

**DEMOGRAPHIC FACTORS INFLUENCING BOARD OF  
MANAGEMENT IN EFFICIENT MANAGEMENT OF HUMAN  
RESOURCES IN PUBLIC PRIMARY SCHOOLS IN KATHIANI  
DISTRICT, KENYA**

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the Award of Degree of Master of Education in Corporate Governance**

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## **DECLARATION**

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

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

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## **DEDICATION**

The research project is dedicated to my wife Rose Wambua and to my children Ellington Wambua and Yvonne Mbatha, your love, care and support is beyond my pay. May the Almighty God bless you.

## **ACKNOWLEDGEMENTS**

First and foremost, I would like to thank my hardworking and understanding supervisors, namely Mr. Edward Kanori and Mrs. Lucy Njagi of the Department of Educational Administration and Planning of the University of Nairobi for their tireless guidance to enable me to complete the entire research process on time.

Special thanks to my parents Mr. and Mrs. Paul Kimende, my siblings, my wife Rose Wambua for their moral and financial support without them it would not have been possible to complete the study. I thank my children Yvonne Mbatha and Ellington Wambua for their patience and understanding throughout the entire period of my study.

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## ABSTRACT

Human resources refer to people in an organization either skilled, semi skilled or unskilled that helps in achieving the organizational pre-determined goals and objectives. Despite the heavy investment that the government of Kenya (GoK) has put in primary schools, the training and coordination of human resources to enhance pupils' performance remains questionable. The contribution of efficient of human resource management practices and pupils' academic performance has not been well investigated. The study sought to investigate to demographic factors influencing board of management in efficient management of human resources in public primary schools in Kathiani District of Machakos County. The four research objectives were formulated to guide the study. Specifically the sought to determine how gender of BOM Members influence efficient management of human resources in public primary schools, to assess how age of BOM members influences efficiency management of human resources in public primary schools, to determine how academic qualifications of BOM members influence human resource management in public primary schools and to establish how administrative experience of BOM influence efficiency management of human resources in public primary schools. The study used descriptive survey research design. The target population comprised 71 public primary schools. The probability and non-probability sampling design were used to select the sample size of 21 schools, 21 headteachers, 42 chairpersons and treasurers of BOM members, 21 support staff and teachers in 21 sampled schools.

The research instruments that were used in the study were questionnaires and interview schedules. Data was collected using questionnaires designed for headteachers, BOM members and teachers while interview schedule for support staff. A pre-testing of research instruments was done in three schools that part of target population but were not among the sample size. Test-retest technique of measuring reliability was used to determine the reliability of research instruments. Descriptive statistics using frequency counts and percentages was used to analyze the data which is presented using tables, graphs and circle graphs. Statistical Package for Social Science (SPSS) technique version 17.0 for windows and use of descriptive statistics was used to analyze quantitative data. Based on the objective the following were findings of the study, headteachers use teamwork in their management of human resources. The BOM members were involved in human resource management such as hiring of support staff and Parent Association teachers, pupils discipline and motivation of both pupils and teachers. The policy guidelines were available in schools and most of the BOM members had read them. Based on the recommendation the government, Non-Governmental Organizations (NGOs) and other stakeholders needs to improve policy in human resource governance in the schools, and finance in-service training of the BOM to offer better oversight on the management of human resource outside school routine.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title page.....	i
Declaration .....	ii
Dedication.....	iii
Acknowledgements.....	iv
Abstract .....	v
List of tables .....	v
List of figures.....	vi
List of abbreviations and acronyms .....	vii

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study .....	6
1.4 Objectives of the study .....	7
1.5 Research questions .....	7
1.6 Significance of the study .....	8
1.7 Limitations of the study.....	8
1.8 Delimitations of the study.....	9
1.9 Basic assumptions of the study .....	9
1.10 Definition of significant terms .....	10

1.11 Organization of the study.....	11
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## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	13
2.2 Concept of efficient management .....	13
2.3 Management of human resources by board of management in selected countries in the world .....	14
2.4 Organization and composition of primary Board of Management in primary schools .....	16
2.5 Influence of age in efficiency management of human resources.....	18
2.6 Influence of administrative experience in efficiency management of human resources.....	19
2.7 Influence of gender in efficiency management of human resources.....	20
2.8 Influence of academic qualification in efficiency management of human resources .....	21
2.9 Government efforts to strengthen board of management .....	22
2.10 Summary of the literature review .....	24
2.11 Theoretical framework of the study .....	26
2.12 Conceptual framework of the study .....	28

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1 Introduction.....	31
3.2 Research design.....	31
3.3 Target population .....	31
3.4 Sampling techniques and sample size .....	32
3.5 Research Instruments .....	33
3.5.1 Validity of research Instrument.....	34
3.5.2 Reliability of research Instrument.....	34
3.6 Data collection procedures .....	35
3.7 Data analysis technique .....	36

**CHAPTER FOUR**

**DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 Introduction.....	37
4.2 Questionnaire return rate .....	37
4.3 Composition of Board of Management.....	38
4.4 Support staff demographic characteristics.....	42
4.5 Gender of BOM members and management of human resources .....	45
4.6 Age of BOM members and management of human resources .....	46
4.7 Academic qualification of BOM members and human resource management.....	49



4.8 Administrative experience of BOM and management of human resources....	63
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## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1 Introduction.....	73
5.2 Summary of the findings .....	73
5.3 Conclusions.....	74
5.4 Recommendations.....	75
5.5 Suggestion for further research.....	76
<b>REFERENCES.....</b>	<b>77</b>
<b>APPENDICES.....</b>	<b>82</b>
Appendix A: Letter of introduction .....	83
Appendix B: Questionnaire for BOM members .....	84
Appendix C: Head teachers questionnaire on school management .....	87
Appendix D: Teacher’s questionnaires .....	90
Appendix E: Interview schedule for support staff .....	92
Appendix F: Research permit .....	94

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 1.1: Staffing situation in Kathiani district.....	4
Table 3.1: Population sample size .....	32
Table 4.1: Interest groups .....	38
Table 4.2: Headteachers and teachers demographic characteristics .....	40
Table 4.3: Support staff demographic characteristics as reported by support staff .....	43
Table 4.4: Age of BOM members .....	48
Table 4.5: Professional courses of headteachers.....	51
Table 4.6: Training relevance .....	52
Table 4.7: Staff appraisal by Board of Management .....	55
Table 4.8: Staff appraisal by the Board as reported by teachers.....	56
Table 4.9: Knowledge of school legal documents by BOM .....	57
Table 4.10: Legal documents in the school as reported by headteachers.....	58
Table 4.11: Availability of human resource plan by BOM.....	61
Table 4.12: BOM areas of specialty .....	64
Table 4.13: BOM strategies to reduce human resource issues as reported by teachers.....	67
Table 4.14: Mode of communication as reported by teachers.....	69
Table 4.15: Meeting frequency .....	71

## LIST OF FIGURES

<b>Figure</b>	<b>page</b>
Figure 2.1 Structure of BOM in primary school.....	16
Figure 2.2 Influence of BOM in efficient management of human resources.....	27
Figure 4.1: Gender of BOM members .....	46
Figure 4.2 Level of education.....	49
Figure 4.3 Staffing levels in school as reported by headteachers.....	53
Figure 4.4 Staffing level of schools as reported by teachers .....	54
Figure 4.5: Financial Management Functions .....	60
Figure 4.6: Availability of human resource plan as reported by headteacher .....	62
Figure 4.7 Knowledge of BOM on human resource management.....	63
Figure 4.8 Human resource dispute strategies.....	65
Figure 4.9: Mode of communication by BOM .....	68
Figure 4.10 BOM involvement in human resource.....	70

## **LIST OF ABBREVIATIONS AND ACRONYMS**

BOM	Board of Management
DEB	District Education Board
ECDE	Early Childhood Development Education
EMIS	Educational Management Information Systems
FPE	Free Primary Education
KEMI	Kenya Education Management Institute
LEA	Local Education Authority
MOEST	Ministry of Education Science and Technology
MOW	Ministry of Works
PA	Parents Association
PRISM	Primary School Management
SBM	School Based Management
SBMC	School Based Management Committee
SGC	School Governing Council
SIC	School Infrastructural Committee
SIMC	School Instructional Material Committee
SMB	School Management Board
SMC	School Management Committee
TSC	Teachers Service Commission

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

The most important resource for an organization is the people engaged in that organization. Therefore, a critical mass of human resources equipped with knowledge, skills and attitudes are needed in order to achieve the country's political, social and economic pillars (Republic of Kenya, 2008). The constitution of Kenya (2010) empowers Teachers Service Commission (TSC) to undertake Human Resource Management (HRM) through establishment and maintenance of a sufficient professional teaching force that is equitably distributed and optimally utilized in public educational institution.

