FACTORS INFLUENCING FUNCTIONS OF BOARDS OF MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN SAMETA DISTRICT, KISII COUNTY, KENYA

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DECLARATION

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

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DEDICATION

I dedicate this research project to my dear husband James Obwoge, my loving children Kevin, Cynthia and Sylvia, not forgetting my loving sisters Pamela Moraa and Margaret Otuke.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM   Board of Management

CDF   Constituency development fund

CPE   Certificate of primary education

CREATE   Consortium for Research on Educational Access, Transition and Equity

DEB   District Education Board

DC   District Commissioner

DEO   District Education Officer

DQASO   District Quality Assurance and Standards Officer

ELBs   Education and Libraries Boards

ELCK   Evangelical Lutheran Church of Kenya

GOK   Government of Kenya

KCPE   Kenya Certificate of Primary Education

KEMI   Kenya Education Staff Institute

KEMI   Kenya Education Management Institute

KESSP   Kenya Education Sector Programme

KNUT   Kenya National Union of Teachers

KSSHA   Kenya Secondary Schools Heads Association

KUPPET   Kenya Union of Post Primary Education Teachers

LEAs   Local Education Authorities

MOE   Ministry of Education

MOEST   Ministry of Education, Science and Technology

MP   Member of Parliament

MPET	Master Plan for Education and Training
NCST	National Council of Science and Technology
PAG	Pentecostal Assemblies of God
PEB	Provincial Educational Board
P.T.A	Parents Teachers' Association
SDA	Seventy Day Adventist
SGBs	School Governing Bodies
SMC	School Management Committee
T.S.C	Teachers Service Commission
UK	United Kingdom
USA	United States of America

ABSTRACT

The purpose of this study was to establish the factors influencing management of Board of Management in public secondary schools in Sameta district, Kisii County, Nyanza province. The study is guided by four objectives that revolved on the establishment of Boards of Management, the extent to which Boards of management are trained in carrying out their duties, extent to which studies on schools boards from international perspective have been adhered to by the Boards of management and finally the extent to which research work in Kenya on schools' boards have been adhered to by the Boards of Management. The study adopted descriptive survey and the target population included 22 principals and 22 public secondary schools three sponsor's, representatives and the D.E.O in Sameta district. Data was analyzed by use of SPSS programme and presented by use of frequency tables, bar graphs and pie charts. Based on the findings of the study, it is recommended that, panelists be given relevant training in recruitment and selection of Boards of Management members. A uniform selection criteria should be followed strictly, the BOM chairpersons be elected from any of the appointed BOM members and not strictly from those representing the sponsor alone. A BOM development committee in charge of the BOM recruitment training and BOM welfare be established at the district. BOM be constituted in time, the chairperson be at least a graduate, professional who are educated should be involved in the process leaving out the politicians. The minimum qualification of the BOM members be raised to a bachelors degree, the selection panel should strictly adhere to the MOE policy guidelines and procedures, BOM positions should be advertised, nominees should be interviewed and vetted and there should be thorough verification of the nominees academic certificates and testimonials by the panelists. It was also suggested that in order to enhance the effectiveness of the training of the BOM members it was suggested that the MOE should provide adequate funding for training BOM members who should attend a mandatory induction course for one week before. Resuming duties, the MOE should deploy adequate staff at the district, CDF should give support in the training of the BOM members. A body in charge of BOM recruitment, training and welfare be established at the district, the MOE should establish a systematic BOM training program to be carried out on a regular basis through seminars and workshops and there should be an annual review of the BOM performance. Lastly KEMI should devolve it's services to the county level to assist the training program so as to cut down expenses for training. The suggestion in the Education Act (2013), the name BOG to change to (BOM) Board of Management and that professionals like teachers should be allowed into the BOM should also be adhered to. The researcher suggested that since this research was conducted in Sameta District of Kisii County, similar study should be conducted in other districts to find the factors influencing BOM management in public secondary schools. There is also need to asses the effectiveness of the recruitment, selection and training of the SMC in management public primary schools. There is also need to assess the extent to which political, community and religious interference recruitment and selection of the BOM members in public secondary schools are affected. Finally, there is need to examine the challenges facing KEM1 in training of the education managers in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Management is an important component of running a successful organization. The success depends on the right knowledge, skills and the quality of the management. According to Griffin (1984), management is a process of planning, leading and controlling an organizationals' human, financial, physical and information resources to achieve the organizational goals in an efficient and effective manner. Emanuel (2009) says, management in relation to educational setting is a field of study that is concerned with the operations of educational organizations for the purpose of achieving the expected goals of education. The education managers' main task is to set educational objectives, formulate plans, set financial revenues, identify tasks and evaluate the working personnel.

The management of educational institutions in Kenya by the BOM is critical. Therefore, the BOM should ensure that sound policies, goals and objectives are formulated in secondary schools and that methods are determined of the target objectives. For this reason, therefore, those appointed to serve in the BOM should have the capacity, to handle the required tasks. The public secondary schools management has evolved over time. During the colonial regime management of education was entirely left in the hands of missionaries who provided schools with teachers, finances, curriculum implementers, spiritual and moral guidance (Olembo 1992). During independence following the recommendations from the Education

commission (1964), chaired by Prof. Ominde, the government undertook to manage public schools in Kenya formerly managed by the missionaries. As a result, the Cap 211 Laws of Kenya of 1968 was enacted. It gave powers to the minister of education to establish BOM a corporate body consisting of thirteen members each, to manage public secondary schools on behalf of the minister (Republic of Kenya, 1968).

The BOM roles on management include financial management, staff and student management theory, provision of physical and material resources, management of curriculum and instructional programmes and management of school community relationship (Okumbe, 2001). These management roles delegated to the BOM by the minister are enormous. Therefore, the board is expected to be conversant with the management process whose general functions are planning, organizing, staffing, evaluating, and budgeting. The recruitment criteria has to be adhered to and the guidelines from the ministry of Education on recruitment, selection, appointment and training, implemented to the letter or the boards to be effective. This will ensure that those recruited into the school's management are people of integrity who are qualified.

Recruitment of the BOM members is done by a selection panel that is constituted three months before the expiry of the existing board. According to the MOEST (2004) and Republic of Kenya (1987), members of the selection panel includes the DEO or his representative, the DC or his representative, the area chief , the area member of parliament , the local county representative and the sponsor's representative.

The main duty of the selection panel is to nominate ten (10) persons whose names are forwarded to the minister for approval. Those nominated to the board shall consist of:- Three persons representing the community served by the school, four persons representing bodies, organizations or the sponsor, and three persons representing special interests or circumstances. Upon the appointment of the ten (10) persons by the minister, three persons representing the PTA are co-opted during inauguration (Republic of Kenya, 1968). The BOM members are then briefly inducted into carrying out their duties by the DEO. The induction is vital because, it introduces the BOM members into the work procedures, rules and regulations. In order for the BOM to be effective, training and capacity building should be a priority. It provides specific knowledge and relevant skills to enable them perform their roles more confidently and competently. The Kamunge Report (1988) acknowledges that, the role played by BOM in the management of educational institutions is crucial and therefore, boards should be appointed on time and members carefully selected to ensure that the boards have committed members.

Therefore, the managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively and efficiently. The classical management theory by Henri Fayol et al (1841-1925) France emphasizes how managers and supervisors relate to their organizations in the knowledge of this goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard. The proponent devised a 14 point model of management in France. According to Fayol (1841-1925), these

specifications have proved popular in France. They include; division of work, authority, discipline, unity of command, unity of direction, subordination of individual interests to the general interest, remuneration, centralization, scalar chain, order, equity, stability of tenure of personnel, initiative, and Esprit de corps.

Fayol was the first person to actually give a definition of management which is generally familiar today namely "forecast and plan, to organize, to command, to coordinate and to control". He also gave much to the basic terminology and concepts, which would be elaborated upon by future researchers, such as division of labour, scalar chain, unity of command and centralization.

In Kenya, the MOEST has too spelt out clearly the requirement for a suitable person to be recruited to serve as a member of the BOM on any public secondary school. According to the MOEST (2004), the members to be appointed to the BOM should meet the following requirements; have a minimum of secondary education certificate, be a person of integrity and committed to serve the community on voluntary basis, the chairperson be at least a university graduate or one with a profession, of high integrity and preferably that, the chairperson or any other member should not have any business interest with the school in which one is serving as a board member.

It is assumed that the selection panels follow the guidelines on nominating and suitable for appointment to serve in the BOM On the contrary, the BOM recruitment and selection panel does not adhere strictly to selection guidelines as stipulated by the MOE. This is attributed to religious and political interference in the

nomination process. As a result, persons are nominated for appointment without serious consideration of their academic qualifications and hence, most are illiterate (Matheka, 1987), have vested interests and low academic levels. (Nzuvu, 2004), lack of management capacity (World Bank, 1996), and are not effective in the decision making (Mutai, 2003).

Having cited the gaps existing in the recruitment, selection and consequently performance of BOM   there remains an unanswered question whether, the recruitment guidelines are followed by panelists and, upon appointment, are the board members thoroughly inducted and trained, thus casting doubts on the effectiveness of the process, a task that this study shall focus on.

Training of workers in an organization is important because it enhances job motivation and satisfaction and, increases the employee's productivity. Given the enormous challenges that face the management of educational institutions, the training techniques should be adequate and relevant to enable the BOM address their job more confidently and competently. Okumbe (1998) asserts that, training provides junior employees with specific knowledge and skills in order to enable them perform specific tasks. The employees are brought to an agreed standard of proficiency through practice and instructions.

