sub-County, Kenya?
- iii. To what extent does academic qualification of board of management member influence their competence in management of human resources in public secondary schools Chepalungu Sub-County, Kenya?
- iv. To what extent does management experience of board of management member influences their competence in management of human resource in public secondary schools Chepalungu Sub-County, Kenya?

Significance of the Study

The study findings may form a pool of knowledge and tenets for appointment of persons to BOM by increasing their skill levels hence improving their human resource management competences. The ministry of Education may use the findings of this study as guidelines towards development of policies that deal with school management, especially in the era of devolution of power. Kenya Education Management Institute (KEMI) which is an education management body may benefit from this study since it may update them on the status of school management bodies on the ground.

Limitation of the Study

Unwillingness of respondents to give honest answers on their competencies in management of human resources was one of the limitations. This was mitigated by assuring them of the confidentiality of their identity and the use to which their answers would be put, which would be the study only. The study did not include private secondary schools because they experience unique problems in their management of human resources due to some unique factors.

Delimitation of the Study

The study was delimited to Chepalungu Sub-County, Kenya. The study only involved public secondary schools because private secondary schools were managed differently from public ones. The target population was members of the BOM which included principals, teachers, parents, and other elected members.

Basic Assumptions of the Study

The study was based on the following assumptions:

- i. There was a legally constituted board of management in all public secondary schools.
- ii. Board of management members were willing to respond to questionnaires by giving honest and true responses on their competence in management of human resource.

Definition of Significant Terms

Academic qualification refers to credential received upon completion of a formal educational programme of a study.

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

Competence refers to the state or quality of being adequately or well qualified to carry out a specified task in management of secondary schools

Demographic factors refer to personal characteristics of BOM members such as age, gender, academic qualification, and experience.

Gender refers to socially constructed features, behaviours, activities, and attributes that a given society considers appropriate for men and women.

Human resource management alludes to a strategic method for finding, developing, managing, & securing the support of an organization's most important human resource (Okumbe, 2001).

Human resources refer to teachers and non-teaching staff in the school either skilled, semi-skilled or unskilled that helps in achieving the school's pre-determined goals and objectives

Management experience refers to any type of executive duties one may have performed which shows knowledge or skills of something or event gained through involvement or exposure to that thing or event.

Organization of the Study

The study was organized into five chapters, Chapter one contained the introduction, background to the study, statement of the problem, purpose of

the study, research objectives, research questions, limitation of the study, delimitation of the study, basic assumptions, definition of significant terms and organization of the study. Chapter two comprised of related literature in the study, summary of related literature, theoretical framework, and conceptual framework. Chapter three included the research methodology, which consisted of research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four contained introduction, response rate, background information, factors (age, gender, academic qualification, and management experience) influencing competence of board of management in human resource management of public secondary schools and Chapter five covered the summary of the study, conclusions, recommendations based on the findings and suggestions for further research.

CHAPTER TWO

RELATED LITERATURE

Introduction

This chapter presents related literature to the study involving examining document analysis such as books, magazines, journals, and dissertations that have a bearing on the study. The chapter covers: influence of age, gender, academic qualification, and management experience on the competence of BOM in human resource management. It also has the summary of the gaps to be filled, the theoretical framework and conceptual framework.

Concept of Competence in management of Human Resources

The concept of competency originated in the United States. It was followed by the separate development in the United Kingdom of the competence concept (Armstrong, 2020). The US approach was made by McClelland in 1973. He advocated for the use of criterion referenced assessment. Criterion referencing or validation is the process of analysing the key aspects of behavior that contributes to effective and less effective performance (Armstrong, 2020). The person who did most to popularize the concept of competency was Boyatzis, with his book “The competent Manager”. Boyatzis defines competency as “A capacity that exists in a person that leads to behaviour that meets the job demands within the parameters of the organizational environment and that, in turn, brings about desired results.” (Boyatzis, 1982) as asserted in Armstrong (2020) In other words Boyatzis put forward a person’s behaviour, that is crucial regarding managers’ competencies, especially when this is compared

to modern management According to Armstrong (2020) the terms “competency” and “competence” are often used interchangeably, which can cause confusion

Age of Board of Management Members and Competence in Management of Human Resources

Age is an important factor in establishing logic in reasoning. Even though maturity does not come with age, the most productive age bracket ranks between 30 to 55 years old (Healthfield, 2019). This age bracket is more productive in terms of brainstorming better decisions that could help in setting up better policies in human resource management. In Kenya, Management of the educational institutions is much critical. Therefore, individuals who can give sound ideas are required to help in ensuring that schools make proper decisions in terms of staffing, teacher promotion, training, and motivation (Kimeu, 2013).The BoM have to oversee those policies that are instituted are clear, beneficial, and formulate objectives to give the school a proper direction. For such reasons, those who are appointed to comprise the board should have a sound capacity to undertake the tasks at hand.

Olembo (2012) writes that the public secondary schools have evolved over the years in terms of management. Since the colonial period, the missionaries oversaw staffing, financing, implementation of curriculum, offering of spiritual and moral guidance. After the independence, the education reforms saw incorporation of management board to help carry out human resource duties in conjunction with the school principals (Munn, 2013).

According to Munn (2013), since the management tasks which are delegated to members of the board are enormous, members who are still active are capable to handle the pressure that comes along with the responsibilities. Individuals who are young, below the age of 30, for instance, may not have enough skills and experience related to matters in management. Hence, the older someone is, the more years they have spent in their profession, and better the decision making they could handle (Schlegel, 2010). At mid age, an employee has worked long enough to be appointed to managerial position as a policy maker. This, like BOM, members ought to be old enough to have gathered enough working experience in their respective duties. It will also ensure that those individuals who are recruited into the school to serve various positions are qualified and are people of sober integrity. The members of BOM therefore should carry out their duties more efficiently and effectively through the skills they have learnt over the active roles they have played in terms of technical, conceptual, and human skills (Victor, 2017).

Psychologists have reported that where there is a simple situation to handle, older adults have similar capability as younger ones to handle the problem at hand (Egwu, 2016). However, where the situation to be handled is complex, the older Adults may find it challenging to handle since aging affects decision making performance, since an individual's cognitive function declines as one ages. Hence BOM members who are older adults, as is the case in most schools, may not be able to handle complex management matters at hand, rather they depend on the principal to make the decision which would

otherwise be fairer if made by the board, especially where the principal has vested interest in the subject matter (Otoo, 2019).

Gender of Board of Management Members and Competence in Management of Human Resources

Men and women have differing perspective on how they approach a particular issue. This puts women at front lane on handling a conflicting situation while men are better in handling cognitively challenging issues (Blakemore, Berenbaum, & Liben, 2016). However, both women and men function together for the good of school management to make proper judgment on issues that could arise. Women have been, for a long time been underrepresented in many working positions. There are various factors which have limited the participation of women in several management positions leading to gender discrepancy. For instance, internationally, Coleman (2015) as well as (Blackmore et al, 2016) wrote that male is more preferred in leadership roles, which are mostly manifested at appointment level.

In Kenyan schools, women have been given smaller portions of representation in the BOM committee (Kimeu, 2013). While some schools have tried to balance the number by including a great percentage of women (but not of the same ratio as male counterparts) some have way smaller margin of women in the BOM compared to the male. Women representation in BOM could ensure that policies that are affecting female students are well formulated (Coleman, 2015). Girl students have needs which can be more understood by female board managers. In a girl's school with only a few female BOM, negotiating

for some policies to be passed may take longer time since men may not be in a position to understand some of the underlying challenges that may affect the girl students.

While men are presumed to perform better in leadership roles- the reason most managers are men, women to carry an important representation in BOMs. Some of the issues, which men may look at to be of lesser weight, could be of vital essence in the operation of the school could be pinpointed by a woman board member (Adams, & Funk, 2010). These results to very important role women can play in a management board even though there are social and personal constraints limiting them, which make their counterparts to be preferred in the roles they would play effectively. According to Blackmore et al (2016), the patient nature of women leaders may give a school an advantage where a policy requires a longer time of implementation. Men on the other hand provide a logical cognitive solution which may require higher level intelligence.

It is argued that women are more patient in circumstances that may require faster judgment. Therefore, where there is need to wait longer, women board members may have the patience needed for the implementation process to be completed even though it could be slower than required (Coleman, 2015). Even though women may be underrepresented in the board, probably due to social constraints, they make better managers as far as human resource management is concerned. Women have the capacity to handle amicably any conflict since they have a higher emotional intelligence compared to men

(Maitland, 2017). They are able to deduce clear judgment on things that are intangible such as potential, emotions, and match making. In addition, women are more nurturing, hence, where decisions are strict, they can be able to negotiate since school going children are not yet adults, who can rationally analyze a difficult situation (Maitland, 2017).

Academic Qualification of Board of Management Members and Competence in Management of Human Resources

Competence in management for schools requires the Board of Management to have the right academic qualifications. Since each school requires a committee of Board of Management to oversee the operations of the schools in terms of set policies, and implementation of major plans. The purpose of the committee is to ensure that the school heads do not make decisions independently (Nwune et al., 2016). Appropriate decisions to help steer the performance of a school can only be made by individuals who have acquired at least a higher verifiable academic qualification (Heller, 2012). This will ensure that decisions made are based upon knowledge and skills, which the members have acquired from learning of required concepts at different levels of education.

Academic qualifications such as bachelors, graduate or PHD holder are considered to be qualified for various leadership roles. The reason is because such individuals are able to make sound judgment in situations that may require logic or reasoning (Mahoney, 2017). Their arguments will be based upon theories or concepts developed cognitively. Reasoning ability increases as one increase their scope of knowledge through higher learning. According

to Kimeu (2013), the BOM is mandated to oversee the management of school resources in order to ensure the students achieve their best in their studies. Hence, the ability of proper allocation and utilization of resources is determined by someone with prior knowledge in resource management. This will help minimize wastage or overutilization or underutilization of a particular resource. Even though the main purpose of BOM is to control various operation of the school, they are not in any way involved in daily school operations. (Aggarwal-Gupta & Vohra, 2010).