In fact, education is a systematic instruction for the development of character or mental power. Rao (2001) noted that there is an immediate and urgent need for giving education to the people in order to build up their future. Education is synonymous to learning, instruction, teaching, acquiring knowledge and guidance. The success of every educational system depends on the quality and quantity of its factors or production – human and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and re-train the staff

of any organization for better production. According to Peretomode and Peretomode (2001), training is planned organizational efforts concerned with helping an employee (teacher) acquire specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance.

In Kenya, primary school Board of Management (BOM) consist of parents, teachers, interested groups, County Education Board(CEB), District Education Board (DEB) and pupils representative who manage school on behalf of parents, community and government for the benefits of children (Basic Education Act, 2013). The needs of schools vary from community to community. It is therefore important that school is run by local people who carry out their duties with the best interests of their children (Republic of Kenya, 2005). However, there are complaints regarding BOM knowledge base on educational matters, recruitment process of Parent Association (PA) teachers and of support staff.

In South Africa, the School Governing Board (SGB) plays similar roles to BOM in Kenya and is composed of parents, school educators, support staff and learners in eighth grade (Republic of South Africa, 2003). In South Africa many parents objected to serve on SGB because of their beliefs that they lack expertise on school governance (Republic of South Africa, 2009). Karlsson (2002) concluded that parents have weak understanding of their role, capacity deficit in

the range of skills that is needed to perform governance functions. The ministerial review committee on school governance in South Africa public schools (2003) revealed high rate of illiteracy, lack of experiences and skills, and low education level which have made functioning of SGB'S inefficient (Republic of South Africa, 2005). The government passed legislation that recommended educational qualification, experience, gender consideration and training seminars for SGB'S for efficient management of human resources in accordance with the values and principles enshrined in the constitution ((Republic of South Africa, 2006).

In Indonesia, the School Based Management (SBM) is primarily concerned with educational decentralization in order to strengthen and empower communities to share power and authority to the school level through a forum of a school council. Gamage and Sooksomchitra, (2004); Grawner, (2005); Gamage and Sooksomchitra, (2004); Munn, (2000) and Schlegal, (2000) found that efficient HRM in schools by SBM is affected by several barriers such as gender inequality, age differences, confusion of SBM on their roles and responsibilities, lack of decision making authority . The study by Bandur (2008) revealed that knowledge and experience of SBM members from other fields rather than education is useful and relevant to meet contemporary needs of school. The government regulated power and authority to SBM through enactment of legislation stipulating education level, legitimate age, gender equality and administrative experience for membership and structure of SBM (Republic of Indonesia, 2003).

Republic of Kenya (2005), the BOM has a legal mandate to manage primary schools; their function includes planning and budgeting on the provision of physical resources, human resources and school instructional material. At school level, some BOM makes representation on School Instructional Material Committee (SIMC) and (School Infrastructure Committee (SIC) to oversee financial Management, monitoring and evaluation.

### **Staffing situation in Kathiani district**

The staffing is a serious challenge in the district which affects both headteachers and teachers. School staffing is influenced by poor performance, public or political pressure and poor management of human resources by educational administrators. The table below shows the total number of headteachers transferred or demoted and teachers transferred between 2011 and 2013.

**Table 1.1;**

### **Staffing situation in Kathiani district**

Year	No. of H/T demoted	No. of H/T transferred under public demand	No. of H/T transferred	No. of teachers transferred
2011	4	4	8	29
2012	3	3	7	34
2013	9	13	11	57
	16	20	26	120

**Source: DEO'S Office and TSC Unit, Kathiani District, 2014**



The increased number of transfer and demotion of human resources shows poor relationship among teachers, headteachers and other members of BOM. The transfers may also be influenced by poor academic performance, financial mismanagement and unprofessional conduct in their schools. In Kathiani District, high staff turnover, shortage of human resources, high pupil enrollment, poor motivation of teachers and lack of role models may have led to poor academic results in Kenya Certificate for Primary Education (KCPE) in 2010 to 2013.

### **1.2 Statement of the Problem**

The recent economic blue prints notably the Vision 2030 and Millennium Development goals have variously pegged their attainment to education improvement. The government declared a free and compulsory primary education and free Secondary education in Kenya for all its citizens to be able to access since most sectors depend on an educated society to get propelled. Maicibi (2005) highlighted that, proper leadership was the only necessary tool for effective performance by the students. Former UN Secretary-General Kofi Annan noted that there was no tool for development which was more effective than education. He also observed that no other policy was as powerful as increasing the chances of education for the next generation. Therefore by eliminating school fees for primary school education in Kenya, many children were privileged to go back to school thus putting the country on the right track towards attainment of the Millennium Development Goals and Vision 2030 (Republic of Kenya, 2008).

Wekesa (1993) however noted that, if students were to get quality education in their schools the management of the schools needed to be improved through continuous in-servicing of the headteachers in human resource management. The criteria for the organization and composition of primary BOM is not clearly stipulated in the Basic Education Act of 2013 and does not consider age, gender equality, administrative experience and more so academic qualification of chairperson as compared to Board Of Management in secondary schools. Many BOM have language deficit and are computer illiterate to keep details in the School Educational Management Information System (EMIS) for human resources in their primary schools hence indicator of inefficient human resource management by the board of management. Government bureaucracy on the remuneration of BOM members on their allowances influences attendances (Basic Education Act, 2013) and affect quorum of seven members to make binding decision on efficient human resource management (Republic of Kenya, 2012). In spite of noble responsibility, no systematic research has been conducted in the district to establish the influence of BOM members in efficient management of human resources in public primary schools hence need for this study.

### **1.3 Purpose of the study**

The study sought to establish demographic factors influencing Board of Management in efficient Management of human resources in public primary

schools in Kathiani District of Machakos County, in order to make recommendation for improvement.

#### **1.4 Objectives of the study**

The study was guided by the following objectives:-

- (i) To determine how gender of BOM Members influences efficiency management of human resources in public primary schools.
- (ii) To assess how age of BOM members influences efficiency management of human resources in public primary schools.
- (iii) To determine how academic qualification of BOM Members influence human resource management in public primary schools.
- (iv) To establish how administrative experience of BOM influence efficiency management of human resources in public primary schools.

#### **1.5 Research questions**

The following research questions guided the study:-

- (i) How does gender of BOM members influence efficiency management of human resources?
- (ii) To what extent does the age structure of BOM members influence efficiency management of human resources?
- iii) How does academic qualification of BOM members influence human resource management in the schools?

iv) To what extent does the administrative experience of BOM influence their efficiency in management of human resource?