It is the responsibility of the MOE to provide training to school boards and other educational managers. The role is carried out by the Kenya Education staff institute (KESI) presently known as Kenya Educational Management Staff Institute (KEMI) which was established in 1981 by the Kenya Government through the World Bank

IDA 5th Education Credit (KEMI) project.

It is charged with the responsibility of developing managerial capacity within the ministries of basic and Higher Education. The establishment of (KEMI) was in response to the fact that many personnel in the administrative and managerial positions were initially trained as teachers only without formal training in management skills (Republic of Kenya, 1989). KEMI now targets education officers, sponsors, member of PTA, BOM and school committees for educational institutions. The purpose is to strengthen their managerial and planning capacity through continued and expanded in- service training and staff development, to facilitate performance skills improvement for quality educational service in Kenya (Republic of Kenya 1989).

It is assumed that KEMI undertakes this major role of improving or capacity building of the educational managers promptly and regularly. Studies that have been done in Kenya have indicated that most BOM are ineffective. Hence not being knowledgeable of their duties and powers (Ogeno, 1987), lack of management capacity and formal training in basic managerial skills (World Bank, 1996), Poor skills in decision making process(Mutai, 2003) while Otieno (2010) established that the inhibiting factor to fully participate by the BOM was lack of training in management. These studies indicate that BOM are not effectively inducted and or trained in carrying out their duties, a fact that this study shall attempt to investigate.

There is a clear indication from the foregoing discussion that gaps exist in the recruitment and training policies of the BOM in Kenya, despite the availability of

existing policy guidelines on the recruitment and appointment of the board members. Recommendations made by the world Bank (1996) and Wangai report (Report of Kenya, 2001) on the appointment and training of BOM have not so far been effectively implemented. An explanation for this failure is missing. It is with this background that a need with this background that a need for this research arose to provide information on the effective process of the recruiting and training of the BOM in Kisii county.

1.2 Statement of the problem

Effective management has become an integral competent factor of running successful organizations. The management of educational institutions in Kenya by the BOM is therefore critical because they play a key role in the achievement of the instructions' goals and objectives. According to the MOE (1997), it is widely recognized and agreed that one of the key factors influencing school effectiveness is the nature and quality of leadership and management provided by the managers. Therefore, any procedures affecting their selection and appointment must be done carefully.

Management skills among other tasks by the BOM can lead to high performance. Workshops, seminars, in-service courses meant to improve management in our schools have been used nationally. This has been done with an aim of improving the academic performance (City Education, 2009). Despite the government's effort to support education in public secondary schools in Sameta district through the posting of teachers and improving the infrastructure, the performance has remained dismal. The failure has been attributed to recruitment and selection process of BOM

members and training of the BOM members in carrying out their duties. Therefore panel is expected to make the current practices and plans to strategize, structure and systems which bring the school close to attaining the outcomes of the curriculums.

Table 1.1 School unrest in Sameta, Kisii central and Nyamache Districts 2008 - 2012

District Year	Sameta	Kisii Central	Nyamache
2008	5	3	2
2009	4	2	3
2010	4	3	1
2011	3	1	2
2012	2	1	1

Source: DEO, Sameta, Kisii Central and Nyamache districts

From the above table it can be noted that Sameta district had many student unrest 2008-2012 as compared to Kisii Central and Nyamache district which are neighbouring. Schools' unrest is an indicator of poor school management. It is for this reason that the researcher wants to establish the factors influencing BOM of public secondary schools in Sameta district, Kisii County.

1.3 Purpose of the study

The purpose of this study is to establish the factors influencing Board of Management in public secondary schools in Sameta district, Kisii County, Kenya.

1.4 Research objectives

i) To determine how BOM members are established into their performance of management of public secondary schools in Sameta district, Kisii County.

ii)   To determine the extent to which BOM are trained in carrying out their management duties in public secondary schools in Sameta district, Kisii County.

iii)   To establish the extent to which studies on schools' Boards from an international perspective have been adhered to by the BOM in public secondary schools in Sameta District, Kisii County.

iv)   To determine the extent to which research work in Kenya on schools boards has been adhered to by BOM in the public secondary schools in Sameta District, Kisii County.

1.5 Research questions

The study was guided by the following research questions.

i)   How are the BOM established into their duties in management of public secondary schools in Sameta District Kisii County?

ii)   How are the BOM, trained in carrying out their management duties in public secondary schools in Sameta District, Kisii County?

iii)   To what extent has the studies carried out on schools' boards affected the BOM in public secondary schools in Sameta District, Kisii County?

iv)   How much has the research work in Kenya on schools boards affected the BOM, in public secondary schools in Sameta district, Kisii County?

1.6 Significance of the study

This study highlighted the factors influencing the effective functioning of the Board

of Management in public secondary schools. These factors may be addressed by the MOE to make the management process more effective.

The findings of this study may assist the policy makers in the MOE to design, develop and finance full capacity building programe for the BOM upon appointment in order to improve their service delivery. Findings of this study maybe useful to the principals of the schools in getting the right and visionary leadership for the school to assist in improving the academic standard. This may assist the policy makers in the MOE to design, develop and finance full capacity building programmes for the BOM members upon appointment in order to improve their service delivery.

Findings of this study may be useful to the principals of schools in getting the right and visionary leadership for the school to assist in improving the academic standards which may benefit the parents and students. The study findings may add to the pool of knowledge in the area of educational administration.

1.7 Limitations of the study

According to Best and Khan (2008) limitations are conditions beyond the control of the researcher that may place barriers on the conclusion of the study and their application to other situations. Some respondents may conceal information which they consider personal. The researcher mitigated this by assuring the respondents that the data being collected was for research purposes only and their identity would not be disclosed. The members of the Board are away from schools a condition that made their availability to respond to the research difficult. The researcher overcame this by making prior booking with the principal on the date the BOM members would be present.

1.8 Delimitation of the Study

The study was conducted in Sameta District in Kisii county and was restricted to public secondary schools. The study involved only the principals, sponsor representatives and the DEO.

1.9 Basic assumptions of this study

The researcher assumed that performance is closely associated to management styles of BOM members. They should be well trained and well acquainted with proper administrative skills and that they should attend in-service courses to empower them with the right management skills to enhance performance in their schools. The use of questionnaires provided would give accurate responses.

1.10 Organization of the study

This study is organized into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two consists of literature review under the following subheadings: introduction, establishment of BOM in Kenya, BOM recruitment and selection, training of BOM in carrying out their duties, studies on school boards from an international perspective, research work in Kenya on school boards, theoretical framework, conceptual framework and summary of the literature review. Chapter three consists of methodology used in this study. This chapter explained the research design, target population, sample size and sampling procedures, research instruments pilot study and instrument validity and reliability. It also included data collection procedures, data analysis procedures.

In chapter four, the researcher dealt with data analysis, data presentation and discussions while chapter five focused on introduction, summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This review focused on factors influencing BOM in management of public secondary schools' management in Sameta district, Kisii county, Kenya. It highlighted the following concepts the establishment and functions of the Board of Management, the BOM recruitment and selection process, training of BOM in carrying out their duties, studies from other parts of the world on school boards, research work in Kenya on school boards and a summary of literature review. Conceptual framework and theoretical framework.

2.2 Establishment of Board of Management in Kenya

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

2.3 BOM Recruitment and Selection Process

According to Rutledge (1999), an effective recruitment process centers on three major questions: Who will be serving on and leading the board over the next three to five years? What is the plan to scout board leadership talent for the future? How will we go about fostering and developing future board leadership? She outlines the elements of an effective recruitment process. Though she is not referring to the Kenyan setting, the said elements are generally applicable to BOM recruitment in Kenya.

To establish year-round committee, instead of the traditional ad hoc nominations process, the Board Development Committee (BDC) is established because, developing leaders include more than nominating people to serve on our boards. It is an on-going year- round function, prospecting, contacting, recruiting, orientating, supporting, providing on-going training and evaluating of the board directors. Secondly, link recruitment to the strategic plan. The Board Development Committee will review the mission, vision, goals and strategies to determine the new skills, knowledge, personal contacts and other attributes, future directors will need to posses. The BDC will need to analyze the current board with a view to establishing the expertise, knowledge, skills and experience, strengths and weaknesses and focus on the recruiting priorities by reviewing the organization's strategic plan as well as the current board strengths and weakness, the BDC will identify the gap between the skills and knowledge needed on the board and what the board directors currently posses. Based on this, the BDC will then set clear recruiting priorities for future board compositions by developing a written board of director's job description where each member has to understand and accept the specific duties and

responsibilities that come with the board directorship. A written statement or agreement is developed for board directors in most organizations to serve as job descriptions and clarifies job responsibilities. It states in behavioral terms precisely what board directors are expected to do. The selection panel has therefore, the responsibility of ensuring that the parameters of an effective recruitment and selection procedures are drawn and adhered to.

2.4 Training of Board of Management in carrying out their duties.

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

The government of Kenya's recruitment and training policy (2005) stipulates that, induction is mandatory and should be conducted within three (3) months of an officer joining the service, or transfer to a new station, redesignation or promotion However, there has not been a unified framework of undertaking the induction process in the civil service. It should be conducted on a continuous basis through courses, seminars, workshops and on the job training (Republic of Kenya, 2005).