According to Peterson (2014) a team of educated BOM will have a positive influence on the principal's work. For instance, they are likely to influence how he/she utilizes time, motivation, learning on the job and management of stress. An educated team will also understand the role of a teacher in the teaching and learning situation, whereby, a board that understands the value of a motivated teacher will ensure that the teachers in a particular school are motivated (Peterson, 2014). A motivated teacher is able to inspire students to perform well, as well as teach them the required concepts. In addition, the team is able to ensure that resources are allocated for expenses related to teacher motivation.

Conversely, the team is able to ensure that hired teachers are more qualified, and a proper assessment of recruitment process is done. Where qualified teachers are hired, students are likely to perform well in the subject area. Kindiki, (2009) noted that the level of academic qualification of the BOM members had a direct impact on the effectiveness of Human resource management of the school. Whereby, implementation of policies to ensure that

curriculum requirements are met will be done better by members who have achieved higher academic levels such as degree, masters and PHD. Compared with a board comprising of members with lower education levels, such as high school or diploma, implementation of education policies may be poorly done. According to OECD (2018) an effective team of the board can greatly contribute to success of their respective schools through proper human resource management hence improving the process of teaching and learning. However, this role is majorly determined if they clearly understand their roles and responsibilities, which is only attainable through knowledge and training. Hence, education levels and inadequate education levels limits management capabilities as far as proper decisions have to be made in terms of teaching, learning and implementation of curriculum policies.

Management Experience of Board of Management Members and Competence in Management of Human Resources

Members of the board who have experience in management are able to relate and understand their roles and responsibilities as far as human resource tasks are required in school management (Heller, 2012). They will have proper skills required in decision making concerning teacher management and retention. Teachers interact with students on daily basis, therefore ensuring they perform to full utilization is proper to enhance their productivity. A productive teacher is likely to produce good performance, just as a teacher who is unproductive will produce poor results (Hidayat, 2021). Hence, the management board with a vast experience is skills requirement in management are able to ensure that the main factor in teaching and learning process, which

is “the teachers” is well managed. An experienced board is able to ensure that resource allocation is done appropriately in terms of financial matters involved (Mwiria, 2005). This could be remuneration of teachers employed by the school and the non-teaching staff, who are all an important part of the school. They will also ensure that required procedures and guidelines are well followed in executing various functions.

For instance, a teacher who has been recruited by the school should be given certain remuneration for a period of the contract signed. According to Healthfield (2019), in case of dismissal of such a teacher, an experienced board member will understand the laws governing dismissal of an employee with or without notice. This will ensure that whatever undertakings they engage in are well versed with the law. Failure to be aware of human resource laws and regulations, the school could easily delve itself into a law suit with an employee, which may end up spending more school funds in compensation to an employee whose rights were violated (Healthfield, 2019). An experienced board member will therefore uphold employee rights since he/she will be working within the required code of conduct regarding labor rights. According to Lewis (2006) most schools in Kenya have inexperienced board which really undermines the performance of governmental bodies. (Banks, 2012) reports that inexperienced school board members were a major hindrance to the roles the team were to play in school management. Mwikaria, Gori & Chepkonga (2019) continues to say that a school board of management can function effectively and efficiently with proper management experience, and more

exposure to human resource management, which contributes positively and fully in the task of decision making.

Magiri (2015) writes that most school heads deliberated every decision that was warranted since most of the BOM members have no management experience, hence there is less decision they could make on matters affect finance and human resource management. Wangai (2001) in her study in Meru County, discovered that there was no induction of the members of the board after their appointment. They did not know what they were expected of them hence they depended on the school head to deliberate on all matters affecting the school. She also reported that there was lack of management of human resource which was the result of unrest and indiscipline students in schools. It therefore implies that if there is proper management experience by the BOM, there would be quality management of the human resource, which would be passed to the students by imparting proper discipline and maintaining unrest.

Without much management experience, policy formulation and implementation may pose to be a bigger challenge to such inexperienced school managers. They lack the required knowledge to articulate the policies properly in order to help them to obtain the goals and objectives of their roles in human resource management. Mutemi (2015) found that poor management of human resource in schools was attributed to unqualified board of management, where most of them lacked the required experience since they are semi-schooled without any prior knowledge of how they can plan and implement school programs. He (ibid) also goes ahead and says that vested interests among BOMs heighten problems in management since they present unqualified individuals with no experience. This leads to poor management of

human resource leading to poor performance of schools academically. An individual who is in BOM will understand the need to keep good working relationship with other stakeholders, and among themselves to ensure that any problem that arises in the school is solved peacefully without heightening the problem to squabbles (Mutemi, 2015).

Summary of Related Literature

According to Peterson (2014) a team of educated BOM will have a positive influence on the principal's work. An educated team will also understand the role of a teacher in the teaching and learning situation, whereby, a board that understands the value of a motivated teacher will ensure that the teachers in a particular school are motivated. Kindiki, (2009) noted that the level of academic qualification of the BOM members had a direct impact on the effectiveness of Human resource management of the school. (Banks, 2012) reports that inexperienced school board members were a major hindrance to the roles the team were to play in school management. Lewis (2006) continues to say that a school BOM can function effectively and efficiently with proper management experience, and more exposure to human resource management, which contributes positively and fully in the task of decision making.

According to Blackmore et al (2016), the patient nature of women leaders may give a school an advantage where a policy requires a longer time of implementation. Men on the other hand provide a logical cognitive solution which may require higher level intelligence. It is argued that women are more patient in circumstances that may require faster judgment. Therefore, where

there is need to wait longer, women board members may have the patience needed for the implementation process to be completed even though it could be slower than required (Coleman, 2015). This study seeks to establishing factors influencing competence of board of management in human resource management of public secondary schools in Chepalungu Sub-County, Kenya.

Theoretical Framework

This study will be guided by the system theory by Ludwing von Bertalanffy (1968) which states that organizational success relies on synergy, interrelations and interdependence between different subsystems. The systems theory tries to form an integrative framework of management. A system is a collection different part united to achieve a pre-determined goal. A system has input which includes academic qualification, management experience, gender, and age. It also has the process which includes supervision, appraisal, promotion, and recruitment. The output for the system is good practice and competence in human resource management. The organization consists of many interrelated independent parts of subsystems (teaching staff, non-teaching staff and students) which should be arranged orderly; thus, system draws input energy from its environment and transform these inputs through the process where they are planned, organized, motivated, and controlled to meet predetermined. The BOM must regulate and adjust itself in management to secure better performance and ensure growth of an organization. The system theory helps BOM to interpret patterns and events in the organizational environment to improve human resource relationship.

Conceptual Framework

A conceptual framework is a model of representation where a researcher conceptualizes or represents relationships between variables in the study and shows the relationship graphically or in forms of diagrams (Adom, 2018).

Figure 2.1 is a model identifying the variables under this study and outlining their relationships.

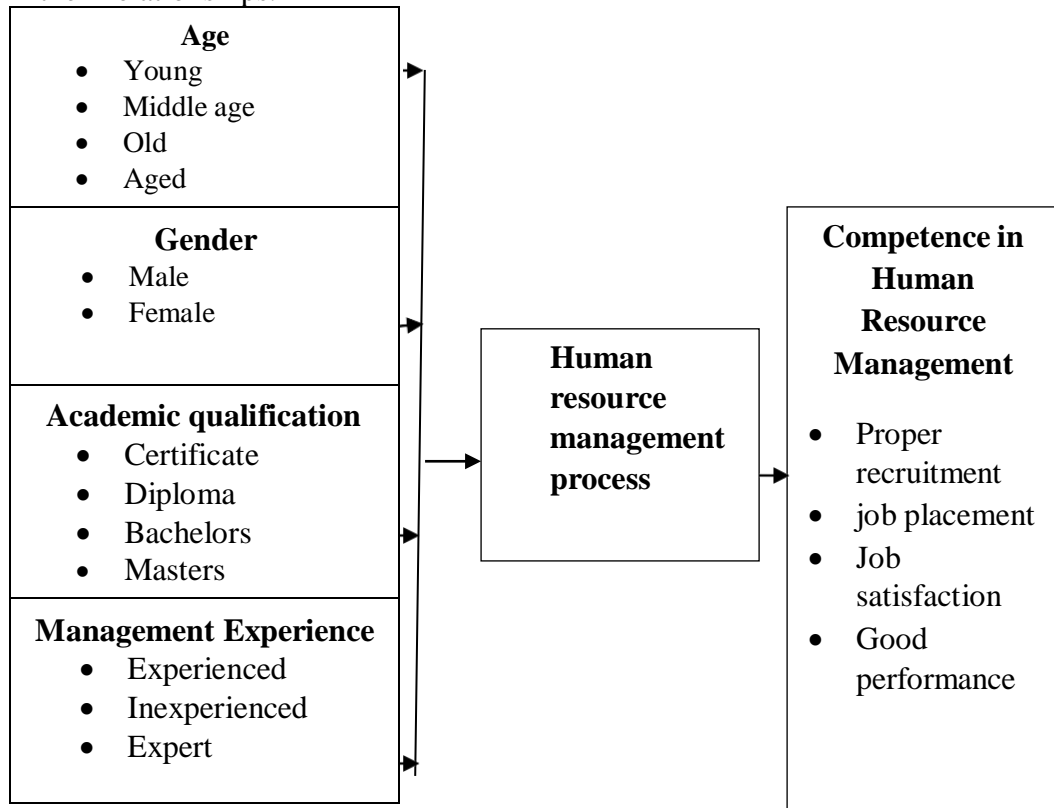


Figure 2.1: Conceptual framework on demographic factors that influence competence of BOM in human resource management

Figure 2.1 shows that BOM's academic qualification, management experience, gender and age has influence on human resource management practices such as supervision, appraisal, promotion, and recruitment. This enables the BOM to manage human resources effectively and efficiently. The output will be evidenced in proper recruitment and job placement, job satisfaction and good performance.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The study's research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection methods, and data analysis methodologies are all explained in this chapter.