### **1.6 Significance of the study**

The findings may be useful to Kenya Educational Management Institute (KEMI) in reviewing the training curriculum of school managers on the role of BOM'S. The findings may provide useful information for policy makers that would facilitate understanding of BOM in managing human resources in public primary schools. The study may help government in staffing of human resources in schools, reviewing legal framework to empower BOM in HRM. The research finding would be important to future researchers in related field for the improvement of the quality of BOM in management of human resource.

### **1.7 Limitations of the study**

Wiersma (2000) defines limitations as matters and occurrences that arise in a study which are out of researcher's control. The possibility of the general applicability of the findings is limited by the scope, the sample and the cultural context of this study. Accordingly even though there could be common features, the findings may not have general applicability to other educational human resource management systems. The study did not include private primary schools and secondary schools because they experience unique problems in their efficient management of human resources due to some unique factors.

### **1.8 Delimitations of the study**

Leedy and Ormrod (2010), define delimitations as those characteristics that limit the scope and define boundaries of study and are in control. The study was restricted to Kathiani District of Machakos County and not other districts in the county or Republic of Kenya. The study confined itself to BOM members, teachers and support staff of public primary schools for being active participant in planning, management and administration of school programmes. The study sampled the teachers, BOM members and the support staff that was present during the day of sampling. The research was done only in public primary schools for having constituted BOM using Basic Education Act (2013) unlike private school owned and managed by individual investors who are not restricted to follow laid down educational regulations in formation of Board of Management.

### **1.9 Basic assumptions of the study**

The study was guided by the following assumptions;

- (i) The tenure of BOM'S executive members is valid and they are legally elected to represent the school.
- (ii) The BOM'S members make decisions in consultation with all stakeholders and involve teaching staff to ensure teamwork.
- (iii) Some BOM'S executive members know their roles and responsibilities in management of human resources in the school.

### **1.10 Definition of significant terms**

The key terms used in the study are defined as follows:

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

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

**Age** refers to length of time one has existed

**Demographic factors** refer to demographic factors are those relating to personal characteristics such as age, gender, academic qualification and experience.

**Efficient** refers to performing or functioning in the best possible manner with least waste of time and resource

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

**Human resources** refer to people in an organization either skilled, semi skilled or unskilled that helps in achieving the organizational pre-determined goals and objectives

**Human resource capacity development** refers to the process through which individuals, organizations and societies obtain, strengthen, and maintain the capabilities to set and achieve their own development objectives over time.

**Human resource management** refer to strategic approach to acquiring, developing, managing and gaining the commitment of the organization key human resource (Okumbe, 2001).

**School – Based Management** refers to decentralization of decision making authority to the school level.

### **1.11 Organization of the study**

The study is organized in five chapters. The first chapter focused on introduction, background to the study, statement of problem, purpose of study, research questions and objectives, significance of study, limitations and delimitations of the study, basic assumptions of study and definition of significant terms. Chapter two comprised of literature review, concept of management, and management of human resources by board of management in some selected countries of the world, organizational structure and composition of BOM, demographic factors influencing efficient management of human resources, national government efforts to strengthen BOM, summary of the literature review, theoretical framework of the study and conceptual framework of the study. Chapter three presented the description of the research methodology with the following subheadings; introduction, research design, target population, sampling technique and sample size, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four focused on data analysis, interpretation and discussion of the research findings

while last chapter five comprised of summary of the findings, conclusion and recommendations and suggestions for the further study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review shows the gap between the researchers curiosity and knowledge of the subject area and identify the problem of the study which can be solved by collection of data and, avoid mistakes already done by another researcher through improvement of the research design and instrumentation (Boswell & Cannon, 2009). The chapter consists of concept of management, management of human resources by BOM in some selected countries of the world, organization and composition of Board of management, function of board of management in efficient management of human resources, national government efforts to strengthen BOM, summary of the literature review, theoretical framework and conceptual framework of the study.

#### **2.2 Concept of efficient management**

The term 'efficient management' is the process of planning and directing human resources to ensure achievement of maximum performance with little waste as possible (Republic of Kenya, 2013). In Nepal, several researchers revealed that internal efficiency management of an institution reflects on how educational system uses available human resources to achieve satisfied educational outcomes (Republic of Nepal, 2010). Nakpodia (2010) in his study endorsed the concept of in-service training for administrative staff of all levels by stressing need to

upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparation. Psacharopoulous and Woodhall (1995) concluded internal efficiency of human resources may be judged by how well school prepare pupils for other role in the society as indicated by quantity of progression to the next level.

### **2.3 Management of human resources by board of management in selected countries in the world**

In Nepal, public education is a state responsibility. In the spirit of decentralization of education in Nepal, the SMC is entrusted to plan and monitor school improvement plan, the hire and manage human resources. The primary level were understaffed as most teachers were temporary, volunteers and private teachers which affected their efficiency and motivation to their classroom teaching. The statement confirms that Primary Management Committee inefficiency in management of human resources in Nepal (Education Progress report, Nepal; 2001 – 2010).

In England and Wales, the developments of school-Based management (SBM) were based on Education Reform Act (1988, revised 2002 and 2006). The SBM had power and authority on employment of teachers and support staff. According to Bush and Gamage (2001), the rationale behind devolution of power and authority to SBM was based on market-led assumptions that parents know what is

best for their children and that teachers are more concerned with their own interest than those of the pupils hence reasons for SBM to have stronger power and wider activities.

Peretomode (2001) highlighted the determinants of training as acquiring more conceptual knowledge, skills and competencies both in teaching areas and non-teaching areas, obtain a high academic or professional qualifications in school organization hierarchy, to meet up with the new changes in the educational system, the new methods, techniques and technological developments, to keep the staff in the system, procure job security. The government comes with different policies at different times. Those who improved themselves on the job have greater chances on the job, and also the presence of aging staff and explosion of knowledge has been noted that with age, human beings suffer from diminished validity, creativity and flexibility, staff can be assisted to remain or once again become vibrant, vital, productive and pertinent through staff renewal activity, the declining rate of mobility and high tenure density coupled with less hiring new blood, the increasing heterogeneity of staff in the system.

In Nigeria, the School Based Management Committee (SBMC) has the legal authority from both federal and national government to manage primary school education. The operation of SBMC faces several problems such as limited

knowledge in HRM, conflict and financial management, politicization of educational policies, inadequate experience of SBMC members to constitute school administration, and selection of learning resources. The government enacted appropriate laws to create enabling environment of efficient and quality HRM, rewarding outstanding SBMC by commendation, training through seminars and public enlightens campaign (Republic of Nigeria, 2013). However, University of East Anglia (2000), under the university policy for staff development and training, holds that an organization or institution is committed to the support of staff development and training which is geared towards development of knowledge, skills and awareness of staff will improve the effectiveness and efficiency of individual. The efficient functioning of the organization or institutions depends on its support for the provision of staff development and provision for academic relatedness.

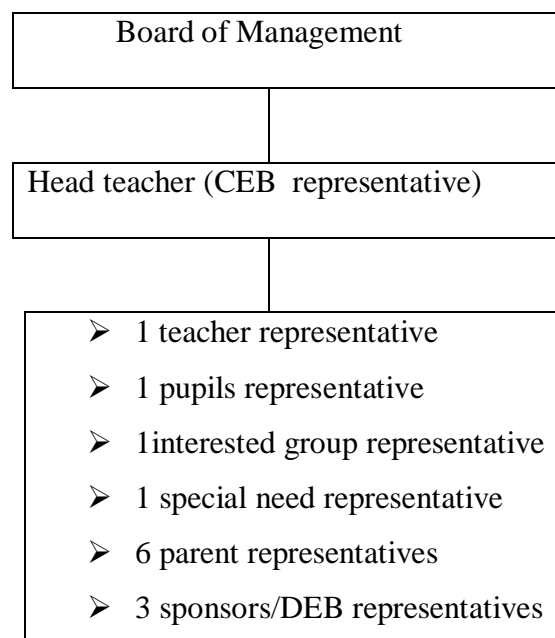
#### **2.4 Organization and composition of primary Board of Management in primary schools**

The BOM is a legal trustee of the school (Education Act, 1968 revised 1980) and its functions and responsibilities are spelt out in Basic Education Act (2013). The legal documents empower BOM through District Education Board (DEB) to make decision on financial and human resources in their jurisdiction for efficient delivery of basic educational services.