However, induction and training of the BOM members is not given a priority by the MOE as required by this policy. During inauguration the DEO briefly inducts the BOM members on their duties and responsibilities but it is not adequate enough to

introduce them to work procedures, rules and regulations governing the operations of BOM in public secondary schools. In view of this policy, the study attempted to establish how the BOM were inducted and trained in carrying out their duties.

Training of workers in an organisation is important because it enhances job motivation and satisfaction and increases the employees' productivity. According to Mullins (2002), training has a major influence in the success of any organizations. It ensures sustainable economic returns and effective performance: Mbamba (1992) argues that, educational management is relatively young in the African continent. Professional educators or managers have for a long time managed their education but, they have very much depended by and large on their educational background and on the job experience out of which, they are expected to acquire knowledge, skills and attitudes needed to manage the educational systems effectively and efficiently.

Studies carried in Kenya have indicated that there is need for adequate professional training for secondary school administrators and managers. According to the Republic of Kenya (1998), institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management. Lack of such training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training. The in-service programmes need to be provided regularly to the managers, administrators, teachers and curriculum implementers. Secondary education can only be improved by identifying and training the right people. Head teachers and other managers have to be appointed based on institutional management and training and, qualification. This

study established that the BOM were never trained in institutional management.

Good governance is a key feature of school improvement and effectiveness. Training of school boards is vital to help them understand and discharge their duties effectively. This is the responsibility of the Ministry of Education in any country. In Northern Ireland for example, education and library board (ELBs) have a legislative responsibility to provide governors' training across schools, irrespective of their management types, where attendance of the training is not mandatory. A comprehensive range of training courses is provided which focuses on the freedom of information, special education needs and disability, financial management, human rights awareness and anti-bullying, misuse of drugs, health and safety and child protection matters. In England and Wales governors are offered training and support by either the central government, Local Education Authority (LEA) or other organizations (Republic of Northern Ireland, 2005).

2.5 Studies on school boards from USA

Smolley (1999) carried out a research on the effectiveness of school boards in the state of Delaware, USA. The objectives of the study were to find out the level of effectiveness of school boards in the state of Delaware. The study also sought to find out what strategies could be used to improve boards' performance. The target population of the study was all the members of the school boards in the area A sample of 45 board members was randomly selected. Questionnaires were used to collect data. The study revealed that the ineffectiveness of BOM was as a result of improper decision making process. This was attributed to difficulties in accessing and use of relevant information that would facilitate decision making process. There

was lack of proper deliberations during board meetings, ignoring the alternative action to the one agreed and, lack of consensus.

Lack of skills in deliberations and decision making during board meetings indicated that there existed a gap in the induction and training of BOM in the state of Delaware U.S.A, facts that this study focused on Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and the extent to which needs of school boards were being met. The objectives were to evaluate the level of local authority support to the school boards, to identify the needs of school boards and head teachers in terms of finance and administration, to establish whether there was need for initial and continuing training for board members, evaluate contribution of key agencies i.e. governmental and non-governmental bodies in meeting the needs of school boards and to identify key issues for future considerations in administration of school in Scotland.

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

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

2.6 Research Work in Kenya on School Boards

Ogeno (1987) carried out a research about the level of community participation in the administration of harambee secondary schools in Kisii County in Kenya. The purpose was to investigate the influence of BOM members' participation in harambee schools administration and the effect of that participation on school leadership in Rangwe Division on Migori County

The target population comprised of all head teachers of harambee schools in the district together with the BOM members of those schools. Random sampling was used to select schools for the study. All the teachers of the sampled schools were included in the sample. Questionnaires were used for data collection and data were analyzed by using descriptive statistics such as frequencies, mean scores and percentages.

The study revealed that the BOM always ganged against the heads and interfered with the day to day running of the institutions Decision making was not approached as a corporate venture and either the BOM would oppose the head teachers' recommendations or the heads would reject the advice of the school boards. It also revealed that the role conflicts between the head teachers and BOM were mainly because the BOM members were not adequately knowledgeable of their duties and powers. The issues raised in this study where BOM always ganged against the head teachers, lack of corporate approach in decision making and conflict between the head teachers and BOM due to lack of adequate knowledge of their duties and powers, reflect how ill-prepared the BOM are in carrying out their duties, hence the need for this study.

The World Bank (1996) conducted a study in Kenya on management of education. It was ex-post factor method which employed a number of methods as follows. Document analysis of pertinent materials, interviews of selected education personnel at all levels involved in the management of education and, held discussions with the same people. The objective of the study was to review the management structure, the capacity and management of education, supervision of education and the efficient utilization of available resources. The study revealed that one of the major causes of problems with public schools management is the '"management capacity of educational managers". It further noted that, decentralization of educational management has shifted responsibility that has put demand on the management capacity of schools. The study found out that very few managers of educational institutions have had formal training in basic management skills, including even some head teachers. In response to the above problems, the World Bank study

recommended that the Ministry of Education requests (KEMI) to particularly mount urgent training for the entire BOM management. However, this recommendation has not been fully implemented and hence, most BOM have not so far been trained for effective management of public secondary schools in Kenya Reasons why they have not been given formal training in educational management will be addressed by this study.

2.7 Summary of literature review

The management of schools has been addressed by various studies by local and international scholars. Smolley (1999), focused on the effectiveness of school boards in the state of Delaware U.S.A. The study established that school boards were ineffective due to improper decision making process.

Management styles are defined as a particular behavior applied by leaders to motivate their subordinate to attain the objective of the organization. The literature review sought to find out how management of BOM members influence functioning of public secondary schools in Sameta district. The factors that influence management identified in the study are: establishment of BOM in Kenya, BOM recruitment, recruitment process and selection process, training of BOM in carrying out their duties as stipulated in the MOEST (2004) policies and regulations. The strength and weaknesses of each of the factors have been discussed, the study was aimed at investigating the factors influencing BOM of secondary schools in Sameta district, Kisii county and tried to fill the gaps in the place.

2.8 The theoretical framework

A theoretical framework is a collection of interrelated ideas based on theories that attempt to explain and clarify specific phenomena (Kombo, 2006). The classical management theory by Henri Fayol (1841-1925) France emphasizes how managers and supervisors relate to their organizations in the knowledge of its goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard.

The proponent devised a 14 point model management in France. According to Fayol (1841-1925) these specifications have proved popular in France. They include division of work, authority, discipline, unity of command, unity of direction, and subordination of individual interest to general interest, remuneration, centralization, scalar chain, order, and equity, stability of tenure of personnel, initiative and esprit de corps.

Its rationale approach to the organization work enables tasks and procedures to be measured with a considerable degree of accuracy. Measurement of paths and processes provide useful information on which to base improvements in working methods plant design. Improving work methods brought enormous increases in productivity. It also enables employees to be paid by results and to take advantage of incentive payments.

2.10   Conceptual Framework

This conceptual framework identifies various variables and how they interact on the recruitment and training of BOM. This is based on the management theory of Henry Fayol (1841-1925) France that attempts to explain and clarify the effective

recruitment and training of BOM in carrying out their duties.

Figure 1.1 Conceptual framework in relation to management theory

Input	Process	Output

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Input                          Process            Output