Research Design

The research used a descriptive survey approach. The research design was selected because it was necessary for the researcher to be able to specify clearly what they were trying to measure and discover appropriate ways to do so along with a precise characterization of the study population (Kothari, 2008). In addition to discovering facts, descriptive investigations can also be used to develop fundamental knowledge concepts and find solutions to pressing issues. It is a technique for gathering data that involves interviewing or giving a questionnaire to a sample of people (Orodho, 2008).

Target Population

According to Kombo (2006), the target population includes every subject of a study. In Chepalungu Sub-County, 55 public secondary schools were the study's intended target audience. The target population in Chepalungu Sub-County, Kenya, consisted of 55 public secondary schools, 55 principals, 55 chairs of the boards of management, 55 members of the boards of management, and 330 instructors.

Sample Size and Sampling Procedures

As long as the sample is evenly distributed and homogeneous in nature, Mugenda and Mugenda (2003) claim that a sample size of 10% would accurately represent the entire population even if the results were generalized. Principals and instructors were chosen using a simple random selection method. Following the use of simple random selection to choose 30% of participants, male and female BoM members were chosen by a purposeful sampling process. There were 17 administrators, 99 BoM chairs, 17 BoM members, and 17 teachers in the sample.

Table 3.1 Sample Size

Category	Target Population	Sample Size	Percentage (%)
Schools	55	17	30
Principals	55	17	30
BOM Chairpersons	55	17	30
BoM Members	330	99	30
Teachers	55	17	30

Research Instruments

Data were gathered for the study using questionnaires and an interview schedule. A questionnaire enables a researcher to assess for or against a certain point of view and can gather a lot of data in a fair amount of time (Mugenda & Mugenda, 2003). The BOM secretary and teacher were the intended recipients of the questionnaires. Five sections made up the questionnaires, addressing demographic, age, gender, academic background, and management experience of BOM impacts on human resource management

proficiency. Both closed-ended and open-ended questions were included in the questionnaires. Open-ended items allowed the respondent to fill in the blanks with their own ideas, while closed-ended issues required the respondent to check the proper response from the available possibilities. BOM chairpersons had a phone interview. The interview schedule was chosen because, according to Gupta (2009), it gives the researcher a chance to get the data needed to address the study sub subject.

Instrument Validity

According to Mugenda & Mugenda (2003), the precision and significance of a conclusion based on research findings gained from data that accurately depicts the phenomenon being studied constitute validity. It refers to how accurately a test captures the intended outcome. The questionnaires were redrafted after the researcher presented them to the supervisors for their professional opinions in order to increase the instrument's content validity.

Instrument Reliability

The degree to which a specific measuring process yields consistent results over a number of repeated trials is what is meant by a measurement's reliability (Orodho, 2004). The degree to which the same results were achieved with the repeated measurement of accuracy using the Pearson product moment correlation formula was determined using the test-retest method as follows:

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

r = Pearson Correlation Coefficient

x = Values in first set of data

y = Values in second set of data

n = Total number of values

The interview schedule for both BoM Chairpersons and BoM members had a r value of 0.73, while the questionnaires for principals and teachers had a r value of 0.81, indicating that the instruments were very dependable. According to studies, a correlation coefficient of 0.7 to 1 was regarded as credible (Mugenda & Mugenda, 2003).

Data Collection Procedures

The researcher, after getting introductory letter from the Department of Educational Administration and Planning of the University of Nairobi, obtained a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) after which she presented it to the sub-county education officer in Chepalungu, for clearance to commence the data collection. The researcher then sought for permission from principals of selected secondary schools through personal visits to make appointments two weeks before the exercise was undertaken. The researcher physically visited the sampled schools and administered the questionnaires to respective respondents.

Data Analysis Techniques

The entire process of data analysis begins with data collection and finishes with the interpretation and processing of the data (Kothari, 2008). Statistical

Package for Social Sciences was used to modify and code the gathered data (SPSS). Descriptive statistics were used to analyze the quantitative data that was gathered. By using content analysis, qualitative data was grouped into themes and patterns that addressed the research questions. This made it easier for the researcher to identify and create several categories in the data that are unique from one another. Using codes that were manually assigned by the researcher, themes and groups were created. The data was presented in prose as well as in bar charts, graphs, and pie charts. Using SPSS version 24.0, this was accomplished by adding up responses, calculating percentages of response variance, and characterizing and interpreting the data in accordance with the study's objectives and presumptions.

Ethical Considerations

The study strictly adhered to the standards and principles of research ethics. The study preserved the integrity and privacy of the data that does not require publication. Additionally, without the respondents' consent, the anonymity of the respondents was not revealed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

Introduction

The purpose of the study was to investigate demographic factors influencing competence of board of management in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. This chapter presents data analysis, findings, presentation, and interpretation of findings. The data was analyzed using descriptive statistics where frequencies and percentages are done to interpret the data. The chapter was presented according to the research objectives including the questionnaire response rate.

Questionnaire response rate

The percentage of a sample who consents to participate in the study is known as the response rate (Bryman, 2012). The study's questionnaire response rate is displayed in Table 4.1.

Table 4.1: Questionnaire Response Rate

Targeted respondents	Sample size	Responses	Return rate (%)
Principals	17	14	82.3
BOM Chairpersons	17	12	70.6
BOM Members	17	15	88.2
Teacher	99	62	62.6
Total	150	103	68.7

Table 4.1 shows that majority of principals (82.3 percent), BOM Chairpersons (70.6 percent), BOM Members (88.2percent) and teacher (62.6 percent), responded to the research instruments.

Background Information

The study sought to establish for how long the principals have stayed in their current working station. Their responses are shown in Table 4.2.

Table 4.2: Length of stay of principals

Length of stay	Frequency (f)	Percent (%)
1 – 2 years	3	21.4
3 – 4years	5	35.7
5 – 6 years	4	28.6
over 7 years	2	14.3
Total	14	100

Table 4.2 indicates that many principals (35.7 percent) have worked in their current station for between 3 – 4years. This could be as a result of delocalization policy which moved teachers who had overstayed in one station to new station outside their home counties.

The study also sought to establish for how long the teacher have stayed in their current working station. Their responses are shown in Table 4.3

Table 4.3: Length of stay of teacher

Length of stay	Frequency (f)	Percent (%)
5 – 6 years	3	20.0
over 7 years	12	80.0
Total	15	100

Table 4.3 shows that majority of teacher (80.0 percent) have worked in their current stations for over 7 years. This implies that BOM teacher have worked for a long period in their current station and have good knowledge of demographic factors influencing competence of board of management in human resource management in their schools.

Influence of age of the board of management member on competence in management of human resources

The first objective of the study was to determine the extent to which age of the board of management member influences their competence in management of human resources in public secondary schools. Age is one of the factors that influence the behavior and leadership styles of managers. The study sought to establish the influence of age of school principals on competence in management of human resources. Principals were asked to indicate their age brackets. The results are shown in Table 4.4.

Table 4.4: Distribution of principals by age bracket

Age	Frequency (f)	Percent (%)
40 – 49 years	3	21.4
50 – 59 years	11	78.6
Total	14	100

Table 4.4 indicates that majority of principals (78.6 percent) are aged between 50 – 59 years. This implies that majority of principals are older. Older managers are overconfident regarding their ability to make decisions on management of human resource this inhibits their ability to apply new human resource management strategies (Bruin, 2017) while according to Reed, Mikels and Simon (2018) in their research on human resource management revealed that older adults prefer fewer choices than younger adults.

Teachers were also asked to indicate their age brackets. Their responses are shown in Table 4.5.

Table 4.5: Distribution of teachers by age bracket

Age	Frequency (f)	Percent (%)
30 – 39 years	2	13.3
40 – 49 years	8	53.3
50 – 59 years	5	33.3
Total	15	100

The results in Table 4.5 indicate that majority of BOM teacher are aged between 40 – 49 years. This implies that the teachers are older and experienced. The most productive age bracket ranks between 30 to 55 years old (Healthfield, 2019). This age bracket is more productive in terms of brainstorming better decisions that could help in setting up better policies in human resource management. Management of educational institutions is crucial hence BOM should be appointed carefully to ensure that they are experienced (Republic of Kenya, 2012).

The study sought to establish from the principals whether schools consider age in the appointment of BOM member. The results are shown in Figure 4.1

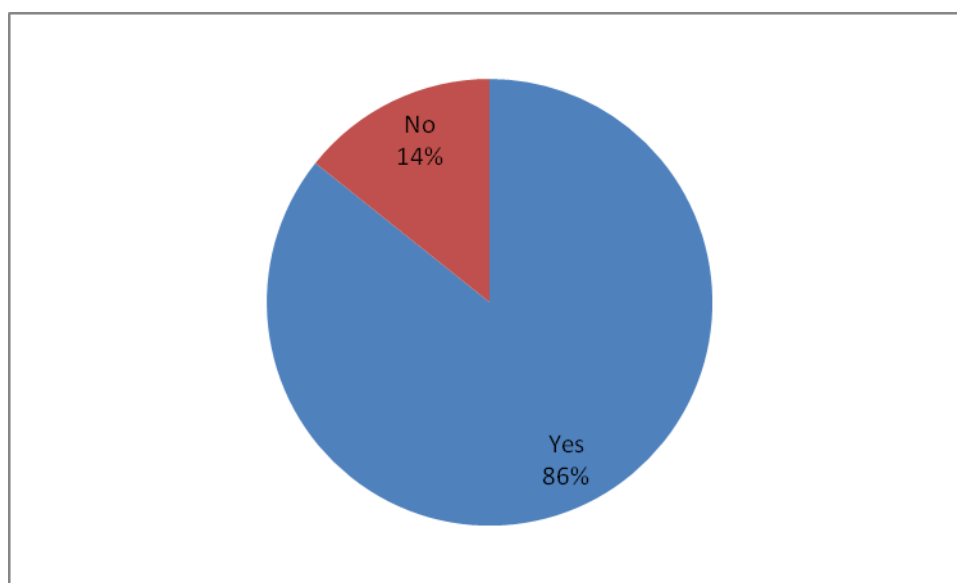


Figure 4.1: Principals' responses on age consideration in the appointment of BOM member

Figure 4.1 shows that majority of principals 12 (86 percent) agreed that school consider age in the appointment of BOM member. This implies that in the appointment of BOM members, age is considers by majority of principals.