According to the Basic Education Act (2013) the Board of Management is composed of six parent representative elected by parents, three representatives of sponsor or DEB, one representative from each of the following groups; teachers, special needs, pupils and then head teacher is CEB representative and secretary to BOM. The tenure of the BOM members is a minimum of one year and maximum of eight years then such a person shall be eligible for re-appointment.

### **Structure of primary school Board of Management**

The figure below shows the organization and composition of BOM members in the society which represent interests of the teachers, parents, interested groups like civil society, special needs, parents and sponsors or DEB representatives.



**Figure 2.1 Structure of BOM in primary school**

**Source; Basic Education Act, (2013)**

## **2.5 Influence of age in efficiency management of human resources**

Korad and Hartmann (2002) found that age influences individual attitudes toward affirmative action on HRM policies and practices with increased age being associated with more positive attitudes towards these policies. The age diversity has elements of stereotypes which makes older people more rigid, resistant to change and less comfortable with technology (Riordan, 2000). Decision making is the fundamental process through which individual groups and organization choose course of action to be acted upon including not only decision but also implementation of that decision to take a particular course of action in human resource practices (Gamage and Pang, 2003). Many older people are overconfident regarding their ability to make decisions on management of human resource this inhibits their ability to apply new human resource management strategies (De Bruin et al, 2007) while Reed, Mikels and Simon (2008) in their research on human resource management revealed that older adults prefer fewer choices than younger adults.

Oshagbeni, T. (2004), identified age influences leadership styles and behaviour of the managers. The findings suggested that younger and older managers have different profiles in their consultative and participative leadership styles. Older managers consulted more widely and encouraged more participation in comparison with younger managers. However, both groups of managers practice directive and delegate leadership styles at about the same degree. On leadership

behaviour, only idealized influence shows a significant difference between younger and older managers while the other measures show remarkable similarities between the two age groups. Some implications of the findings showed the need to harmonize the positive contributions of both the younger and the older workers and giving respect to the contributions of both groups.

## **2.6 Influence of administrative experience in efficiency management of human resources**

The length of time spent in an organization leads to development of shared understanding and experiences (Wiersma & Bird, 1993). The studies by Pfeiffer (1993) suggests that increased tenure in an organization is positively related to efficient management of employees well being and increased performance. The positive outcomes result from the implementation of efficient HRM policies and practices such as good and safe working environment, training and development, and recruitment and selection. The administrative experience helps the BOM to recruit and maintain personnel that have knowledge and skills in applying fundamental human resource management principles, practices and techniques of specialization, standardized job evaluation techniques and analytical problem solving methods (Republic of USA, 2000).

## **2.7 Influence of gender in efficiency management of human resources**

Kirton and Greene (2002) their study on gender revealed gender differences in attitude and behavior are attributed to discrimination experienced by women and these experiences shape the behavior of individual attitudes and behavior in human resource management. (Cioni and Romberger, 1995) concluded HRM policies and practices should promote equality in the organization and reflect impartial recruitment and selection practices, and impartial provision of training and development opportunities to all human resources. Manwa and Black (2002) concluded behavioral differences between men and women as a consequence in human resource planning hence poses psychological barriers and cultural hegemony actually play against womens ability to manage a diverse body of talent that can bring innovative ideas, perspectives and views in HRM.

Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their perspectives. According to Dobbin and Jung ( 2007) suggested that schools with women board members are expected to have significant higher returns and general overall better internal efficiency human resource management for having gender diversity at board level hence solve problems faster and efficient for being like-minded boards. From the literature review, the researcher found out that Board of Management plays a major role in



efficient school human resource management and their support is extremely needed in successful implementation of new changes in educational management.

## **2.8 Influence of academic qualification in efficiency management of human resources**

Academic qualification is a credential received upon completion of a formal educational programme of a study. The BOM are accountable to the government thus need wide range of skills, abilities and qualifications to monitor, evaluate and resolve conflict among the human resources for effective performance (Republic of Kenya, 2005). The BOM are involved in human resource planning to determine staffing level of school. The BOM members who are academically qualified perform basic functions of human resource management better such as recruitment and selection of new employees, development and training of employees, assessment of work efficiency, construction of remuneration structure for employees and overcome challenges occurring in the management of human resources (Treven, S. 2001).

The efficiency of human resource management is questionable both within and outside the educational institutions. Hanif, A. and Saba, K. (2002) concluded admitted that the school resources are being mismanaged and underutilized simply because the schools lack or there is shortage of academically qualified personnel for management of resources needed for the improvement of school

instructions. This growth coupled with academic development becomes necessary in order for school administrators to know the rudiments of proper management of school resources. This is because education is an indispensable ingredient of development and a fundamental right of every individual. Therefore better academic qualification is a power-catalyzing agent as it provides mental, physical, ideological and moral training to individuals, so as to enable them have full consciousness of their purpose in life and equip them to achieve educational objective.

## **2.9 Government efforts to strengthen board of management**

Republic of Kenya (1999) Ministry of Education Human Resource Development (MOE&HRD) guide has addressed school development plan, curriculum implementation and human resource management. The Basic Education Act (2013) mandates BOM manage the institution affairs in accordance with the rules and regulations, employment and remuneration of support staff, resource management, collect revenues on hire of facilities and motivate the human resources.

The TSC Act (2012) empowers board of management to ensure that only Early Childhood Development Education (ECDE) teachers who are registered by the commission are engaged for teaching in their schools. The Basic Education Act (2013) gives BOM mandates to develop a strategic plan; ensure safety of teachers,

pupils and support staff; recruit, employ and remunerate support staff then administer and manage resources in schools. The government authorizes BOM to form special committees such as disciplinary, ethics and integrity committee; human rights and student welfare committee and academic standards for efficient management of human resources in the schools (Basic Education Act, 2013).

The headteacher is required to offer technical advice to the board of management and stakeholders within the institution to enable the institution meet its objective (TSC Code, 2012). The County Education Board (CEB) is supposed to collaborate with board of management and other appropriate authorities in management of basic schools (Basic Education Act, 2013). The BOM is obliged by law to advise the CEB on the staffing needs of the institutions, determine pupil's discipline and make reports to the County Education Board, facilitate guidance and counseling to learners and maintain good working relationship between teachers and parents (Kenya Education Management Institute, 2014)

Chitiavi (2002) also reported that good teaching and overall efficient headship were the only tools necessary for good performance in schools. Heck, et al (1990) similarly found that school governance, instructional organization, and school climate affected student achievement. The head teacher's leadership variables influenced school governance, instructional organization, and school climate, which in turn directly affected student achievement. Armstrong (2004) defined

leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. That can be achieved through the articulation of the vision and mission of the organization and also ensuring the teachers were also able to define their power so as to share the vision.

### **2.10 Summary of the literature review**

In Kenya, there is limited research done on influence of BOM on their efficient management of human resources. Much work has been done in school factors, performance, school governance and much of the literature review is from Education Act Cap 211 (1968, revised 1980), educational commissions, task force and scholars from foreign country. The Education Act (1968, revised 1980), School Management Guide (MOE & HRD, 1999) and Basic Education Act (2013) describes different criteria on composition of BOM'S in primary schools after 2013.