┌─────────────────────┐
│ Level of education  │──────┐
│ and training        │      │
└─────────────────────┘      │
                             │
┌─────────────────────┐      │   ┌──────────────┐   ┌──────────────┐
│ Principals          │──────┤   │ Conducive    │   │ Effective    │
│ leadership styles   │      │   │ environment  │   │ duty         │
└─────────────────────┘      ├──▶│ for BOM in   │──▶│ performance  │
                             │   │ performing   │   │ by BOM by    │
┌─────────────────────┐      │   │ their        │   │ management   │
│ Financial policy    │──────┤   │ management   │   │              │
│ and instructions    │      │   │ duties.      │   │              │
└─────────────────────┘      │   └──────────────┘   └──────────────┘
                             │
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│ Religious           │──────┘
│ authorities         │
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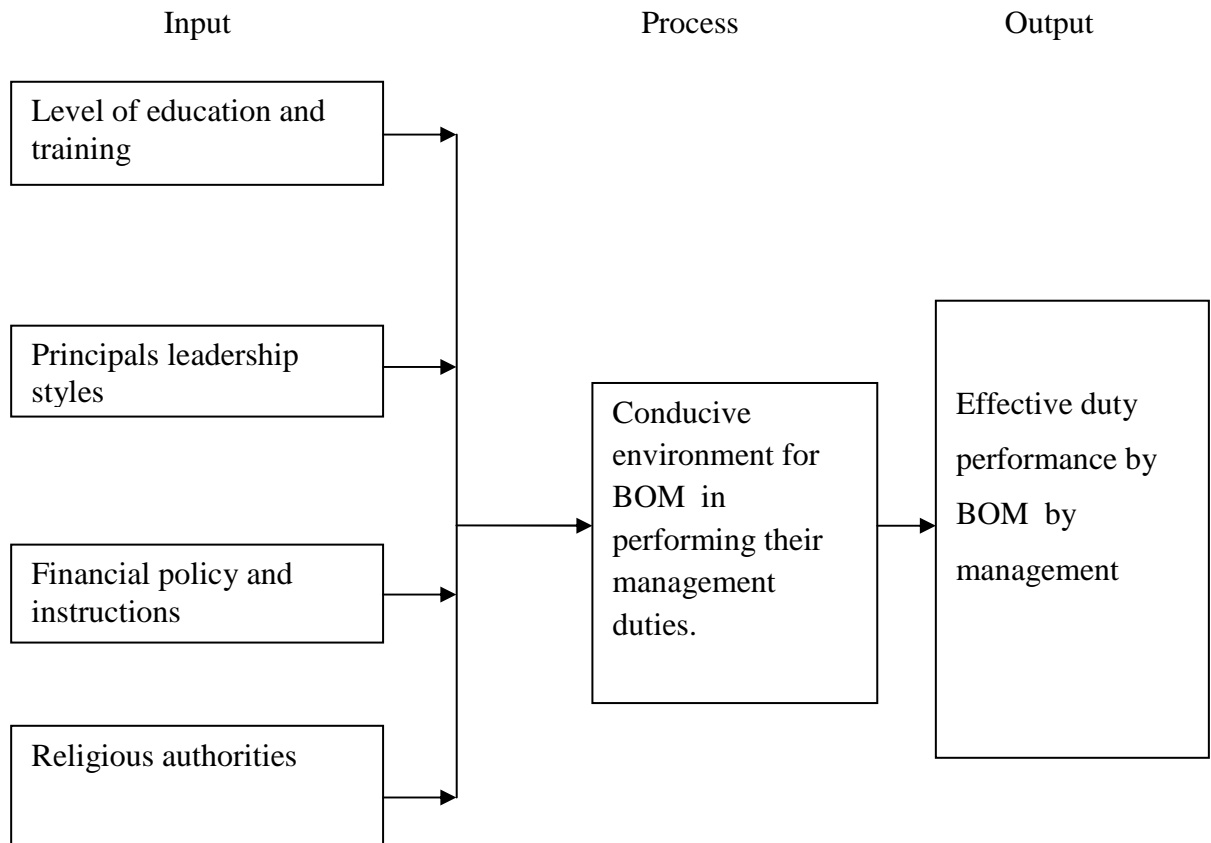
The conceptual framework of the study is based on the fact that the performance of BOM members in management of public secondary schools is influenced by their level of education and training, principals' leadership styles, financial policy and instructions, and religious authorities. If these factors are conducive, they will create a good environment for the BOM to perform their management duties. This will result into Effective duty performance by BOM on effective management of finances, human resource, physical facilities, curriculum and instruction, community and school relations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that will be used in carrying out the study. This includes, research design, target population, sample and sampling procedures, research instruments, instrument validity and reliability of the instrument, data collection procedures and data analysis techniques.

3.2 Research design

This study adopted a descriptive survey design. Descriptive research design was employed to investigate the factors influencing boards of management where the researchers primary interest is describing and making interpretations about the research phenomenon without manipulation (Jwan, 2010). This study established the factors contributing to the quality of boards of management. A survey was appropriate since this study attempts to collect data on the factors influencing the quality of BOM. This is related to survey where it involves determining the status of population with respect to one or more variables by use of questionnaires, interviews and observation schedule Mugenda and Mugenda, (2003).

In this study therefore, descriptive survey was adopted by using phenomenological approach. According to Kombo (2006), a descriptive survey approach was used when collecting data or opinions on a variety of issues. According to McMillan 2006, phenomenological approach describes peoples' lived experience of a phenomenon. Data was collected from individuals of their experience on a particular situation. Interviews were conducted with individuals to get their perspective and

everyday experience with the phenomenon. It was suitable for this study since it was aimed at getting the principals, BOM members, DEO opinion on recruitment and training of BOM and their everyday experience on the effectiveness of the process. It enabled the researcher to obtain qualitative data from open ended questions in the questionnaires.

3.3 Target population

The target population was 22 public secondary schools, 22 principals, 3 sponsors' representatives, the DEO. The researcher targeted these because principals, sponsors representatives, and DEO, participate in the recruitment and selection process of the BOM.

3.4 Sample size and sampling procedures

A sample is a small proportion of the target population. Sampling means selecting a given number of subjects from a defined population as representatives of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). The study targeted 10 schools, 10 principals which was 45% of the target population. According to Mugenda and Mugenda (2003), a sample of 30% is considered to be sufficient.

3.5 Research instruments

The researcher used three sets of questionnaires for principals, sponsors and the DEO. Each questionnaire had three parts, part one contained questions aimed at obtaining general information about the respondents and the school, the second part contained specific questions related to the objectives of the study which is the factors influencing BOM in public secondary schools in Sameta district, Kisii county.

3.6 Validity of the research instruments

It concerns the extent to which the instructions measure what they were supposed to measure. To determine content validity, the instruments are represented to research experts from the department of post graduate studies, university of Nairobi for perusal and advice. Their suggestions were in-cooperated to make the instruments valid. The validity of the questionnaires and qualitative data that was collected was determined by a credibility test demonstrated through members' checks. The researcher then verified data collected with the respondents. They were asked to reflect on the responses they gave to confirm whether that was what they said and make their comments.

3.7 Reliability of the Research Instruments.

Reliability is the measure of the degree to which a research instrument yields consistent results of data after repeat trials. (Mugenda & Mugenda, 2003). The questionnaires were administered twice within an interval of two weeks to the same respondents from two schools in the district which were not included in the study sample. The respondents included ten principals, 10 BOM members. Pearson's product moment co-relation was used to compute the co-relating, co-efficient in order to establish the extent to which the contents of the questionnaire consisted of eliciting the same responses every time the instrument was administered. According to (Mugenda et al, 1999), a co-relation co-efficient of 0.7 or more, should be considered high enough to judge the instruments. The returned instruments were analysed to compare the results of test-retest scores. The results of the questionnaires for principals, BOM members were coded frequencies ran and co-related by the use of the SPSS software 11.5 version, reliability co-efficient was

obtained so as to establish whether the instruments were reliable. The results showed that the principals' questionnaires had a reliability co-efficient (r) of 0.845, BOM members 0.795.

The analysis showed that the instruments had on average, a reliability co-efficient (r) of 0.794 hence reliable enough to collect data. The reliability of the questionnaires were determined by a dependability audit. The researcher compared information that was received from principals, sponsor representatives and the DEO by analysing documents and through observation to confirm what was said.

3.8 Data collection procedures

The researcher sought permit from the National Council for Science and Technology (NCST) before embarking on the study. The researcher then paid a courtesy call to the District Commissioner and the District Education Officers, Sameta and explained her intention to carry out the research. The researcher made appointment with the schools' principals. On arrival at the schools on the agreed dates the researcher created rapport with the principal, and the sponsors' representatives and explained the purpose of the study and then administered the questionnaires to them. According to Best and Khan (1987) the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. The respondents were assured that strict confidentiality would be maintained in dealing with their identity.

3.9 Data analysis techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize,   categorize and synthesize information

from the data collecting tools.   Data gathered was coded for analysis.   This was done after editing and checking out whether all questions had been filled in correctly.

Quantitative data was analyzed using Statistical Package for Social Sciences and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This was deemed easy in interpretation and was convenient in giving general overview of the problem under study. Qualitative data was analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher came up with conclusions of the content and data analysis of instruments that could not be quantified.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the research findings of the study. It includes data analysis presentation and interpretation gathered from the field in an attempt to assess the factors influencing Board of Management' management in secondary schools in carrying out their duties, in Sameta district, Kisii County.

This section is divided into six sections. The first section presents the demographic characteristics of respondents. It is followed by other sections which are presented systematically according to the research questions, namely:-Establishment of Board of Management in Kenya, training of Boards of Management in carrying out their duties, effects of the studies carried out on schools' boards in management of public secondary schools and the effects of research work in Kenya on schools' boards in management of public secondary schools.

4.2   Questionnaires return rate

Questionnaires were administered to 10 principals, 3 representatives of the sponsors and the D.E.O in order to interview them. From the questionnaires distributed to the respondents in question, all were returned, constituting 100% return rat. The researcher collected questionnaires from the principals, the sponsors' representatives and the D.E.O. The findings of the study were presented using descriptive statistics and thematic narratives in connection with the research questions.

4.3 Demographic information of participants

The demographic information of the principals, sponsors' representatives and the D.E.O was analyzed in this section. It is presented according to gender, age, academic qualifications, and the sponsorship of schools, Boards of Management. Knowledge of demographic characteristics of the respondents who took part in the study is useful in highlighting their important characteristics.

Table 4.1 Respondents' background information

Characteristics	Principals		Sponsors' representatives		Average
	f	**%**	**f**	**%**	**%**
male	9	90	3	100	95
female	1	10	1	10	
total	10	100	3	100	100
Age	-		-		-
41-50	10	100	2	76.7	88.35
5 and above	-		-		-
total	10	100	1	33.3	66.65
Academic qualification					
Form four level	-		3	100	100
Diploma	-		-		
Bachelors Degree	9	90	-		90
Masters Degree	1	10	-		
Total	10	100			100
Length of service					
Below 3 years	-	-			
4-9 years	-	-	1	20	50
10-15 years	8	80	2	80	60
Over 15 years	2	20			10
	10	100	3	100	100

The gender disparity in the composition of principals in the area of study can be attributed to high number of schools which were mixed or boys, with only 1 girls' school. The dominance of male composition in most BOM and the sponsors' representatives may be attributed to the fact that most female shy from applying or contesting for elective positions while male are aggressive. Age bracket indicates that majority of all of the principals (10) 100% the sponsors' representatives are aged between 41 years and above. This shows that majority of those sampled were mature and experienced to take up leadership and management of educational institutions in the area to study.