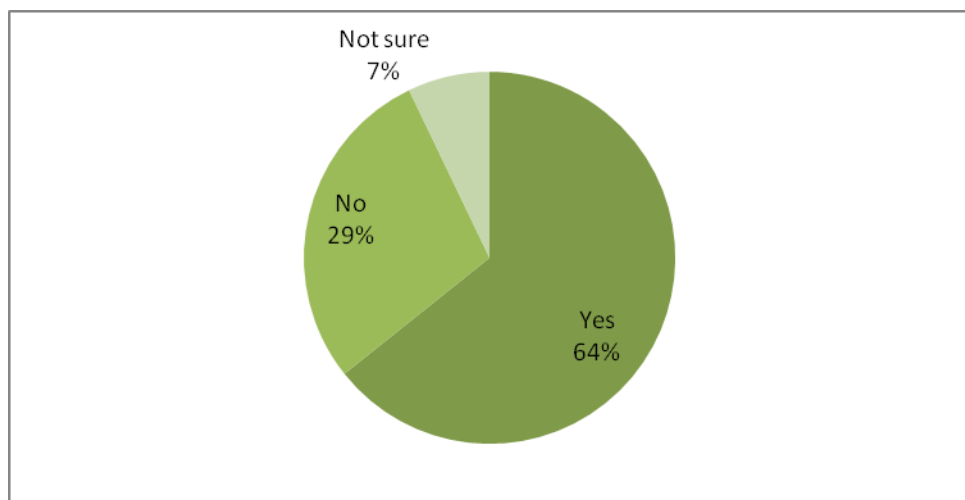
The study also sought to establish from the from teacher whether schools consider age in the appointment of BOM member. The results are shown in Table 4.6.

Table 4.6: Teacher's responses on age consideration in the appointment of BOM member

Responses	Frequency (f)	Percent (%)
Yes	10	66.7
No	5	33.3
Total	15	100

The results in Table 4.6 indicate that majority of teachers (66.7 percent) agreed that in the appointment of BOM, age was considered as older teachers were considered first.

The study sought to establish from the principals whether age influence their competence in the human resource management. The responses are shown in Figure 4.2



Fig

Figure 4.2: Principals' responses on age influence on competence in the human resource management

Figure 4.2 shows that majority of principals 9 (64 percent), agreed that age influence their competence in the human resource management. This implies that age is a key factor in determining competence in human resource management. BOM chairpersons and members also agreed that age influence competence in the human resource management and that older members were more competent than the younger members

The study also sought to establish from the teachers whether age influence their competence in the human resource management. The responses are shown in Table 4.7.

Table 4.7: Teacher’s responses on age influence on competence in the human resource management

Responses	Frequency (f)	Percent (%)
Yes	8	53.3
No	3	20.0
Not sure	4	26.7
Total	15	100

The result in Table 4.7 shows that majority of teachers (53.3 percent) agreed that age influence competence in the human resource management.

The study sought to establish from principals the extent to which age influence competence in the human resource management. The results are shown in Table 4.8

Table 4.8: Extent to which age influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	7	50.0
Great extent	4	28.6
No extent	1	7.1
Less extent	1	7.1
Very less extent	1	7.1
Total	14	100

Table 4.8 shows that many principals (50.0 percent) indicated that age influence competence in human resource management to a very great extent. Age is an important factor in establishing logic in reasoning. The study also

sought to establish from teachers' the extent to which age influence competence in the human resource management. The results are shown in Table 4.9

Table 4.9: Extent to which age influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	4	26.7
Great extent	5	33.3
No extent	3	20.0
Less extent	2	13.3
Very less extent	1	4.7
Total	15	100

Table 4.9 shows that many teachers' (33.3 percent) indicated that age influence competence in human resource management to a great extent. This implies that age influence competence in human resource management to a great extent.

Influence of gender of board of management member influences on competence in management of human resources

The second objective of the study was to assess the extent to which gender of board of management member influences their competence in management of human resources in public secondary schools. Article 27(8) of the Constitution of Kenya provides that state shall take steps to ensure that no more than two-thirds of members of all elective and appointive positions are not of the same gender. Men and women have differing perspective on how they approach a particular issue. The study sought to establish from principals their gender. The results are shown in Figure 4.3

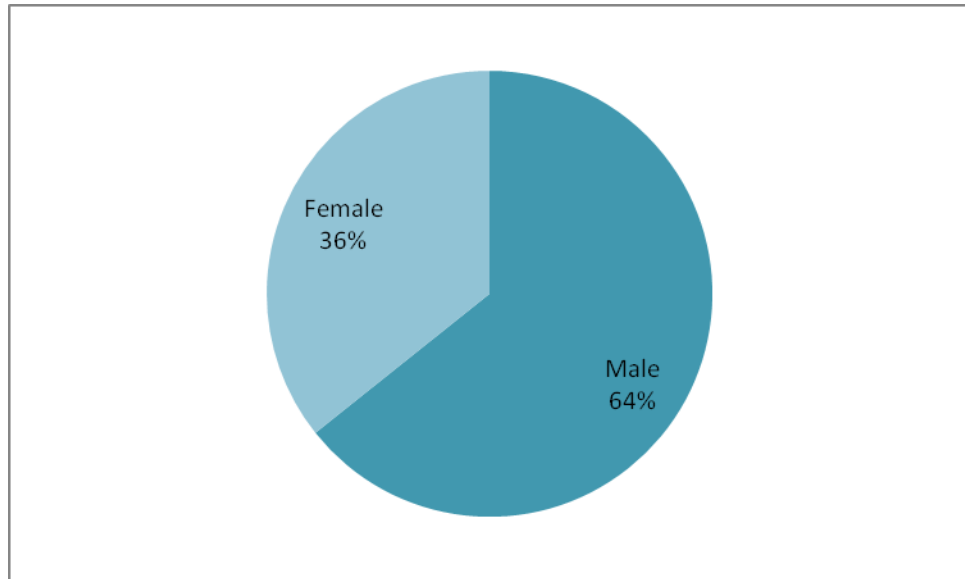


Figure 4.3: Distribution of principals by gender

Figure 4.3 shows that majority of principals (64 percent) are male. This implies that women are underrepresented in the board of management. Even though women may be underrepresented in the school board, probably due to social constraints, they make better managers as far as human resource management is concerned. Women have the capacity to handle amicably any conflict since they have a higher emotional intelligence compared to men (Maitland, 2017).The study also sought to establish the gender of teachers .The results are shown in Table 4.10.

Table 4.10: Distribution of teachers by gender

Gender	Frequency (f)	Percent (%)
Male	9	60.0
Females	6	40.0
Total	15	100

Table 4.10 shows that majority of BOM teachers (60.0 percent) are males. This implies that there are more males than females in the BOM. Kimeu (2013) found that in Kenyan schools, women have been given smaller portions of representation in the BOM committee. Maitland (2019) found that having a gender mix on the board of management was invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. The study also sought to establish from the principals the gender composition of school BOM. The results are shown in Table 4.11

Table 4.11: Principals' responses on gender composition of school BOM

	Frequency (f)	Percent (%)
More males than females	11	78.6
More females than males	3	21.4
Total	14	100

The in Table 4.11 indicate that majority of schools (78.6 percent) had more males than females in the BOM. This implies that there is gender disparity in composition of school BOM. Teachers were also asked to indicate the gender composition of school BOM. The results are shown in Table 4.12

Table 4.12: Teacher’s responses on gender composition of school BOM

	Frequency (f)	Percent (%)
More males than females	12	80.0
More females than males	3	20.0
Total	15	100

Table 4.12 indicate that majority of schools (80.0 percent) had more males than females in the BOM. This implies that there is gender disparity in the composition of school BOM. Principals were asked whether they consider gender in the appointment of BOM members. The results are shown in Figure 4.4

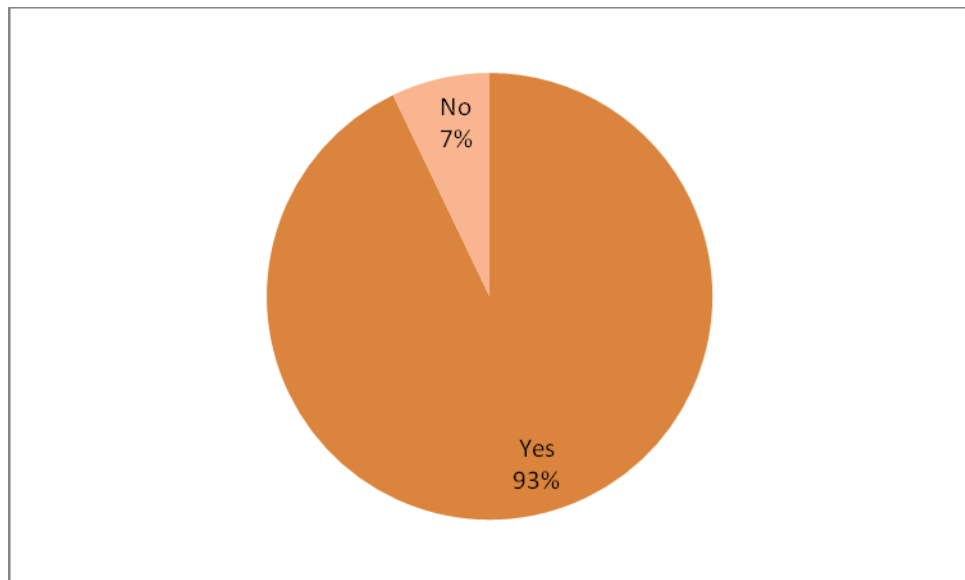


Figure 4.4: Principals responses on gender consideration in the appointment of BOM members

Figure 4.4 shows that majority of principals 13 (93 percent) considered gender in the appointment of BOM members. This implies that gender consideration was necessary in the appointment of BOM members.