Kamunde (2002) recommends in his research project that Primary School Management (PRISM) project trained the school managers and chairperson of SMCs, there is a need for the entire SMCs and educational stakeholders undergo training on efficient management of human resources in their schools. The

training and educational needs of the school human resources may be understood by SMC'S thus promote sense of belonging.

Ogesaka (2011) revealed that in his research that SMC were involved in human resource activities such as recruitment of both teaching and non-teaching staff, teacher – parent relationship and planning and budgeting for school physical resources and school instructional materials. The training curriculum for the SMC should be designed to help them understand their roles, publication of journals or articles targeting SMC members and distribute them to regional then school level to improve their competency on management of human resources.

Kithokoo (2011) recommended that in his research that understaffing of human resources has significant influence on pupils performance whereas teachers qualification did not significantly influence pupils performance. Demographic factors affect socio-economic status of the families and subsequently the possible human capital investment in education. He concluded that demographic factors of human resources such as age, gender and experiences directly affect the performance of pupils.

Oyetunji's (2006) argued that parents were very important in the management of schools. However he noted that the head teacher should be the individual to initiate and facilitate parental involvement in a school. The head teachers'

leadership style contributed to a larger extent to the parents' lack of interest in the affairs of the school. If the head teacher was not transparent and accountable to the parents, then they distanced themselves from the school affairs. However parents have a role in schools administration and are expected not to sit and watch as head teachers run down institutions. Lydiah and. Nasongo (2009) observed that head teachers' who used teamwork by ensuring parents, teachers and students were involved in the running of the institutions enhanced performance of their schools.

## **2.11 Theoretical framework of the study**

### **2.12.1 The system theory**

The system theory was developed by Ludwing Von Bertalanffy in 1968. The systems theory attempted to form an integrative framework of management. A system is a collection of part united to accomplish a pre-determined goal. A system has input (age, academic qualification, administration experience, gender), process (recruitment, pay structure, decision making and HRM) output (good academic performance) and outcome (sense of belonging). The organization consists of many interrelated independent parts of subsystems (teaching staff, support staff) which should be arranged orderly, thus system draws input energy from its environment and transform these inputs through the process where they are planned, organized, motivated and controlled to meet predetermined. The BOM must regulate and adjust itself in management to secure better performance

and ensure growth of an organization. The system theory helps BOM to interpret patterns and events in the organizational environment to improve human resource relationship.

### **2.12.2 Stewardship Theory**

According to Davis et al. (1997), a steward protects and maximizes shareholders wealth through firm performance, because by so doing, the steward's utility functions are maximized. In this perspective, stewards are managers working to protect and make profits for the shareholders. Therefore, stewardship theory emphasizes on the role of management being as stewards, integrating their goals as part of the organization (Davis et al., 1997). The theory recognizes the importance of governance structures that empower the steward and offers maximum autonomy built on trust (Donaldson & Davis, 1991). It stresses on the position of employee to act more autonomously so that the shareholders' returns are maximized. Indeed, this can minimize the costs aimed at monitoring and controlling employee behaviour (Davis et al., 1997). In primary schools, the BOM are in charge of the governance and the researcher will study the influence of BOM in the management on the school to ensure better performance on the institution since they are responsible to parents, ministry of education and the general public.

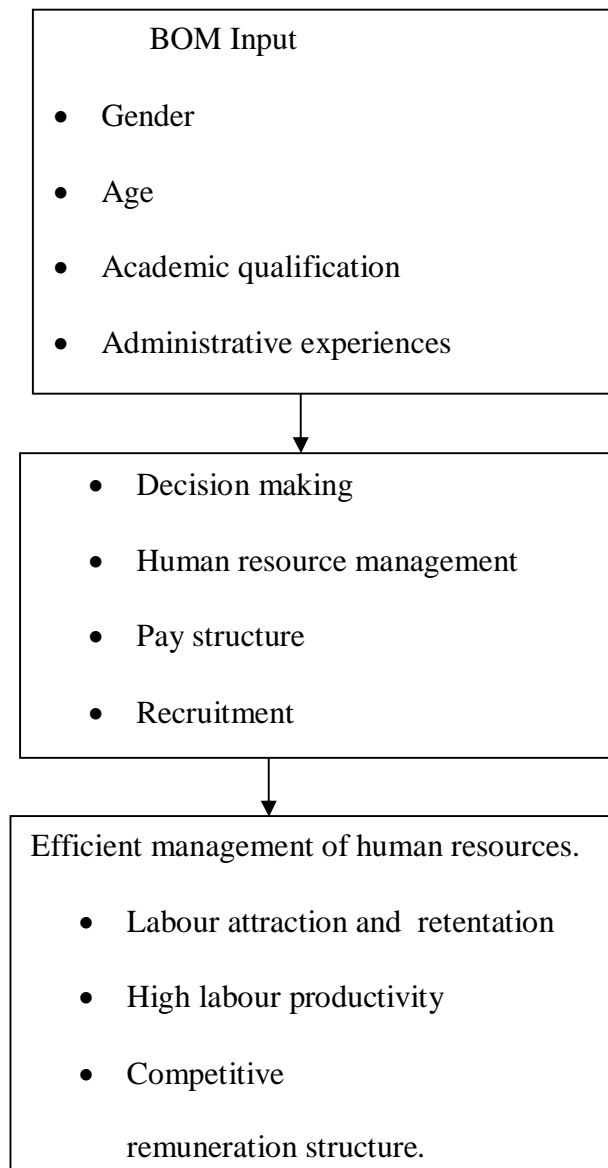
## **Application of system and stewardship theory in management of human resources**

Systems theory treats school as an organization made of numerous component subsystems that must work together in harmony for the larger system to succeed. Systems theory states that organizational success relies on synergy, interrelations and interdependence between different subsystems and, is responsible for planning and management of human resources (Dostal, 2005). The subsystems within a school organization are departments, subject panels, physical facilities and individual employees can all be considered component of subsystems of within an organizations. The stewardship theory considers human resources as selfless leaders working in the subsystems toward achieving predetermined organizational goals. Joseph and Winston (2005) suggested that trustworthy was the main concept that connected the human resources to stakeholders and stewardship theory considers the process of how to make decision involving the organization as a governance strategy. According to the theories BOM members should be selfless leaders responsible for human resource management needs for the entire organization and they should provide sustainability of management system to improve human resource performance.

### **2.12 Conceptual framework of the study**

The conceptual framework shows the interrelationship between dependent and independent variables for efficient management of human resources by BOM





**Figure 2.2 Influence of BOM in efficient management of human resources**

The influence of management of human resources by BOM can only be achieved when the members have certain desirable demographic characteristics such as gender mix, minimum academic qualification, 18 years and above, and educational administrative experience. This resulted in efficient management of human resources. Academic qualifications would make them competent when

dealing with academic matters of the school like examination result analysis. Administrative experience helps them to interpret educational policies, human resource planning and, implementation and evaluation of school programmes by the headteachers. The age and gender of BOM members helps in decision making in programmes like guidance and counseling, formulation school policies and composition disciplinary committee.

The interrelationship between independent variables such as age, academic qualification, administrative experience and gender differences of BOM influence efficient management of human resources which was manifested by dependent variables such as decision making, human resource management, construction of pay structure and recruitment of human resources. The intended outcomes on interrelationship of independent and dependent variable was competitive remuneration structure, high labour productivity and labour attraction in a school organization.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter presents the methodology and design to be used in implementing the study. The subheadings include research design, target population, sampling techniques and sample size, research instruments and methods of data collection and analysis techniques.