Most principals had bachelors' degree, while only one had master degree. All the sponsors representatives had form four level of education. This clearly indicates that the respondents had the required academic qualifications for either appointment as principals, BOM members or participating in the management of educational institutions. This is in agreement with the MOEST (2004) policy guidelines on the qualifications for appointment into BOM.

This could be attributed to the fact that before independence management of educational institutions was in the hands of the missionaries who established schools, and provided , teachers, finances facilities, spiritual and moral guidance. The church was therefore aggressive in the sponsorship of schools; BOM members represented different interest groups. The sponsor community, special interest and P.T.A. This is in line with their representation in BOM as per the MOEST (2004) policy guidelines and procedures on recruitment selection and appointment of BOM,

where the community, P.T.A and special interest are each represented by 3 members while, the sponsor had four slots in BOM.

Finally, it is indicated that majority of the principals had served for over 15 years while others had served between 10-15 years. Majority of the BOM members had served for more than one term. The majority of the respondents was experienced in their work and had participated in the recruitment of BOM while the newly appointed or elected had little experience in schools' management. The demographic information of the D.E.O shows that he is male. He had bachelor degree in bachelor of education. This implies then that he is qualified to manage education in the district, interpret the MOE policies and have them effected.

Table 4.2 Background information

Characteristic	D.E.O
Gender	Male
Age bracket	40-50
Academic qualification	M.E.D
Length of service	6 years

4.4 Training of BOM recruitment and selection panel

Timely constitution of BOM is critical in enhancing efficiency. The researcher sought to establish when the current BOM were constituted.

Table 4.3 Boards of management constitution

When the current BOM was constituted	Principals		Sponsors representatives		Average
	f	%	f	%	%
Three months before expiry	-	-			-
More than 3 months after expiry	7	70.0	2	60.0	65.0
Within 3 months after expiry	3	30.0	1	40.0	35.0
Total	10	100.0	3	100.0	100.0

None of the sampled schools had their BOM constituted three months before the expiry date. Majority of the respondents of the principals and sponsor's representatives reported that the current BOM were constituted more than three months after the expiry date. While some of the principals and sponsors' representatives indicated that the current BOM were constituted within three months after the expiry date.

There was generally a delay in the constitution of the current BOM in the area of study where on average 35% of the respondents reported that they were constituted within three months after the expiry. Other respondents reported that they were constituted more than three months after the expiry date. This was contrary to the requirements of the MOEST (2004) that, BOM be constituted three months before the expiry date. This implies that most schools operated without legitimate BOM during the period of transition, hence the need for timely constitution of BOM Training and capacity building of workers in an organization is a key factor in enhancing timely, cost effective and efficient service delivery.

4.5 The procedures followed to source for suitable candidates by the selection panel for nomination

Table 4.4 Advertisement of vacant positions

Are BOM positions advertised	Principals		Sponsors representative		Average
	f	%	f	%	%
No	10	100	3	100	100
Yes					
Total	10	100	3	100	100

All the principals and sponsors' representatives reported that BOM positions were never advertised when they fell vacant, applications were never invited and therefore no sort listing was done and interviews were never conducted for the current BOM The BOM recruitment and selection panel does not therefore conduct interviews, thus the nomination and subsequent appointment as BOM members, may not be on the basis of competence and suitability it implies that there isn't a systematic and efficient process used in the recruitment of the BOM by the selection panel. Interested and more qualified persons are never contacted. It is at the discretion of the panelists to decide who is to be nominated into BOM appointment.

The findings agree with those of Otieno (2010) on school management of secondary schools in Siaya district which established that BOM members never applied for their jobs. There is need for the BOM members to be hired competitively.

Table 4.5 induction of panelists on the MOEST (2004) guidelines

Are the panelists thoroughly inducted on the MOEST (2004) policy guidelines	Principals		Sponsors representatives		Average
	f	%	f	*%*	%
No	7	70.0	2	80	75
Yes	3	30.0	1	20	25
Total	10	100	3	100	100

Majority of the principals and sponsors' representatives reported that the BOM selection panelists were not thoroughly inducted on the MOEST (2004) policy guidelines while, a few of the principals and a few of the sponsors representatives agreed that the panelists were thoroughly inducted. This was explained by the D.E.O during interviews that the guidelines were self explanatory hence did not require any formal training-

Table 4.6 Adherence to MOEST (2004) policy guidelines and procedures on selection and appointment of BOM

Does the BOM selection pane! strictly adhere to those guidelines and procedures as stipulated by MOEST (2004)	Principals		Sponsors representative		Average
	f	%	f	%	%
No	6	60	2	80	70
Yes	2	40	1	20	30
Total	10	100	3	100	100

The principals, and sponsors' representatives, reported that the MOEST (2004) policy guidelines and procedures were strictly adhered to as stipulated. While some of the principals and the sponsors' representatives stated that they were not strictly adhered to. The panelists were briefed by the D.E.O before the exercise of nomination begins. That is why they adhered to the guidelines where they were not followed; it could be political, religious and community interests.

Table 4.7 Adherence to policy guidelines and procedures

Reasons for non adherence	Principals		Sponsors representative		average
	f	%	f	*%*	%
Luck of proper induction for the selection panel	6	60	1	66.2	63.1
Undue interference from policies and the church	2	20	1	33.8	26.9
Due to localization of the process	1	10			10.0
Lack of professionalism in the process	1	10			10.0
Total	10	100	3	100.	100,0

60% of the principals and sponsors' representatives reported that it was due to lack

of proper induction for the selection panel.

20% of the principals and a few of the sponsors' representatives cited undue

interference from politicians and the church. Other reasons included; lack of

professionalism and localization of the process which was represented by 20% of the

respondents.

4.6 Training of BOM members in carrying out their duties

For effective and efficient service delivery, training and capacity building should be

given a priority, through seminars and workshops. The researcher sought to establish

whether the BOM members were trained.

Table 4.8 Training BOM in carrying out their duties.

Are BOM members in your sponsored schools trained in carrying out their duties	Principals		Sponsors' representatives		Average
	f	%	f %		%
No	8	80	2	80	80
Yes	2	20	1	20	20
Total	10	100	3	100	100

Most of the principals and the sponsors' representatives indicated that the BOM members had not been trained in carrying out their duties while some of the principals and the sponsors' representatives agreed that the BOM members had been trained in schools management.

Generally, majority of the respondents indicated that the BOM had not attended any training course in management. This could be due to lack of an elaborate training, program and inadequate funding. The few respondents who indicated that the BOM members had been trained; this could be due to the fact that individual schools or sponsors organized induction courses for their members.

Table 4.9 Challenges in the recruitment of the BOM

What challenges are there in the recruitment of BOM	Principals		Sponsor's representatives		Average
	f	%	f	%	%
Political interference	10	100	8	64.8	90.0
Sponsors' interference	8	80	6	60.0	70.0
Community interest and expectations	7	70	6	60.0	65.0
Lack of training for the selection panel	9	90.0	8	85,0	85.0
Delay in BOM constitution upon expiry	6	60	8	80.0	70.0
BOM positions not advertised	5	50	4	40.0	45.0
No adherence to MOEST guidelines and procedures	6	60	3	30.0	45.0
Principals dictated who is to be nominated	3	30.0	2	20.0	25.0
Conflict between the church and the community on BOM chairperson appointment	8	80	3	100	90
Inaccurate information given by panelists on the nominees academic qualifications	10	100	2	80	90
Lack of systematic criteria	6	60	2	80	70
Interference by local professionals	5	50	1	20	35

The respondents reported that there were several challenges in the recruitment of BOM in the area of study. These included: political interference, sponsors interference, community interests and expectation, lack of training for the selection panel delay in BOM constitution upon expiry, BOM positions are not advertised, lack of adherence to MOEST guidelines and procedures and principals dictate who is to be nominated.

Political Interference

This was the greatest challenge in the recruitment of BOM members in the area of study. It was mentioned by all principals and majority of the sponsors' representatives. It was clear that politicians had influence and exerted pressure on

the selection panel on who should be nominated to BOM They use the BOM positions to reward their supporters and therefore indirectly interfere with the recruitment process and effective management of public institutions. With these revelations, there is need to de-link politicians from the recruitment process and involve a professional body to take charge.

Sponsors' interference.

This was the greatest challenge in the recruitment of BOM members in the area of study. It was mentioned by most of the principals and majority of the sponsors' representatives the sponsor nominates four representatives into BOM and dictates who should be appointed the chairman. This is because the provides for the appointment of a BOM chair in consultation with the sponsor. There is need therefore to allow any member of the BOM to be elected as a chairperson.

Community interest and expectations also attracted a response of the majority of respondents. Some principals and sponsors' representatives identified the expectations and interests of the community as a major challenge in the recruitment of BOM members most schools in the area of study were established on clan basis. Each selection of the community fights for representation so that their interests can be catered for. The chiefs and councilors who source for community representation have to ensure that they strike a balance. Otherwise this may result to nominating persons who may not be qualified into BOM

Lack of training of the selection panel

This challenge on average attracted most principals, and most sponsors'

representatives who identified it as a serious challenge. The panelists were never inducted on the recruitment procedures in the area of study. Training of the selection panel could greatly improve the recruitment process.

Delay in BOM constitution upon expiry

There was generally a delay on BOM constitution upon expiry in the area of study. This was identified as a challenge by a number of the principals and of the sponsor's representatives. Most respondents indicated that BOM were constituted, either within three months after the expiry. It could be due to laxity of the DEO, the principal and area M.P or lack of knowledge of the recruitment to constitute BOM members three months before the expiry date. There is need for this challenge to be seriously addressed by the panelists and the MOE.