Teachers were also asked to state whether gender was considered in their appointment as BOM teachers'. Their responses are shown in Table 4.13

Table 4.13: Teacher’s responses on gender consideration in their appointment as BOM members

Responses	Frequency (f)	Percent (%)
Yes	5	33.3
No	7	46.7
Not sure	3	20
Total	15	100

The results in Table 4.13 shows that many teachers (46.7 percent) indicated that gender was not considered in their appointment as BOM members.

The study sought to establish from principals whether gender composition of BOM members influence the competence in the human resource management.

The results are shown in Figure 4.5

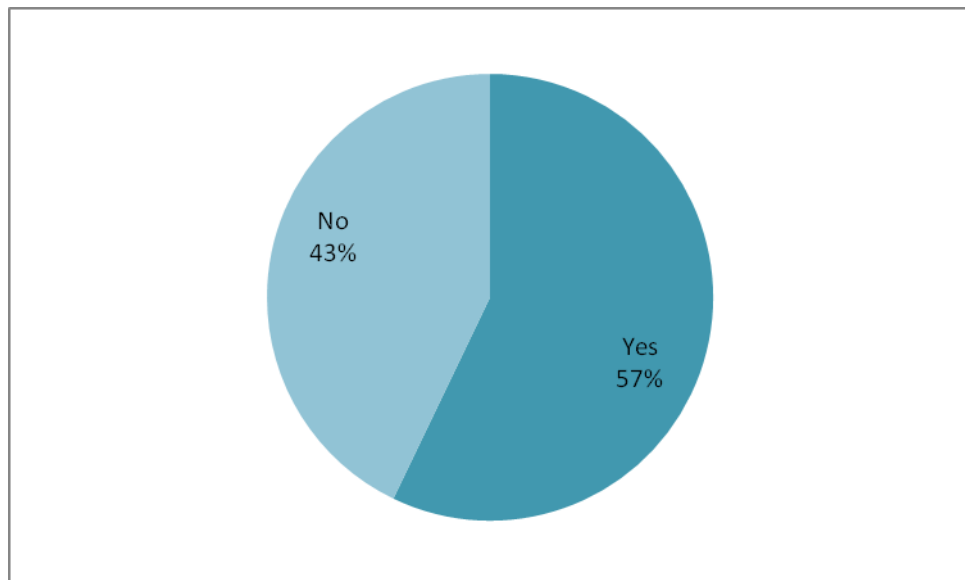


Figure 4.5: Principals responses on gender composition influence on the competence in the human resource management

Figure 4.5 shows that majority of principals 8 (57 percent) agreed that gender composition of BOM members influence the competence in the human

resource management. This implies that BOM should consist of both genders. The patient nature of women leaders may give a school an advantage where a policy requires a longer time of implementation. Men on the other hand provide a logical cognitive solution which may require higher level intelligence (Blackmore et al, 2016).

The study also sought to establish from teachers' whether gender composition of BOM members influence the competence in the human resource management. The results are shown in Table 4.14

Table 4.14: Teacher’s responses on gender composition influence on the competence in the human resource management

Responses	Frequency (f)	Percent (%)
Yes	9	60.0
No	5	33.3
Not sure	1	6.7
Total	15	100

Table 4.14 shows that majority teachers' (60.0 percent) agreed that the gender composition of BOM members influence the competence in the human resource management. This implies that gender of BOM members influence the competence in human resource management.

The study further sought to establish from the principals the extent to which gender of BOM members influence the competence in the human resource management. The results are shown in Table 4.15

Table 4.15: Principals responses on extent to which gender influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	2	14.3
Great extent	6	42.9
No extent	3	21.4
Less extent	2	14.3
Very less extent	1	7.1
Total	14	100

Table 4.15 shows that many principals (42.9 percent) indicated that gender influence competence in human resource management to a great extent.

Teachers were also asked the extent to which gender of BOM members influence the competence in the human resource management. The results are shown in Table 4.16.

Table 4.16: Teacher's responses on extent to which gender influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	1	6.7
Great extent	8	53.3
No extent	4	26.7
Less extent	1	6.7
Very less extent	1	6.7
Total	15	100

Table 4.16 shows that majority of teachers' (53.3 percent) indicated that gender influence competence in human resource management to a great extent. This implies that the gender of BOM members greatly influence competence in human resource management.

Influence of academic qualification of board of management member on competence in management of human resources

The third objective of the study was to determine the extent to which academic qualification of board of management member influence their competence in management of human resources in public secondary schools. Competence in management for schools requires the Board of Management to have the right academic qualifications. The study sought to establish from principals their highest academic qualification. The results are shown in Figure 4.6

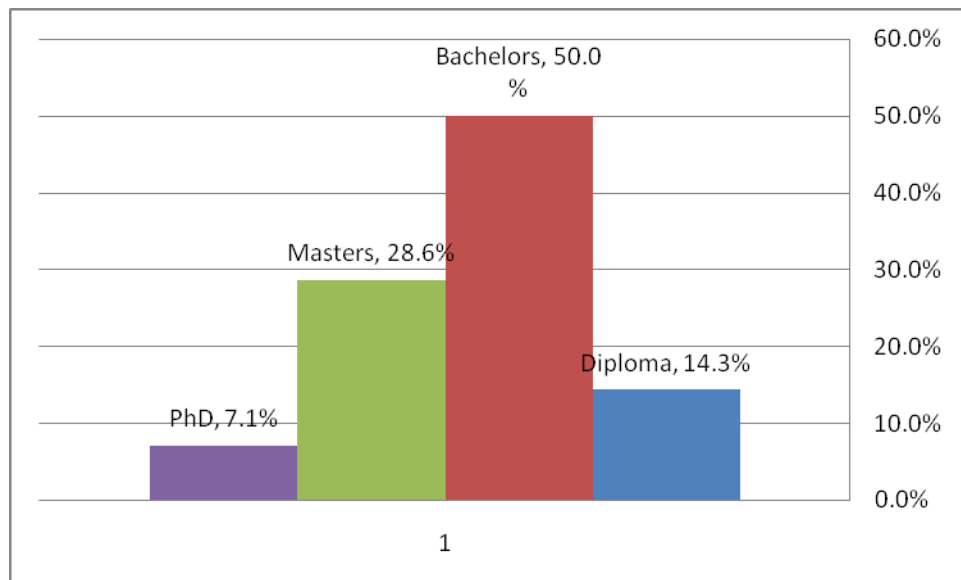


Figure 4.6: Distribution of principals by academic qualification

Figure 4.6 shows that half of principals 7 (50.0 percent) had bachelor's degree, 28.6 percent had masters, 14.3 percent had diploma and 7.1 percent had PhD. This implies that principals have required academic qualifications. Academic qualifications such as bachelors, graduate or PHD holder are considered to be qualified for various leadership roles. The reason is because such individuals can make sound judgment in situations that may require logic or reasoning (Mahoney, 2017).

Teachers were also asked to indicate their highest academic qualification. The results are shown in Table 4.17

Table 4.17: Distribution of teachers by academic qualification

Qualification	Frequency (f)	Percent (%)
Bachelors	13	86.6
Masters	2	13.3
Total	15	100

Table 4.17 indicates that majority of teachers (86.6 percent) in the BOM had bachelor's degree as their highest academic qualifications. This implies that majority of teachers in the BOM are qualified. This was in line with the Education Act 2012, which states that no person shall be appointed to or co-opted to the board of a secondary school without a minimum of a degree or its equivalent from a recognized university or equivalent institution BOM members should have a minimum, academic qualification which will allow them to interpret parliamentary Acts and other policies which relate to education (Asiago, 2016)

Principals and teachers' responses on consideration of academic qualification in the appointment of BOM member.

Principals were asked whether they consider academic qualification in the appointment of BOM member. Majority of principals and teachers (100 percent) indicated that academic qualification was considered in the appointment of BOM members. This implies that academic qualification was significant in the appointment of BOM members. Ministry of Education put

completion of secondary education as the minimum requirements for one to be appointed to school boards (MoE, 2004). Majority of BOM chairpersons (100 percent) and members (100 percent) agreed that academic qualification must be considered in the appointment of BOM members because an educated member has the required knowledge and skills to govern effectively. Akinfolarin (2017) found that a qualified member of BOM is competent in motivating, supervising, training and providing sustainable welfare policies to personnel.

Principals were asked to indicate the extent to which they agree with the following statements on academic qualification influence on the competence in human resource management. A 5-Likert scale where: SA = Strongly Agree, A= Agree, N= Neutral, D = Disagree, SD = Strongly Disagree was used.

Table 4.18: Principals responses on academic qualification influence on the competence in human resource management

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Academic qualification of the BOM influence their competence in human resource management	3	21.4	11	78.6	0	0	0	0	0	0
Literate school boards have significant influence on the Principal's work	5	35.7	8	57.1	1	7.1	0	0	0	0
Illiteracy among BOM members may leads to poor management of human resources	3	21.4	9	64.3	2	14.3	0	0	0	0
It is possible to appoint all members of the school boards who are well educated	12	85.7	2	14.3	0	0	0	0	0	0

n = 14

Table 4.18 shows that majority of principals (78.6 percent) agreed that academic qualification of the BOM influence their competence in human resource management. This implies that academic qualification of BOM members has an influence in competence in human resource management. Majority (57.1 percent) agreed that literate school boards have significant influence on the principal's work. Majority of principals (64.3 percent) agreed that illiteracy among BOM members may leads to poor management of human resources. The study also found that majority of principals (85.7 percent) strongly agreed that it was possible to appoint all members of the school boards who are well educated

Teachers were also asked to indicate the extent to which they agree with the following statements on academic qualification influence on the competence in human resource management. A 5-Likert scale where: SA = Strongly Agree, A= Agree, N= Neutral, D = Disagree, SD = Strongly Disagree was used.