#### **3.2 Research design**

A research design is a plan, structure and strategy of investigation so conceived so as to obtain answers to research questions or problems (Kerlinger, 1986). Orodho (2005) argues that descriptive survey design can be used to describe some aspects of population like opinions, attitude and belief, hence were the most appropriate because data collected from BOM members , teachers and support revealed how the level of influence of BOMs' individual characteristics to his or her influence in human resource management. The descriptive survey design was most suitable as it aimed at providing current situation on the influence of BOM on efficient Management of human resources in public primary schools in Kathiani District.

#### **3.3 Target population**

The target population is the entire group of people or individuals who possess a certain characteristics or set of characteristics which the researcher wishes to

make generalization (Fraenkel and Wallen, 2006). The study targeted all the 71 public primary schools in the district, and 213 BOM executive members, 657 teachers and the 71 support staff in Kathiani District. (Kathiani District DEO'S Office & TSC Unit, 2014).

### 3.4 Sampling techniques and sample size

The table below shows the target population of the study which falls 71 schools in Kathiani district. The total target population is 657 teachers, 71 support staffs, 213 BOM executive members. The sample which formed the study is 21 schools which represent a proportion of 30 percent and as 63 BOM members, 21 support staffs and 198 teachers.

**Table 3.1**

#### Population sample size

Educational Region	No. of Schools	No of Ht's	No. of Trs	No. of BOM	Percent
Mitaboni	5	5	58	10	30%
Kathiani	8	8	68	16	30%
Iveti	8	8	72	16	30%
<b>Total</b>	<b>21</b>	<b>21</b>	<b>198</b>	<b>42</b>	

The study used both probability and non-probability sampling design. Samples will be drawn from 71 schools in Kathiani District. Systematic random sampling

will be used to select 21 schools which represent approximately 30percent of the target population (Mugenda & Mugenda, 1999). Consideration was given to the Kathiani and Mitaboni primary schools due to their status on town influence in selecting samples. All, 63 BOM executive members which represent a proportion of 29.6 percent , approximately 198 teachers which represent a proportion of 25.6 percent and 21 members support staff which represent a proportion of 21percent of sampled schools which participated in the study. Simple random sampling procedures were employed to get the schools and from each, identify the 3 executive members purposively selected for their key role in management of human resources and, all teachers and support staffs in those selected schools were sampled for their daily interactions with BOM members.

### **3.5 Research Instruments**

Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. There is a distinction between questionnaires with questions that measure variables such as behaviour, facts and preferences and other types of questionnaires are aggregated to either scale or index. Questionnaires within the former category are commonly part of surveys where questionnaires in the later are commonly part of texts. The study used both open-ended and closed-ended questionnaires, and interview schedule to collect data from the selected schools. The questionnaire is mostly preferred because it is simple, time saving and fits the population on study for

being literate and large (Orodho, 2008) . The questionnaire was constructed for BOM executive members on their personal involvement in human resource management, competency in managerial roles and their attributes in HRM whereas teachers' questionnaires will address modes of communication, motivation and selection of human resources. Interview schedule for support staff addressed selection, performance appraisal and compensation structure.

### **3.5.1 Validity of research Instrument**

Instrument validity is the accuracy and meaningfulness of inferences which are based on the research results. Validity is the degree to which results obtained from the analysis of the collected data represents the phenomenon of study (Mugenda & Mugenda, 2003). To enhance content validity the researcher presented the interview schedule for support staff and questionnaires to the research supervisors and colleagues in the Department of Educational Administration and Planning, University of Nairobi for expert judgment, their views will be used to redraft the instrument.

### **3.5.2 Reliability of research Instrument**

Reliability of measurements concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). In order to make the correct inference about a population the instrument must be reliable. A test-retest method were used to establish the degree in which the same

results will be obtained with the repeated measure of accuracy using Pearson product moment correlation formula as follows;

$Re = \frac{2r}{1+r}$  where Re- is reliability coefficient

$r =$  correlation of even numbers statements with scores of the odd number statement  $Re = \frac{2(0.88)}{1+0.88} = 0.94$ . Therefore the reliability of the entire test was between 0.81 to 0.94, hence show high reliability for being close to 1 and hence will be used for data collection. Interview schedule reliability will depend on ability of respondents to provide same information in which to base their ratings. From the findings the Pearson correlation was 0.81 since the coefficient value is above 0.5 hence the study yielded reliable data for the research.

### **3.6 Data collection procedures**

A letter of introduction from the chairman Department of Educational Administration and Planning was obtained and was to obtain research permit from National Commission for Science, Technology and Innovation .The County Commissioner and County Director of Education of Machakos County were then informed on the intention to conduct the research in public primary schools in the County. Permission was sought from headteachers of selected schools through personal visits to make appointments three weeks before the study was undertaken. The researcher made physical visit to the sampled schools and administered the questionnaire to respective respondents and was present to

clarify the content. Interview was conducted by note taking and audio – recording where applicable. This procedure was most appropriate because the respondents were accessible which ensured high questionnaires response rate.

### **3.7 Data analysis technique**

Data analysis is the process of bringing meaning to raw data collected (Mugenda & Mugenda, 1999). After the data has been collected there was cross-examination to ascertain accuracy, competency and identify items that are wrongly responded to spelling mistakes and blank spaces. Analysis procedure employed involved both qualitative and quantitative techniques. Data collected by use of questionnaires was coded and analyzed using statistical package of social sciences (SPSS). The quantitative analysis of data was used to analyze numerical data collected through closed-ended questionnaires while qualitative analysis was concerned with qualities exhibited by data and often performed during data collection thus not summarized numerically.



## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presented data of the respondents from the field and its analysis. The data is presented in tables, figures and charts. The research addressed the following objectives: to determine how gender of BOM Members influence efficient management of human resources in public primary schools; to assess how age of BOM members influence efficient management of human resources; to determine how academic qualification of BOM members influence human resource management in schools and to establish how administrative experience of BOM influence efficient management of human resources.

#### **4.2 Questionnaire return rate**

The questionnaire return rate refers to the number of questionnaire that has been returned after they are administered to the respondents (Boyd, 2002). Out of 21 questionnaires administered to the school headteachers, 18 of them were returned making the questionnaire return rate for the headteachers to be 88 percent. Out of 42 questionnaires that were administered to the BOM members (chairpersons and treasurers), 81 were returned. Out of 198 questionnaires administered to teachers, 65 percent were returned. The researcher intended to interview 21 members of support staff but only 15 were willing to be interviewed which represent a

proportion of 71 percent. The return rate concurs with Richardson (2005) who supports a questionnaire return rate of 60 percent and above.

### **4.3 Composition of Board of Management members**

The BOM is composed of teachers, pupil’s councils and interested groups which include special needs, sponsors or District Education Board and parent’s representative. The interested groups represented in the BOM are community organizations which contribute actively in the provision of educational services in public schools as per provision of Basic Education Act (2013). Therefore, BOM members were supposed to indicate the groups they represented. The data is summarized in table 4.1.

**Table 4.1**

#### **Interested groups**

Interest group	Frequency	Percent
Sponsor	4	12
DEB	11	32
Parents representative	18	53
Special needs	1	3
<b>Total</b>	<b>34</b>	<b>100</b>

The research finding shows majority of BOM members represented parents representatives with about 53 percent were interested groups while the remaining 47 percent represent special needs and DEB or sponsor representatives. The data

showed that most schools were controlled by parent's representatives for their human capital investment in provision of educational services and participated actively in management of human resources. The parent's representative ensures interests of their children and they promote positive and effective communication in PA and the BOM. This is essential if parents are to be full partners in the education of their children. The Basic Education Act (2010) empowers the PA to advise the headteachers or BOM on any matter relating to the human resource management of school.