No advertisement of BOM positions

The BOM position in the area of study were not advertised, nominees were neither interviewed nor vetted. As identified by some principals and some of the sponsors' representatives there's need for the MOE to advertise the BOM positions and appoint qualified persons competitively.

No strict adherence to MOEST policy Guidelines and procedures.

This attracted a response of principals and of the sponsors' representatives who identified it as a challenge. This could be attributed to interference from politicians, the sponsors, and the community. Although the findings of the study showed that the guidelines were strictly followed as reported by the respondents, this still remains a challenge in the area of study which should be seriously addressed.

Principals dictate who should be nominated

Principals are in the selection panel as secretaries. The sponsors' representatives felt that they influence or rather dictate who should be nominated. The area MP during an interview stated that, the principals had vested interests because they influence their friends' to be nominated. This is a serious challenge in the area of study because if friends of the principals were nominated, it was likely to compromise quality of service delivery.

Lack of a systematic criterion

There was no systematic procedure followed by the selection panel to source for suitable candidate for nomination into BOM This challenge attracted a number of the respondents both the principals and the sponsors' representatives. They noted that various ways were adopted by the selection panel to source for suitable candidates in the area of study. These included handpicking by the principals, stakeholders proposals, handpicking by politicians' consensus by the church or community members, nomination, election or church vetting community. With those varied options, uniformity was lacking. There is need to have a systematic procedure to be followed by all panelists for BOM recruitment.

Interference by local professionals

This challenge attracted the principals who felt that local professionals had an influence on who should be nominated to serve as BOM members. They insisted on literate and educated persons sometimes they propose their friends into the BOM against the wish of the panelists. However, there is need to involve local professionals more in the recruitment of BOM so as to get qualified candidates.

Table 4.10 Challenges in the training of BOM

What challenges are there in the training of BOM	Principal f	%	Sponsors' representative f	%	Average %
Lack of funds from MOE to facilitate training.	10	100	3	100	100
Lack of support from the CDF in training BOM	10	100	3	100	100
Inadequate resource personnel at the district	8	80	2	80	80
No clear training policies put at school or district level	8	80	3	100	90
Fear from principals to have BOM members who are exposed					
Illiterate BOM members	5	50	2	80	65
Lack of a systematic training program for BOM by MOE	10	100	2	80	90
No specific body at the district to train BOM	8	80	2	80	80

4.7 Challenges in training of BOM members

Findings from respondents indicated that there were various challenges facing the training of BOM in the area of study. These included, lack of adequate funding from the MOE to facilitate training, lack of support from CDF in training BOM members, inadequate resource personnel at the district, illiterate BOM members, no clear training policies put at school or district level, and fear from principals to have BOM members who are exposed.

Lack of funds from the MOE to facilitate the training of BOM

This was the greatest challenge in the area of study as identified by most of the respondents. All principals and sponsors identified this as a challenge in the training

of BOM members. Training of BOM is done by KEMI on behalf of the MOE Adequate funds are required to facilitate the organization and execution of workshops, seminars and short courses. However the funds are not available. Therefore the ministry should allocate funds to the district for training BOM members. Schools and sponsors should be encouraged to budget for the training of BOM members and other school managers.

Lack of support from the CDF in training of BOM

This was the second greatest challenge that attracted a response of all the respondents who felt that CDF does not fund training of BOM in the area, of study. All the principals and sponsor representatives identified this as a major challenge. They should therefore allocate funds to support in capacity building of the BOM. This will improve their competencies in the management of public secondary schools.

Inadequate resource personnel at the district

Majority of the principals and sponsors' representatives reported this as a challenge to BOM training in the area of study. The DQASO at the district is the trainer and the only one given that responsibility. Lack of enough personnel poses a serious challenge. The MOE should therefore deploy adequate staff at the district to support in the training of BOM members

No specific body at the district to train BOM

Majority of the principals felt that there should be a body in the district charged with the responsibility of training BOM members.   This was supported by all of the sponsors' representatives. The BOM) recruitment and selection panel does not take

part in the training of BOM. The BOM selection panel should therefore play a role in the selection, development and looking at the welfare of BOM

Fear from principals to have BOM **members who are exposed**

Some principals may wish to work with less informed BOM members. They do not bother therefore to organize capacity building workshops for their BOM members and other school managers. This greatly affects their effectiveness. Exposed managers may question and take into task incompetent principals. When the DEO was asked to respond on the challenges facing the recruitment and training of BOM He made the following remarks; "the process was facing various challenges. The nominating authorities often gave inaccurate information with regard to the qualifications of the nominees. Other challenges include interference by politicians and the church, conflict on the appointment of the chairperson between the church and the community".

Lack of funds to facilitate training and inadequate resource persons

This was the greatest challenge in the area of study as identified by most of the respondents. All principals and sponsors identified this as a challenge in the training of BOM members. Training of BOM members is done by KEMI on behalf of the MOE |Adequate funds are required to facilitate the organization and execution of workshops, seminars and short courses. However, the funds are not available. Therefore the ministry should allocate funds to the district tor training BOM Schools and sponsors should be encouraged to budged for the training of BOM and other school managers.

Lack of verification of the nominees' academic qualification

This attracted a response of the principals who felt that the academic qualifications of the nominees were not verified. The panelists of nominating authorities often gave inaccurate information with regard to the qualification of the D.E.O because the academic and professional certificates were not presented to the panel during nomination. The panel should demand to see and verify the information given by the members on the nominees.

Conflict between the church and community on BOM chairperson appointment

This was mentioned by the sponsors' representatives and the principals. The sponsor usually nominates one of his representatives for the position of the BOM chairperson. This conflicted the interest of the community, hence the need to have a BOM chairperson elected from among all the BOM members and not from those representing the sponsor alone.

Lack of a systematic training programme for BOM by the MOE

This was identified as a serious challenge by both the principals and the sponsors' representatives. The MOE does not have a systematic program for inducting the BOM upon inauguration and then subsequently trained through short courses, seminars and workshops on school management. There is need to have clear training policies for the school managers which will ensure that before the BOM members resume duties, they undergo training.

No specific body at the district to train BOM

Majority of the principals felt that there should be a body in the district charged with the responsibility of training BOM members. This was supported by the sponsors' representatives. The BOM recruitment and selection panel does not take part in the training of BOM. The BOM selection panel should therefore play a role in the selection, development and looking at the welfare of BOM members.

4.8 Strategies to improve the recruitment and training of BOM

Table 4.11 Strategies to improve the recruitment of BOM

Strategies to enhance selection of BOM	Principals		Sponsors representatives		Average %
	f	%	f	%	
Selection panel be given relevant training	9	90	3	100	95
Strict uniform criteria for BOM selection be followed	8	80	3	100	90
BOM chairperson be elected from any of the appointed members not to be proposed by sponsor only.	6	60	2	80	70
BOM development body be established at each district	5	50	2	80	65
BOM be constituted in time	4	40	1	20	30
Involve professionals who are educationists leaving out politicians	7	70	1	20	45
Chairperson should be a graduate	5	50	2	80	65
Minimum academic qualification for BOM members be a degree	5	50	1	20	35
Selection panel to strictly adhere to MOE policy guidelines and procedures	5	50	1	20	35
BOM nominees be interviewed and vetted.	4	40	-		40
Selection panel should verify the nominees testimonials and academic documents	5	50	1	20	35

The respondents suggested strategies that would be put in place to enhance the effectiveness of the BOM recruitment process. Majority of the respondents suggested that the BOM recruitment and selection panel be given relevant training.

Others indicated that strict uniform selection criteria should be followed while others suggested that BOM chairperson be elected from any of the appointed BOM member instead of being proposed by the sponsor only. Others suggested that a BOM development body be established at each district. The other strategies suggested by the respondents which attracted a few other respondents included; BOM be constituted in time , chairperson be a graduate, involve professionals who are educationists and leave out politicians, minimum academic qualification of the BOM members be a bachelor degree holder. Others reported that the selection panel should strictly adhere to the MOE policy guidelines and procedures.

The rest of the suggestions attracted a few of the respondents. These included BOM positions to be advertised, BOM nominees be interviewed and vetted and thorough verification of the nominees testimonials and academic documents. As indicated by the majority of respondents, the selection panel requires thorough training and adopts a uniform criterion to identify suitable candidates for appointment to BOM

The chairperson is usually appointed in consultation with the sponsor. However, consultation should not mean that the sponsor dictates. The suitable person for the BOM chair should be elected irrespective of the area of representation. The should be reviewed to bring this out clearly. Otherwise if all these strategies are adopted, the process might be improved.

Table 4.12 Improving the training of BOM

Strategies to enhance the effectiveness of the training of BOM	Principals		Sponsor Rep		Average
	F	%	F	%	*%*
MOE to provide adequate funding for training	10	100	3	100	100
BOM to attend a mandatory causes for one week before assuming duties	10	100	3	100	100
MOE to deploy adequate staff at district	10	100	2	80	60
CDF fo provide support in training BOM	5	80			40
A body is established to be in charge of recruitment, training and welfare of BOM	5	50			25
MOE to have a systematic training program for BOM	9	90	1	30	55
Annual review of BOM performance	6	60			30

From the majority of the respondents it is clear that MOE should provide adequate
funding for training BOM members. Others indicated that all BOM members attend
a mandatory induction course for one week before resuming duties. While other
respondents stated that the MOE should deploy adequate staff at the district while
others suggested that the CDF should provide support in the training of BOM. Other
suggestions given included; establishment of a body in charge of BOM recruitment,
training and welfare, which attracted a response of a few others, the MOE to develop
a systematic BOM training programme and suggested that an annual review of the

BOM performance should be done. As suggested by the majority of respondents, adequate funding for the training of BOM should be seriously addressed by MOE. It should be required to be met that upon appointment, like other officers in Education, the BOM to undergo some form of induction before resuming duties at either divisional level or school level.