Table 4.19: Teacher’s responses on academic qualification influence on the competence in human resource management

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Academic qualification of the BOM influence their competence in human resource management	11	73.3	2	13.3	2	13.3	0	0	0	0
Literate school boards have significant influence on the Principal’s work	13	86.7	2	13.3	0	0	0	0	0	0
Illiteracy among BOM members may leads to poor management of human resources	8	53.3	6	40.0	1	6.7	0	0	0	0
It is possible to appoint all members of the school boards who are well educated	7	46.7	5	33.3	2	13.3	1	6.7	0	0

n = 15

Table 4.19 shows that majority of teachers (73.3 percent) strongly agreed that academic qualification of the BOM influences their competence in human resource management. This implies that academic qualification of BOM members has an influence in competence in human resource management. Majority (86.7 percent) strongly agreed that literate school boards have significant influence on the principal’s work. Majority of teachers (53.3 percent) strongly agreed that illiteracy among BOM members may leads to poor management of human resources. The study also found that many teachers' (46.7 percent) strongly agreed that it was possible to appoint all members of the school boards who are well educated

The study sought to establish from principals the extent to which academic qualification influence competence in the human resource management. Their responses are shown in Table 4.20.

Table 4.20: Principals responses on extent to which academic qualification influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	8	57.1
Great extent	6	42.9
Total	14	100

Table 4.20 shows that majority of principals (57.1 percent) indicated that academic qualification to a very great extent influence competence in human resource management. This implies that the academic qualification of BOM members was necessary in influencing competence in human resource management. Kindiki (2009) noted that academic qualification of BOM members had an impact in the effectiveness of human resources management in secondary schools. The study also sought to establish from teachers' the extent to which academic qualification influence competence in the human resource management. Their responses are shown in Table 4.21.

Table 4.21: Teachers’ responses on extent to which academic qualification influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	12	80.0
Great extent	2	13.3
No extent	1	6.7
Total	15	100

Table 4.21 shows that majority of teachers' (80.0 percent) indicated that academic qualification influence to a very great extent competence in human resource management. This implies that the academic qualification of BOM members vary greatly influence competence in human resource management.

Influence of management experience of board of management member on competence in management of human resources

The fourth objective of the study was to establish the extent to which management experience of board of management member influences their competence in management of human resource in public secondary schools. The study sought to establish from principals whether management experience should be considered in the appointing BOM members. The results are shown in Figure 4.7

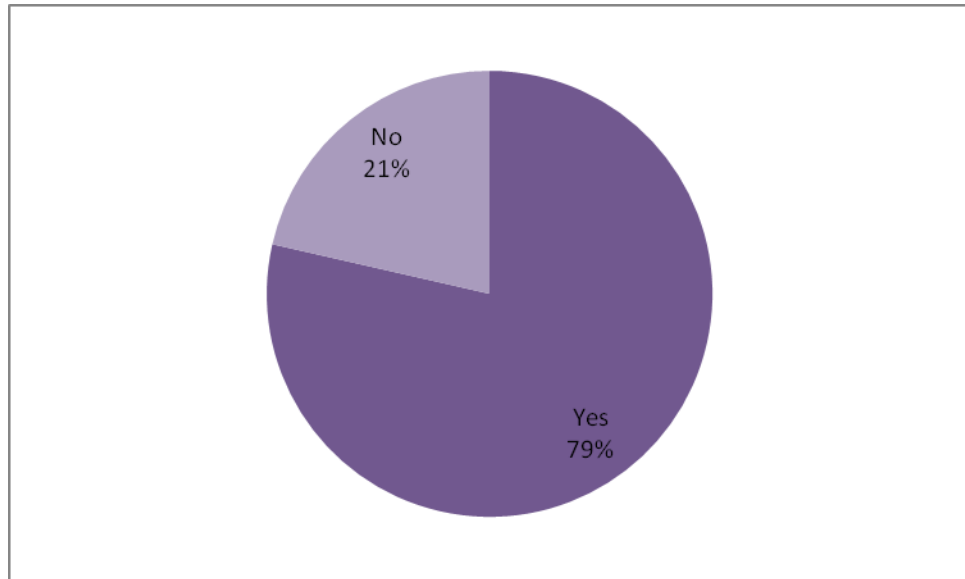


Figure 4.7: Principals responses on management experience consideration in the appointing BOM members

Figure 4.7 shows that majority of principals 11 (79 percent) agreed that management experience should be considered in the appointing BOM members. This implies that experience is needed in the appointment of BOM members. Members of the board who have experience in management are able to relate and understand their roles and responsibilities as far as human resource tasks are required in school management (Mwikaria, Gori, & Chepkonga, 2019; Heller, 2012).

Teachers were asked whether management experience should be considered in the appointing BOM members. The results are shown in Table 4.22

Table 4.22: Teachers’ responses on management experience consideration in the appointing BOM members

Responses	Frequency (f)	Percent (%)
Yes	8	53.3
No	7	46.7
Total	15	100

The result in Table 4.22 shows that majority of teachers (53.3 percent) indicated that management experience should be considered in the appointing BOM members. This implies that experience in management is considered in the appointment of BOM members. This is in line with Republic of Kenya (2012), which argues that management of educational institutions is crucial hence BOM should be appointed carefully to ensure that they are experienced. Education Act 2012 states that no person shall be appointed to or co-opted to the Board of a secondary school without a minimum of at least seven years' experience.

The study sought to establish from principals where they think inexperienced BOM members should get information from. The results are shown in Figure 4.8

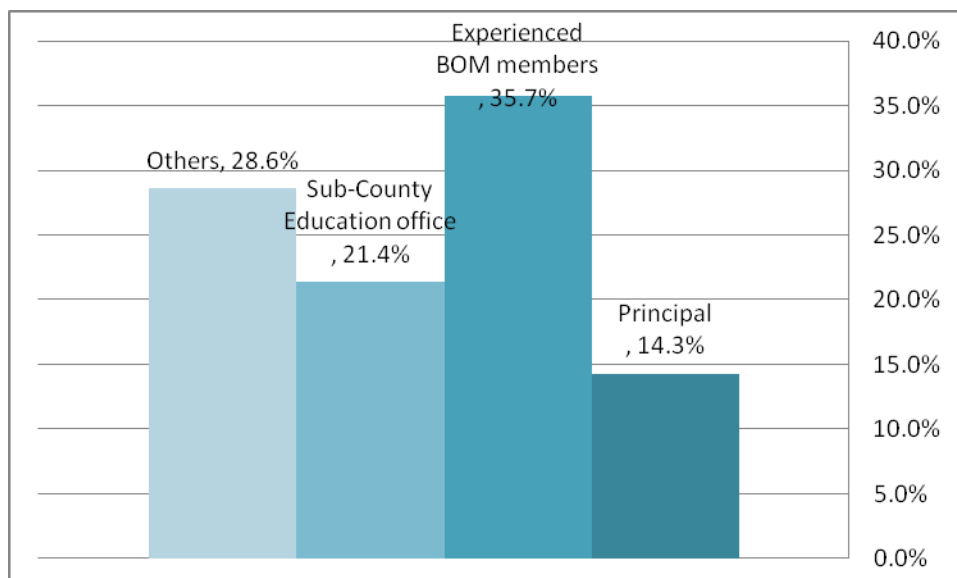


Figure 4.8: Principals responses on source of information for inexperienced BOM members

Figure 4.8 shows that many principals 5 (35.7 percent) thought that inexperienced BOM members should look for information from experienced BOM members.

Teachers were also asked where they think inexperienced BOM members should get information from. The results are shown in Table 4.23

Table 4.23: Teachers' responses on source of information for inexperienced BOM members

Source	Frequency (f)	Percent (%)
Principal	3	20.0
Experienced BOM members	7	46.7
Sub-County Education office	3	20.0
Others	2	13.3
Total	15	100

Table 4.23 shows that many of teachers' (46.7 percent) thought that inexperienced BOM members should look for information from experienced BOM members.

The study sought to establish from principals BOMs' managerial competencies in human resource management practices. The results are shown in Table 4.24

Table 4.24: Principals responses on BOMs' managerial competencies in human resource management

Practices	Very good		Good		Poor		Very poor	
	F	%	F	%	F	%	F	%
Providing incentives for teachers to increase their motivation to work	6	42.9	8	57.1	0	0	0	0
Providing incentives to students to improve academic performance	9	64.3	5	35.7	0	0	0	0
Promoting teachers' welfare to increase their commitment to instructional tasks	7	50.0	7	50.0	0	0	0	0
Involving teachers in decision making for school improvement	2	14.3	11	78.6	1	7.1	0	0
Orientating new staff and students on school activities and goals	5	35.7	9	64.3	0	0	0	0
Organizing seminars and workshops for professional advancement of teachers	1	7.1	3	21.4	8	57.1	2	14.3
Delegation of tasks to teachers to give them sense of responsibility	3	21.4	11	78.6	0	0	0	0
Supervising teachers' and students to render professional guidance	9	64.3	5	35.7	0	0	0	0
Appraising staff to improve their job performance	13	92.9	1	7.1	0	0	0	0
Ensuring teachers' and students' discipline	4	28.6	10		0	0	0	0

n = 14

Table 4.24 shows that majority of principals (57.1 percent) indicated that there was good competencies in providing incentives for teachers' to increase their

motivation to work, very good competencies in providing incentives to students (64.3 percent), very good competencies in involving teachers' in decision making for school improvement and good competencies in orientating new staff and students on school activities and goals (64.3 percent). Akinfolarin (2017) found that for effective staff human resource management, school administrators' must develop good competencies in staffing, orientation, communication, training, supervision, conflict management, motivation, discipline and ensuring professional growth of academic and non-academic staff, while for effective students' human resource management, school administrators should acquire competencies in increasing students' enrolment, orientation, students' discipline, welfare services, counseling services and provision of incentives to students.