#### **4.3.1 Headteachers and teachers demographic characteristics**

The headteachers and teachers were supposed to indicate their demographic characteristics such as gender, age and academic qualifications. The headteacher is a BOM member who ensures direction to be pursued by the school is followed for successful implementation of educational policies to realize mission and vision of institutions. Teacher facilitate learning by establishing a relationship with pupils through proper organization of learning resources and the classroom learning environment. The BOM members are supposed to create conducive environment for teachers entrusted to develop and foster the appropriate skills and social abilities to enable the optimum development of children according to age, gender, abilities and aptitude in schools. Their responses are presented in table 4.2.

**Table 4.2****Headteachers and teachers demographic characteristics**

<b>Variables</b>	<b><u>Respondents</u></b>			
	<b>Headteachers</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>f</b>	<b>%</b>
<b>Gender</b>				
Male	13	81	57	42
Female	3	19	78	58
<b>Total</b>	<b>16</b>	<b>100</b>	<b>135</b>	<b>100</b>
<b>Age in years</b>				
25-34	0	0	39	28.9
35-44	8	50	21	15.6
45-54	8	50	32	23.7
More than 55	0	0	43	31.9
<b>Total</b>	<b>16</b>	<b>100</b>	<b>135</b>	<b>100</b>
<b>Academic qualification</b>				
P1	3	19	50	37
Diploma level	3	19	70	51.9
B. Ed	10	62	14	10.4
M. Ed	0	0	1	0.7
<b>Total</b>	<b>16</b>	<b>100</b>	<b>135</b>	<b>100</b>

The research findings established that 81 percent of the sampled headteachers were male while 19 percent were female. This was poor representation on promotion of teachers in terms of gender as it does not abide with Kenya Constitution (2010) Article 27 on two third majorities in gender representation in human resource planning. Data gathered from the field showed that 42 percent of teachers were male while 58 percent were female teachers, this research findings showed that employment of teachers by both Parents' Association and Teachers Service Commission considered gender representation in staffing of schools.

Age is very crucial in determining finding from the field. The analysis of age structure of human resources in an organization ensures timely human resource planning in their school. The research finding showed that all headteachers were aged between 35 years and above while majority of teachers were 45 years and above. The data findings showed most headteachers and teachers had served in teaching fraternity for more than 10 years hence had teaching experience. The BOM uses age structure in human resource planning to prepare for succession planning of human resources in their schools. The research findings

Data showed that majority of teachers were diploma holders which represent a proportion of 52 percent while 37 percent of the teachers had primary teacher certificate (PT), 10% had bachelor of education degree and approximately 1% had master of education. The findings showed that majority, 62% headteachers had bachelor degree of education and approximately 1% had master of education and

an equivalent number had diploma of education and P1 certificate. The research findings revealed that teachers and headteachers were qualified to teach public primary schools and can influence efficient management of human resources.

#### **4.4 Support staff demographic characteristics**

School support staff includes a variety of staff members who provide specialized instructional support as well as support to pupils while they utilize school physical resources. School support staff plays an important role in ensuring pupils is learning in a safe and supportive learning environment. They can foster positive, trusting relationships with pupils and improve school climate by encouraging parent and family involvement in education. Because pupils connect with school support staff on many occasions throughout the school day, support staff can model positive behavior and send positive messages to students.

Support staffs were asked in their interview schedule to indicate their demographic characteristics to evaluate gender representation, working experience, construction and review of remuneration package and, process of selection and recruitment of support staff. The responses are shown in table 4.3.

**Table 4.3****Support staff demographic characteristics as reported by support staff**

Demographic characteristics	frequency	percent
<b>Gender</b>		
Male	10	67
Female	5	33
<b>Total</b>	<b>15</b>	<b>100</b>
<b>Portfolio</b>		
Watchman	8	53
Ground man	4	27
Storekeeper	3	20
<b>Total</b>	<b>15</b>	<b>100</b>
<b>Working experience in the current school</b>		
Below 5 years	9	60
6-10 years	4	27
Above 10 years	2	13
<b>Total</b>	<b>15</b>	<b>100</b>
<b>Review of remuneration structure</b>		
Below 3 years	2	13
4-6 years	4	27
Above 7 years	3	20
None	6	40
<b>Total</b>	<b>15</b>	<b>100</b>
<b>Mode of employment</b>		
Employment panel	9	60
Sponsors influence	5	33
Political influence	1	7
<b>Total</b>	<b>15</b>	<b>100</b>

Out of the 15 support staff interviewed, majority of support staff were male representing 67 percent while 5 were female representing 33 percent of the support staff. On portfolio, majority of support staff with a proportion of 53 percent were security personnel and 47 percent were ground men and storekeepers staff sampled. On working experience of support staff in the current schools majority of 9 support staff had a working experience of below 5 years representing 60 percent of support staff, 4 of support staff representing 27 percent had a working experience of 6 to 10 years and 2 of support staff representing 13 percent had a working experience of 15 years and above. The length of working experience of support staff in same school depends solely on terms and conditions of service formulated by the BOM when employing human resources.

The support staff were interviewed on how often the BOM review their remuneration structure. Majority 40 percent indicated that the remuneration package is rarely reviewed, 20 percent of the respondents indicated it is reviewed after 7 years, 27 percent said it was reviewed for between 4 to 6 years and 13 percent indicated their remuneration package was reviewed after 3 years of service. The data findings showed that BOM members took several years or none to review the remuneration package of support staff which might have influenced their working experience in schools in schools.

The support staffs were interviewed on the mode of employment by the schools. Majority of the support staff representing 60 percent were employed through

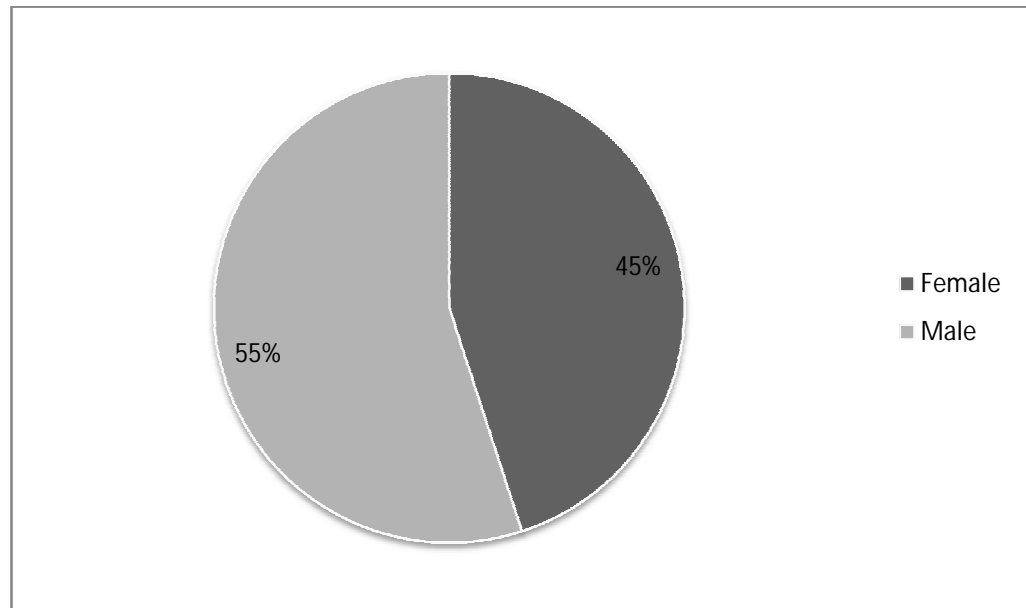


recruitment and selection panels composed of BOM members, 33 percent were employed through school sponsors and 7 percent was employed through local politicians. The findings showed that the power and authority to employ support staff is entrusted in BOM in schools, this is in agreement with Basic Education Act (2010) although it was influenced by external forces from sponsors and politicians.