Results of the interview on strategies to improve recruitment and training of BOM should demand prove of the nominees' academic and professional certificates. On training the DEO, recommended that there should be adequate funding from the MOE, schools, CDF and other interested parties. He further suggested that 'performance of BOM should be reviewed annually.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introductions

This selection presents a summary of the research findings. Then it gives conclusions derived from the study, recommendations and suggestions for further studies.

5.2 Summary of the study

The main purpose of the study was to assess the factors influencing Board of Management in public secondary schools in Sameta district, Kisii County. The study used a descriptive survey and naturalistic research design, involving the qualitative and quantitative techniques. The sample population was arrived at by use of probability and non probability sampling techniques. Stratified random sampling was used to select 10 principals and 3 sponsors' representatives. Purposive sampling was used to select DEO in the district for the study.

Data was selected using questionnaires. Using the questionnaires the researcher got responses from 10 principals, 3 sponsors' representatives and from the DEO. Data collected was analyzed using quantitative and qualitative techniques. Quantitative data was analyzed using descriptive statistics and presented as frequency distribution, percentage tables and narration form. The qualitative data was organized into themes that came out of the research questions and analyzed using descriptive narratives. The analysis of data enabled the researcher to come up with six major findings based on the research questions.

Training of BOM recruitment and selection panel.

The BOM recruitment and selection panel was not given relevant training except the brief induction given by the DEO during nomination, which was too short to make it effective. Also there was generally a delay in the constitution of BOM members upon expiry, where majority of BOM were constituted more than three months after expiry.

Procedures followed to source for suitable candidates by the selection panel.

There were no systematic procedures followed by the panelists; to source for suitable candidates for appointment into BOM. The BOM positions were not advertised hence, no applications or interview were conducted. Various methods were adapted to identify BOM nominees and those included proposals by the stake holders, hand picking by politicians, consensus by the community and the church members, elections for PTA members and through the church vetting committee. The recruitment process was declared ineffective.

Implementation of the MOEST (2004) policy guidelines and procedures on selection of BOM

The selection panel was not thoroughly inducted on MOEST (2004) policy guidelines and procedures. However the MOEST (2004) policy guidelines and procedures on selection and appointment of the BOM members were generally adhered to as required. Lack of thorough induction and interference from the church and the politicians were among reasons advanced for non strict adherence to the policy guidelines procedures.

Training of BOM members in carrying out their duties

The BOM members were not trained in carrying out their duties. They were not given prompt training on a regular basis through seminars, workshops or courses. The process of training BOM members was said to be ineffective.

Challenges in the recruitment and training of BOM members

There were several challenges in the recruitment and training of BOM members in carrying out their duties. In recruitment, the greatest challenges were political interference, sponsors' interference, community interests and expectations and lack of relevant training for the BOM selection panel. Other challenges included; lack of a specific body at the district in charge of the BOM recruitment, training and welfare, no clear training policies at school or district level, illiterate BOM members and fear from principals to have BOM who are exposed. On training of BOM members, the greatest challenges included lack of funds from the MOE to facilitate training, lack of a systematic BOM training program by the MOE lack of support from the CDF and inadequate resources personnel at the district.

Strategies to improve the recruitment and training of BOM members

Several strategies on how to improve the BOM recruitment and training process were given. On recruitment, the strategies included the BOM recruitment and selection panel to be given relevant training, a uniform selection criteria should be followed strictly, the BOM chairpersons be elected from any of the appointed BOM members and not strictly from those representing the sponsor alone. A BOM development committee in charge of the BOM recruitment training and BOM

welfare be established at the district. BOM be constituted in time, the chairperson be at least a graduate, professionals who are educationists should be involved in the process leaving out the politicians, the minimum qualifications of the BOM members be raised to a bachelors degree, the selection panel should strictly adhere to the MOE policy guidelines and procures, BOM positions should be advertised, nominees should be interviewed and vetted, and there should be thorough verification of the nominees academic certificates and testimonials by the panelists.

To enhance the effectiveness of the training of BOM it was suggested that the MOE should provide adequate funding for training BOM members, all BOM members should attend a mandatory induction course for one week before resuming duties. The MOE should deploy adequate staff at the district, CDF should give support in the training of BOM   a body in charge of BOM recruitment, training and welfare be established at the district, the MOE should establish a systematic BOM training programme to be carried out on a regular basis through seminars and workshops and there should be an annual review of the BOM performance.

5.3 Conclusions

Based on the finding of the study, the following conclusions were drawn:

No relevant training was given to the BOM recruitment and selection panel to make it effective in the recruitment exercise.

There was no systematic and specific procedure in place followed by the panelists to source and identify suitable candidates for appointment to BOM

Although the BOM recruitment and selection panel was not thoroughly inducted on the MOEST (2004) policy guidelines and procedures, they were generally adhered to as required.

The process of training BOM members in carrying out their duties was ineffective

Undue interference from politicians, the sponsor, community expectations and lack of relevant training of the BOM recruitment and selection panel, were among the greatest challenges that faced the BOM recruitment process in the area of study. While lack of funds to facilitate training and inadequate resource personnel at the district hindered effective training of BOM

In general it was concluded that the recruitment and selection of BOM was ineffective while the training of BOM in carrying out their duties was wanting.

5.4 Recommendations

From the conclusions drawn the researcher made the following recommendations.

Since KEMI has no capacity to train education managers BOM the DEO should organize for the training of the BOM selection panel on sourcing for suitable candidates for BOM appointment.

The MOE should in future consider advertising BOM members positions and pick the qualified candidates competitively through interviews

A programme for training BOM members in each district should be rolled out to ensure that BOM members were trained for at least a week on schools management and funded fully schools and other organizations should be encouraged to take part in supporting this process.'

A professional body in charge of BOM recruitment, training and welfare should be established at each district to manage BOM operations and review their performance

5.5 Suggestions for further research

Taking the delimitations of the study into consideration the researcher made the following suggestions for further studies.

1. The study was carried out in Sameta district, Kisii County. There is need to carry out a similar study in other districts e.g. Nyamache, Kisii Central and Gucha districts

2. There is need to asses the effectiveness of the recruitment selection and training of the SMC in managing public primary schools.

3. There is need to assess the extent of political, ^community and religious interference in the recruitment and selection of the BOM in public secondary schools.

There is need to examine the challenges facing KEMI in training of the education managers in Kenya.

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APPENDIX A

LETTER FOR INTRODUCTION

Rachel Kerubo

University of Nairobi

P.O. BOX 268-00-100

Kisii

Tel; 0725-915 185.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL,

I am a post graduate student at the University of Nairobi currently carrying out research study on the **factors influencing Board of Management (BOM) in public secondary schools in Sameta District, Kisii County, Kenya.**

Your school has been selected to take part in the study. I kindly request your authority to gather the required information from sponsor representative's through questionnaires, and from you regarding government MOEST policies and regulations in your school. The questionnaires are specifically meant for this study and therefore, no name of respondent or that of your school will be required. Your assistance and support on this matter will be highly appreciated.

Yours Faithfully,

Kerubo Rachel.
M.E.D student.
University of Nairobi.

APPENDIX B

QUESTIONNAIRE FOR THE D.E.O

Part A- Background information

1) Gender

2) Age

3) Academic qualification

4) Length of service as the area DEO_____

Part B- Recruitment, selection and training of the BOM members

l)   Relevant training for BOM members' recruitment and selection panel.

5)   Is there an established board development committee in the district?

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

6)   How do you constitute the BOM members selection panel?

_____

_____

7)   Is the BOM selection panel given relevant training before the selection exercise?

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

8)   a) If yes, how are they trained?

_____

b) In which areas are they trained?

BOM Recruitment procedures

a)   Are the BOM positions advertised in your district?

l) Yes( )   2)No( )

10)   How does the selection panel get the nominees?

_____

_____

11)   Is there a systematic process followed by the selection panel to source for suitable candidates for appointment to BOM.

_____

_____

12) Briefly explain the procedure followed in the recruitment and selection of BOM members

_____

_____

Implementation of the MOEST (2004) **guidelines and procedures**

13) Are the requirements for one to qualify for appointment into BOM known to the selection panel?

a) Yes ( )   b) No ()

14) Are the MOE guidelines and procedures on selection of BOM members strictly followed?

        (i)yes (   )   (ii)No (   )

15) If no, please explain briefly-

_____

_____

Training of BOM in carrying out their duties.

16) Do you have a training programmer for BOM members in the district upon inaugurations?

(i) Yes ( )   (ii) No

17) How frequent is the training?

_____

_____

18) Is the KEM1 involved in trained BOM members in the district ?

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

19) In your opinion, is the recruitment and training policy effectively implemented in the district?

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

20) Do you have funds allocation from the MOE or CDF for training BOM.