The study sought to establish from teachers the extent to which managerial experience influence competence in the human resource management. The results are shown in Table 4.25

Table 4.25: Teachers' responses on extent to which managerial experience influence competence in the human resource management

Extent	Frequency (f)	Percent (%)
Very great extent	10	66.7
Great extent	5	33.3
Total	15	100

Table 4.25 shows that majority of teachers' (66.7 percent) indicated that managerial experience influence to a very great extent competence in human resource management. This implies that experience in management vary

greatly influence competence in human resource management. An experienced board is able to ensure that resource allocation is done appropriately

Board of Management competence in management of human resources

Principals were also asked to indicate the extent they agree with the following statements on BOM competence in Human resource management A 5-Likert scale where: SA = Strongly Agree, A= Agree, N= Neutral, D = Disagree, SD = Strongly Disagree was used.

Table 4.26: Principals responses on BOM competence in human resource management

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Recruitment	12	85.7	2	14.3	0	0	0	0	0	0
Job placement	11	78.6	3	21.4	0	0	0	0	0	0
Job satisfaction	4	28.6	5	35.7	6	42.9	0	0	0	0
Work performance	5	35.7	7	50.0	2	14.3	1	6.7	0	0

n = 14

The data on Table 4.26 shows that majority of principals strongly agree that BOM is competent on matters recruitment (85.7 percent) and job placement. Many were neutral on job satisfaction (42.9 percent) while half (50 percent) agreed that BOM were competent on work performance.

Teachers were also asked to indicate the extent they agree with the following statements on BOM competence in Human resource management A 5-Likert scale where: SA = Strongly Agree, A= Agree, N= Neutral, D = Disagree, SD = Strongly Disagree was used.

Table 4.27: Teachers responses on BOM competence in human resource management

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Motivating	10	66.7	3	20.0	3	0	0	0	0	0
Supervising	13	86.7	3	20.0	0	0	0	0	0	0
Training	2	13.3	4	26.7	6	40.0	2	13.3	1	6.7
Providing suitable welfare policies	6	40.0	3	20.0	2	13.3	3	20.0	1	6.7

n = 15

Table 4.27 shows that majority of teachers strongly agree that BOM is competent on matters motivation (66.7 percent) and supervision (86.7 percent). Many were neutral on training (42.9 percent) while half (40 percent) strongly agreed that BOM were competent on providing suitable welfare policies

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further studies.

Summary of the study

The purpose of the study was to investigate demographic factors influencing competence of board of management in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. The study was guided by four objectives: To determine the influence age of the board of management members; To assess the influence of gender of board of management members; To determine influence of academic qualification of board of management member and to establish the influence of management experience of board of management members competence in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. The literature review focused on the appropriate objectives, theoretical framework and conceptual framework. The theoretical framework was based on the System Theory advanced by Ludwig Von Bertalanffy (1968).

The study used descriptive survey research design because it allowed the researcher to describe characteristics of an individual or group as they really are and are only concerned with conditions or relationships that exist, opinions that are held and process that are ongoing. The target population included 55

public secondary schools which comprised of 55 principals, 55 BoM chairpersons, 55 BoM members and 330 teachers in Chepalungu Sub-County, Kenya. Simple random sampling was used to select principals and teachers. Purposive sampling was used to select male and female BoM members followed by simple random sampling to select 30% of participants. The sample size was 17 principals, 17 BoM chairpersons, 99 BoM members and 17 teachers. Interview schedule (BoM Chairperson and BoM members) and questionnaires (principals and teachers) were used as instruments for data collection. After data cleaning, the data was coded and entered into computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20. The quantitative data was analyzed using descriptive statistics such as frequencies, percentages, while qualitative data was analysed thematically. The study findings revealed that age, gender, academic qualification and management experiences influenced to a greater extent the BoM competence in HRM such recruitment, Job placement, job satisfaction and work performance in public secondary schools in Chepalungu Sub County, Kenya.

Objective one sought to determine the influence of age of the board of management members' competence in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. The study found that that majority of principals (78.6 percent) are aged between 50 – 59 years, while majority of BOM teacher were aged between 40 – 49 years. The results revealed that majority of principals (86 percent) and teachers (66.7 percent) agreed that school considered age in the appointment of BOM member. On whether age influences competence in the human resource management, majority of principals (64 percent) and teachers' (53.3 percent) were in

agreement. BOM chairpersons and members also agreed that age influence competence in the human resource management and that older members were more competent than the younger members. Many principals (50.0 percent) indicated that age influence competence in human resource management to a very great extent while many teachers' (33.3 percent) indicated that age influence competence in human resource management to a great extent. Therefore the appointing authority needs to consider age of the BoM members. The young may bring new ideas to the BoM while the aged may provide guidance in recruitment, job placement, job satisfaction and work performance.

Objective two sought to determine the influence of gender of the board of management members' competence in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. Majority of principals (64 percent) and BOM teachers' (60.0 percent) were male. This implied that women were underrepresented in the board of management. Majority of schools (78.6 percent) had more males than females in the BOM. This implies that there is gender disparity in composition of school BOM. Majority of principals 13 (93 percent) considered gender in the appointment of BOM members. This implies that gender consideration was necessary in the appointment of BOM members. Many teachers' (46.7 percent) indicated that gender was not considered in their appointment as BOM members. The study found that that majority of principals (57 percent) and teachers' (60.0 percent) agreed that gender composition of BOM members influence the competence in the human resource management. Many principals (42.9 percent) and majority of teachers' (53.3 percent) indicated that gender influence competence in

human resource management to a great extent. The appointing authority needs to consider gender equity when appointing members of the school boards as stipulated in the Constitution of Kenya (2010)

Objective three sought to determine the influence of academic qualification of the board of management members' competence in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. The study found that half of principals (50.0 percent) had bachelor's degree, 28.6 percent had masters, 14.3 percent had diploma and 7.1 percent had PhD. majority of teachers (86.6 percent) in the BOM had bachelor's degree as their highest academic qualifications. Majority of principals and teachers (100 percent) indicated that academic qualification was considered in the appointment of BOM members. This implies that academic qualification was necessary in the appointment of BOM members. Majority of BOM chairpersons (100 percent) and members (100 percent) agreed that academic qualification must be considered in the appointment of BOM members because an educated member has the required knowledge and skills to govern effectively. Majority of principals (78.6 percent) agreed while majority teachers' (73.3 percent) strongly agreed that academic qualification of the BOM influence their competence in human resource management. Majority of principals (57.1 percent) agreed, and teachers (86.7 percent) strongly agreed that literate school boards had significant influence on the principal's work. Majority of principals (64.3 percent) agreed that illiteracy among BOM members may leads to poor management of human resources while 53.3 percent of teachers strongly agreed. The study also found that majority of principals (85.7 percent) and many teachers' (46.7 percent) strongly agreed

that it was possible to appoint all members of the school boards who are well educated. Majority of principals (57.1 percent) and teachers' (80.0 percent) indicated that academic qualification to a very great extent influence competence in human resource management. The blending of both male and female in school management being a constitutional right may provide motivation to workers of both gender and may improve recruitment, job placement, job satisfaction and work performance.

Objective four sought to determine the influence of management experience of the board of management members' competence in human resource management of public secondary schools in Chepalungu Sub-County, Kenya. Majority of principals (79 percent) and teachers' (53.3 percent) agreed that management experience should be considered in the appointing BOM members. Majority of principals (57.1 percent) indicated that there was good competencies in providing incentives for teachers' to increase their motivation to work, very good competencies in providing incentives to students (64.3 percent), very good competencies in involving teachers' in decision making for school improvement and good competencies in orientating new staff and students on school activities and goals (64.3 percent). Majority of teachers' (66.7 percent) indicated that managerial experience influence to a very great extent competence in human resource management. Managerial experience may provide the BoM members with a wealth of experience and efficient execution of their mandate and utilize resources well.

5.3 Conclusions

From the findings, the study concluded that age of the board of management members' influences competence in human resource management of public secondary schools.

The study established that there were more males than females in the BOM. This implied that women were underrepresented in the board of management and gender disparity existed in composition of school BOM. Gender consideration was necessary in the appointment of BOM members. This implies that gender consideration was necessary in the appointment of BOM members. Majority of principals and teachers' agreed that gender composition of BOM members influenced the competence in the human resource management to a great extent.

The study also established that majority of principal and teachers' strongly agreed that academic qualification of the BOM influence their competence in human resource management. Literate school boards had significant influence on the principal's work while illiteracy among BOM members may leads to poor management of human resources. it was possible to appoint all members of the school boards who are well educated. Majority of principals and teachers' indicated that academic qualification to a very great extent influence competence in human resource management.

The study also concluded that management experience should be considered in the appointing BOM members. There was good competencies in providing incentives for teachers' to increase their motivation to work, very good

competencies in providing incentives to students, very good competencies in involving teachers' in decision making for school improvement and good competencies in orientating new staff and students on school activities and goals. Managerial experience influence to a very great extent competence in human resource management.

Recommendations

The following recommendations were made by the study:

- Age should not be a barrier for one to become BOM member. Both young and older people should be considered.
- More women should be appointed in the BOM so that gender equality can be achieved.
- Academic qualification should be removed as a consideration for one to be appointed as BOM members.
- Only experienced people to be elected in the schools BOM.

Suggestions for further study

The following are the areas that need further research;

- i. Demographic factors influencing competence of board of management in financial management
- ii. Institutional factors influencing competence of board of management in human resource management
- iii. A replica of the study should be carried out in other areas.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
P.O BOX 30197-00100,
Nairobi.

The Principal/BOM

Dear Sir/ Madam

RE: PARTICIPATION IN RESEARCH

I am a Masters' Student at the University of Nairobi undertaking a research titled:

“Demographic factors influencing competence of board of management in human resource management in public secondary schools in Chepalungu Sub-County, Kenya.” I seek your permission to conduct a research in your institution.

The information provided by the respondents will be used only for this research and their identity will be treated with strict confidentiality.

Thank you.

Yours faithfully



Kirui Joan Chebet

APPENDIX II: QUESTIONNAIRE FOR PRINCIPAL

This questionnaire is intended to collect data on factors influencing competence of board of management in human resource management in public secondary schools in Chepalungu Sub-County, Kenya

Section I: Background information

1. How long have you worked at your current station?

1 – 2 years 3 – 4 years 5 – 6 years over 7 years

2. Have you attended any course (s) related to human resource management?

Yes No

If yes, state the course _____

Section II: Influence of age of board of management on their competence in management of human resources

3. What is your age bracket in years?

20 – 29 30 – 39 40 – 49 50 – 59

4. Does the school consider age in the appointment of BOM member?

Yes No

5. Does age influence your competence in the human resource management?

Yes No Not Sure

If yes, how _____

6. To what extent does age influence your competence in the human resource management?

Very great extent Great extent No extent Less extent

Very less extent

7. Please tick to indicate the level of BOM competence in human resource management using a 5-Likert scale where 5 = Very good 4 = Good 3 = Fair 2 = Poor 1 = Very poor

Statement	1	2	3	4	5
Age of the BOM members influence their competence in human resource management					
Older board members have significant influence on the principal's work					
Youthful BOM members may leads to poor management of human resources					
It is possible to appoint all members of the school boards who are younger					

Section III: Influence of gender of board of management on their competence in management of human resources

8. State your gender: Male Female
9. What is the gender composition of the school BOM?
- a) More males than females
- b) More females than males
- c) Equal number of males and females
10. Does the school consider gender in the appointment as a BOM member?
- Yes No

11. Does the gender composition of BOM members influence the competence in the human resource management?

Yes

No

If yes, how _____

12. To what extent does gender of BOM influence their competence in the human resource management?

Very great extent Great extent No extent Less extent

Very less extent

Section IV: Influence of academic qualification of board of management on their competence in management of human resources

13. What is your highest academic qualification?

Certificate Diploma Bachelors Masters PhD

14. Does the school consider academic qualification in the appointment of BOM member?

Yes No

15. Please tick to indicate the extent to which you agree with the following statements in a 5-Likert scale where: SA = Strongly Agree, A= Agree,

N= Neutral, D = Disagree, SD = Strongly Disagree.

Statement	SA	A	N	D	SD
academic qualification of the BOM influence their competence in human resource management					
literate school boards have significant influence on the Principal's work					

Illiteracy among BOM members may leads to poor management of human resources					
It is possible to appoint all members of the school boards who are well educated					

16. To what extent does academic qualification influence your competence in the human resource management?

Very great extent [] Great extent [] No extent [] Less extent []
 Very less extent []

Section V: Influence of management experience of board of management on their competence in management of human resources

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

Yes [] No []

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

- a) The principal []
- b) Experienced BOM members []
- c) Sub-County Education office []
- d) Others (specify_____)

19. What are BOMs' managerial competencies in the following human resource management practices?

Human resource management practices	Very good	Good	Poor	Very poor
Providing incentives for teachers' to increase their motivation to work				
Providing incentives to students' to improve academic performance				
Promoting teachers' welfare to increase their commitment to instructional tasks				
Involving teachers' in decision making for school improvement				
Orientating new staff and students on school activities and goals				
Organizing seminars and workshops for professional advancement of teachers				
Delegation of tasks to teachers' in order to give them sense of responsibility				
Supervising teachers' and students' in order to render professional guidance				

Appraising staff in order to improve their job performance				
Ensuring teachers' and students' discipline				

Section VI: Board of Management on their competence in management of Human Resources

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

Statement	SA	A	N	D	SD
Recruitment					
Job placement					
Job satisfaction					
Work performance					

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to collect data on factors influencing competence of board of management in human resource management in public secondary schools in Chepalungu Sub-County, Kenya

Section I: Background information

1. How long have you worked at your current station?

1 – 2 years [] 3 – 4 years [] 5 – 6 years [] over 7 years []

2. Have you attended any course (s) related to human resource management?

Yes [] No []

If yes, state the course _____

Section II: Influence of age of board of management on their competence in management of human resources

3. What is your age bracket in years?

20 – 29 [] 30 – 39 [] 40 – 49 [] 50 – 59 []

4. Did the school consider age in your appointment as BOM member?

Yes [] No [] Not Sure []

5. Does age influence your competence in the human resource management?

Yes [] No [] Not Sure []

If yes, how _____

6. To what extent does age influence your competence in the human resource management?

Very great extent [] Great extent [] No extent [] Less extent []

Very less extent []

7. Please tick to indicate the level of BOM competence in human resource management using a 5-Likert scale where 5 = Very good 4 = Good 3 = Fair 2 = Poor 1 = Very poor

Statement	1	2	3	4	5
Age of the BOM members influence their competence in human resource management					
Older board members have significant influence on the principal's work					
Youthful BOM members may leads to poor management of human resources					
It is possible to appoint all members of the school boards who are younger					

Section III: Influence of gender of board of management on their competence in management of human resources

8. State your gender: Male Female
9. What is the gender composition of the school BOM?
- d) More males than females
- e) More females than males
- f) Equal number of males and females
10. Did the school consider gender in your appointment as a BOM member?
- Yes No Not sure

11. Does the gender composition of BOM members influence the competence in the human resource management?

Yes No Not sure

If yes, how _____

12. To what extent does gender of BOM influence their competence in the human resource management?

Very great extent Great extent No extent Less extent

Very less extent

Section IV: Influence of academic qualification of board of management on their competence in management of human resources

13. What is your highest academic qualification?

Certificate Diploma Bachelors Masters PhD

14. Does the school consider academic qualification in the appointment of BOM member?

Yes No

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

Statement	SA	A	N	D	SD
academic qualification of the BOM influence their competence in human resource management					
literate school boards have significant influence on the Principal's work					

Illiteracy among BOM members may leads to poor management of human resources					
It is possible to appoint all members of the school boards who are well educated					

16. To what extent does academic qualification influence your competence in the human resource management?

Very great extent [] Great extent [] No extent [] Less extent []
Very less extent []

Section V: Influence of management experience of board of management on their competence in management of human resources

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

Yes [] No []

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

- e) The principal []
- f) Experienced BOM members []
- g) Sub-County Education office []
- h) Others (specify_____)

19. To what extent does managerial experience influence competence in the human resource management?

Very great extent [] Great extent [] No extent [] Less extent []
Very less extent []

Section VI: Board of Management on their competence in management of Human Resources

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


Statement	SA	A	N	D	SD
Motivating					
Supervising					
Training					
Welfare policies					

**APPENDIX IV: INTERVIEW SCHEDULE FOR BOM CHAIRPERSON
AND MEMBERS**

1. How does age of board of management influences their competence in management of human resources in public secondary schools?
2. What are the differences in terms of competence in management of human resources of young and old BOM members?
3. How does gender of board of management influences their competence in management of human resources in public secondary schools?
4. What are the differences in terms of competence in management of human resources of male and female BOM members?
5. How does academic qualification of board of management influence their competence in management of human resources in public secondary schools?
6. Should academic qualification be used to select BOM members? Give reasons for your answer.....
7. How does management experience of board of management influences their competence in management of human resource in public secondary schools?
8. What can be done to the BOM members to improve their competence in management of human resource in public secondary schools?

APPENDIX V: RESEARCH CLEARANCE PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **627625** Date of Issue: **15/November/2021**


RESEARCH LICENSE




This is to Certify that Ms.. JOAN CHEBET KIRUI of University of Nairobi, has been licensed to conduct research in Bomet on the topic: DEMOGRAPHIC FACTORS INFLUENCING BOARD OF MANAGEMENT COMPETENCE IN HUMAN RESOURCE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN CHEPALUNGU SUB-COUNTY, KENYA for the period ending : 15/November/2022.

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APPENDIX VI: RESEARCH AUTHORIZATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "ELIMU",
Telephone: 052-22265
When replying please quote
email: cdebometcounty@gmail.com
Ref/CDE/BMT/ED/AUTH/74/VOL.II/12

COUNTY EDUCATION OFFICE,
BOMET COUNTY,
P.O. BOX 3-20400,
BOMET.

17th November, 2021

Ms. Joan Chebet Kirui
Nairobi University
P.o Box -
NAIROBI.

TO WHOM IT MAY CONCERN

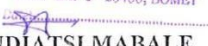
RE: RESEARCH AUTHORIZATION.

Reference is made to the letter dated 15th November 2021, Ref: No. NACOSTI/P/21/14235/627625 from NACOSTI requiring the above mentioned person to conduct a research on "Demographic factors influencing board of management competence in Human Resource Management in Public Secondary Schools in Chepalungu Sub County, Kenya" for the period ending 15th November, 2022.

The purpose of this letter is to inform you that the authority has been granted for her to carry out the study in Bomet County, Bomet East Sub County, including learning Institutions among others.

Kindly accord her the assistance she requires.

COUNTY DIRECTOR OF EDUCATION
BOMET
P. O. Box 3 - 20400, BOMET

P.P. 
INDIATSI MABALE
COUNTY DIRECTOR OF EDUCATION
BOMET COUNTY.

Copy

CEO- NACOSTI



DEMOGRAPHIC FACTORS
INFLUENCING BOARD OF
MANAGEMENT COMPETENCIES
IN HUMAN RESOURCE
MANAGEMENT IN PUBLIC
SECONDARY SCHOOLS IN
CHEPALUNGU SUB-COUNTY,
KENYA

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DEMOGRAPHIC FACTORS INFLUENCING BOARD OF MANAGEMENT COMPETENCIES IN HUMAN RESOURCE MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN CHEPALUNGU SUB-COUNTY, KENYA

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