(i) yes ( )   (ii) no ( )

Part C: challenges and strategies to improve the recruitment and training of BOM members

21) What challenges are you facing as a district in the recruitment and training of BOM?_____

_____

BOM Strategies to improve the process.

22) What strategies would you recommend to improve the process?

_____

_____

QUESTIONNAIRE FOR PRINCIPALS

Part A- Background information.

(Please indicate your response by ticking in the appropriate place)

1 Gender   (i) male ( )   (ii) female   ( )

2 Age bracket

(i) 20-30 yrs   ( )

(ii) 31-40 yrs   ( )

(iii) 41-50 yrs   ( )

(iv) 51 and above   ( )

3 Highest academic/ professional qualifications.

(i)   Diploma   ( )

(II)   O level   ( )

(III) Bachelor degree   ( )

(iv) Master of education   ( )

(v)   Any other specify   ( )

4 Nature of school

(i)   Boys boarding   ( )

(ii)   Mixed day   ( )

(iii) Girls boarding   ( )

(iv) Mixed day   ( )

5 Which body is the sponsor of your school?

(i)   DEB   ( )

(ii) SDA   ( )

(iii) Catholic   ( )

(iv) PAG   ( )

6. Length of service

(i) Below 3 yrs   ( )

(ii) 4-9 yrs   ( )

(iii) 10-15 yrs   ( )

over 15 yrs   ( )

Part B-Recruitment, selection and training of BOM members

7. When was the current BOM members constituted?

(i) 3 months before the expiry date   ( )

(ii) Within 3 months after expiry date   ( )

(iii) More than 3 months after the expiry date ( )

8. Is the BOM recruitment and selection panel more effective

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

9. Kindly indicate how they are trained

   (i) Briefly by DEO before the exercise starts   ( )

(ii) Workshops/seminars training   ( )

(iii) Any other specify   ( )

The procedure followed by the selection panel to source for a suitable candidate.

10   Are the BOM positions advertised when they fall vacant?

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

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

(i)   Handpicked by the principals   ( )

(ii) Proposed by the stakeholders   ( )

(iii) Hand picked by politicians   ( )

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

12. Is there a systematic process followed by the selection panel to source for suitable candidates for appointment into BOM

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

13. Comment on the effectiveness of the recruitment and selection of the BOM

    (i)   Very effective   ( )

    (ii) Effective   ( )

    (iii) Fairly effective   ( )

    (iv) Ineffective   ( )

    (v) very ineffective   ( )

iii)   Implementation of MOEST (2004) policy guidelines and procedures on selection and appointment of BOM

14. Please indicate if the BOM selection panel is thoroughly inducted on the policy guidelines and procedures on the selection and appointments of BOM?

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

15. Procedures as stipulated by the MOEST?

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

16. If no, what could be the reason?

a) Lack of proper induction for the selection panel   (   )

b) Undue interference from politicians and the church   (   )

c) Lack of Professionalism in the process   (   )

d) Due to localization of the process   (   )

iv) Training of BOM in carrying out their duties.

Has your BOM members been trained in carrying out their duties?

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

18. If yes Please indicate how prompt they were trained upon appointment

(a).Within 1-3 months   (   )

(b).Within 4-6 months   (   )

(c).Within 6 months to one year   (   )

(d). Above one year   (   )

19. Is the training given promptly and on a regular basis through seminars courses

and workshops?

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

20. In your opinion is the training of BOM members in managing public secondary

schools effective ?

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

Part C: Challenges and strategies to improve recruitment and training

21, What challenges are in the recruitment, selection and training of BOM members?

(a) Challenges in recruitment and selection of BOM _____

_____

 (b) Challenges in the training of BOM _____

_____

QUESTIONNAIRE FOR SPONSOR'S REPRESENTATIVES

Part A- Background information.

(Please indicate your response by ticking in the appropriate place)

1 Gender   (i) male (   )   (ii) female   (   )

2 Age bracket

(i) 20-30 yrs   (   )

(ii) 31-40 yrs   (   )

(iii) 41-50 yrs   (   )

(iv) 51 and above   (   )

3 Highest academic/ professional qualifications.

(i)   Diploma   (   )

(II) O level   (   )

(III) Bachelor degree   (   )

(iv) Master of education   (   )

(v)   Any other specify   (   )

4 Nature of school

(i)   Boys boarding   (   )

(ii)   Mixed day   (   )

(iii) Girls boarding   (   )

(iv) Mixed day   (   )

5 Which body is the sponsor of your school?

(i)   DEB   (   )

(ii)   SDA   (   )

(iii) Catholic   (   )

(iv) PAG   (   )

6. Length of service

(i)   Below 3 yrs   (   )

(ii)   4-9 yrs   (   )

(iii)   10-15 yrs   (   )

over 15 yrs   (   )

PART B-Recruitment, selection and training of BOM members

7. When was the current **BOM constituted**?

(i)   3 months before the expiry date   (   )

(ii)   Within 3 months after expiry date   (   )

(iii)   More than 3 months after the expiry date (   )

8. Is the BOM recruitment and selection panel more effective

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

9. Kindly indicate how they are trained

   (i)   Briefly by DEO before the exercise starts   (   )

(ii)   Workshops/seminars training   (   )

(iii) Any other specify   (   )

The procedure followed by the selection panel to source for a suitable candidate.

10   Are the BOM positions advertised when they fall vacant?

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

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

(i)   Handpicked by the principals   (   )

(ii) Proposed by the stakeholders   ( )

(iii) Hand picked by politicians   ( )

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

12. Is there a systematic process followed by the selection panel to source for suitable candidates for appointment of BOM.

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

13. Comment on the effectiveness of the recruitment and selection of the BOM

(i)   Very effective   ( )
(ii) Effective   ( )
(iii) Fairly effective   ( )
(iv) Ineffective   ( )
(v) very ineffective   ( )

iii)   Implementation of MOEST (2004) policy guidelines and procedures on selection and appointment of BOM

14. Please indicate if the BOM selection panel is thoroughly inducted on the policy guidelines and procedures on the selection and appointments of the BOM

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

15. Procedures as stipulated by the MOEST?

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

16. If no, what could be the reason?

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

iv) Training of BOM members in carrying out their duties.

Have your BOM members been trained in carrying out their duties?

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

18. If yes Please indicate how prompt they were trained upon appointment

    (a).Within 1-3 months   ( )

    (b).Within 4-6 months   ( )

    (c).Within 6 months to one year ( )

    (d). Above one year   ( )

19. Is the training given promptly and on a regular basis through seminars courses and workshops?

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

20. In your opinion is the training of BOM members in managing public secondary schools effective ?

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

Part C: challenges and strategies to improve recruitment and training

(v).   Challenges in the recruitment and training of BOM

21,   What challenges are in the recruitment, selection and training of BOM

(a)   Challenges in recruitment and selection of BOM

Challenges in the training of BOM

(vi). Strategies that could be put in place to improve the recruitment and training of
       BOM What strategies would be put in place to enhance the effectiveness of the
       recruitment ^election and training of BOM

(a)   Recruitment and selection of BOM

(b)   Training of BOM in carrying out their duties.

APPENDIX E

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss/Institution
Rachel Kerubo
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu
has been permitted to conduct research in

	Location
Sameta	District
Nyanza	Province

on the topic: Factors influencing Board of
Governors management of public secondary
schools in Sameta District, Kisii County,
Kenya.

for a period ending: 30th June, 2013.

PAGE 3

Research Permit No. NCST/RCD/14/013/95
Date of issue   7th June, 2013
Fee received   KSH. 1000

Applicant's
Signature

For Secretary
National Council for
Science & Technology

LETTER OF AUTHORISATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/981**

Date: **7th June 2013**

Rachel Kerubo
University of Nairobi
P.O Box 92-0902
Kikuyu.

Forwarded for necessary action
Omoruku 24/06/2013
FOR TSC COUNTY DIRECTOR KISII COUNTY SAMETA DISTRICT

RE: RESEARCH AUTHORIZATION

Following your application dated **3rd June, 2013** for authority to carry out research on "*Factors influencing Board of Governors management of public secondary schools in Sameta District, Kisii County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Sameta District** for a period ending **30th June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Sameta District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Sameta District.

No objection
DCC 24/6/2013

DISTRICT COMMISSIONER
SAMETA DISTRICT
P.O. Box 352 - 40200 KISII.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX G

LETTER OF AUTHORISATION FROM THE D.C. SAMETA

OFFICE OF THE PRESIDENT
MINISTRY OF STATE FOR INTERIOR AND
COORDINATION OF NATIONAL GOVERNMENT

Telegrams "DC'S OFFICE";SAMETA
When replying please quote
dcsameta@hotmail.com
REF:SMT/ED.12/7/VOL.1/12

The District commissioners office
SAMETA District
P.O.BOX 352
OGEMBO

24TH JUNE, 2013

RACHEL KERUBO
UNIVERSITY OF NAIROBI
P.O BOX 92-0902
KIKUYU

RE: RESEARCH AUTHORIZATION.

Reference is made to Deputy Council Secretary Letter, REF: NCST/RCD/14/013/981of 7th June, 2013 over the above subject on Research "Factors **influencing Board of Governors Management of Public Secondary Schools in Sameta District Kisii County' Kenya**".

Authority has been given to undertake research ending June, 2013.

By copy of this letter, the DEO, Principals and other respondents are requested to give the necessary assistance to the student.

JOHNSON M. MWIRIGI
DEPUTY COUNTY COMMISSIONER
SAMETA SUB-COUNTY.