The research findings showed that majority of support staff were male due to nature of the job and working environment. According to the findings on working experience it shows that majority of support staff was hired seasonally or left the job due to poor remuneration by the BOM else external influence. The recruitment and selection of support staff was not transparent although BOM have powers to hire human resources according to Basic Education Act No. 14 of 2013.

#### **4.5 Gender of BOM members and management of human resources**

The BOM members were asked indicate their gender in the questionnaires to determine gender mix in their respective institutions to ascertain whether is in agreement with article 27 of the constitution of 2010 on two third majority. Their response is represented in figure 4.1.



**Figure 4.1: Gender of BOM members**

The researcher found out that the BOM gender was evenly distributed. The findings showed that 55 percent were male while 45 percent were female. This showed that in most of the institutions sampled there was gender representation and is in agreement with the current Kenyan Constitution (2010) Article 27 on two-third gender requirement in human resource planning. The research findings concurred with Cioni and Romberger (1995) since the BOM practiced human resource management policies and practices in their recruitment and selection of human resources that promote gender equality as indicated by gender representation of teachers and support staff in schools. The findings showed that gender and gender roles of BOM influences in hiring of human resources in educational institutions. Also, the finding shows gender mix from diverse cultural backgrounds in organization can respond to human resource changes more rapidly

and creatively, especially in the global arena (Cox, 1993), which must be one of the important organizational goals to be attained by BOM.

The research findings showed that gender factor influences management of human resources as gender mix on BOM has conceptual skills that can be used to conceptualize skills on abstract and complex situations in schools. The research findings on gender mix in the board of management is invariably better than a single gender board as it encourages people to air different opinions from their perspectives and considers gender when formulating human resource policies. The research finding supports views of Maitland (2009) on gender mix in Board of Directors, gender mix accords equal platform for all human resources to express their opinions and proper dispute resolution process in the organization. The findings concurred with literature review on female leaders which showed that female headteachers had average returns in academic performance and better internal efficient human resource management.

#### **4.6 Age of BOM members and management of human resources**

The BOM members (chairpersons and treasurers) were supposed to indicate their age to find out age structure and the data represented in table 4.4.

**Table 4.4**

**Age of the BOM members**

Age in years	Frequency	Percent
25-34	2	6
35-44	6	8
45-54	10	29
more than 55	16	47
<b>Total</b>	<b>34</b>	<b>100</b>

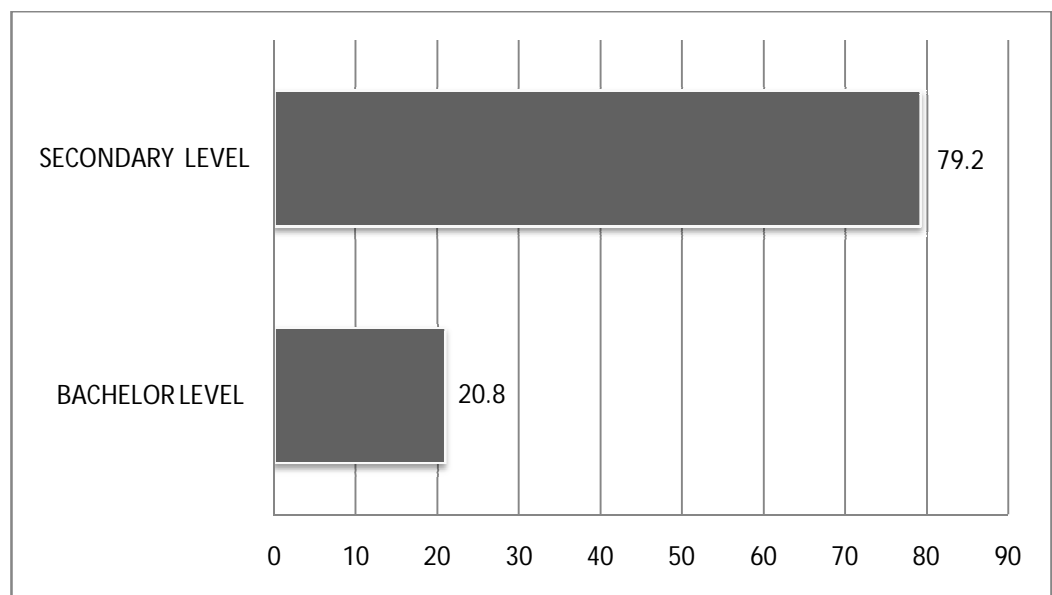
The research finding showed a well distributed age for the BOM members that were sampled. Majority of them which represent 76 percent were aged over 45 years while 24 percent were below 45 years old. The BOM members were either civil servants who had retired on mandatory age or voluntary and self employed with the educational experience in different sectors. Riordan, (2000) concurs with research findings on age diversity whereby in his research concluded influence of elements on stereotypes which makes older people more rigid, resistant to change and less comfortable with technology.

Therefore, according to research findings and literature review by Oshagbeni (2004) on age structure, many parents' preferred older BOM members for being overconfident regarding their ability to make decision on human resource management, ability to organize for consultation forums and emphasize

participative leadership styles. The age variable was correlated to efficient management human resources in the sense that the older the BOM member, the more refined was their decision in constructing competitive pay structure for human resources within the school. This indicates that human resource management policies and practices were promoted in the schools toward impartial recruitment, provision of training and development to all human resources in the district and considered the Kenya constitution (2010).

#### **4.7 Academic qualification of BOM members and human resource management**

The questionnaires were administered to find out academic qualification of BOM members to find out whether they had minimum education level as per Basic Education Act (2013). Their responses data is represented in figure 4.2.



**Figure 4.2: Academic qualification of BOM**

The researcher found out that the BOM members had basic education. It was established that 79 percent of the respondents had basic education while 21 percent had degree in Bachelor of education. The critical importance of BOM in an organization is to recognize that the human element and educational institutions are synonymous toward better human resource management. The data showed that the schools had implemented the Basic Education Act (2013) on minimum academic qualification on organization and composition of Board of Management in public primary schools hence qualified to be included in human resource management committees on policy making such as selection and recruitment, motivation, construction of competitive remuneration structure, and attraction and maintenance of human resources to increase productivity. The findings from teachers established that BOM members were involved in solving labour malpractices, appraisal of human resources, participated in human resource planning and development of human resource plan.

The academic qualification showed that BOM members had competency in analytical and critical thinking skills, and the ability to influence human resources to manage change.

#### **4.7.1 Attendance of professional courses**

The questionnaires required headteachers who are members of BOM to indicate whether they had attended professional in-service courses on management of primary schools to evaluate. The researcher wanted to establish whether headteachers had attended in-service programmes to develop their managerial

skills in school management. From the sampled data, the researcher established all headteachers had professional skills beside their formal education. This showed that the Department of Basic Education in Ministry of Education, Science and Technology (MOEST) through Kenya Education Management Institute (KEMI) had ensured that headteachers were prepared for human resource administration engagement.

#### **4.7.2 Types of professional courses attended by headteacher**

The questionnaires required headteachers to indicate the types of professional courses they attended during their in-service course and the data is represented table 4.5.

**Table 4.5**

##### **Professional courses of headteacher**

Areas of specialization	Frequency	Percent
Human resource management	5	31
Educational administration	11	69
<b>Total</b>	<b>16</b>	<b>100</b>

The data from the field showed that 31 percent of headteachers had professional skills in relation to human resource management and 69 percent had professional qualification in educational administration. This revealed the need of the MOEST to prepare in-service programmes for headteachers in management of human resources to reduce staff turnover or labour malpractices in public primary schools.

#### **4.7.3 Training relevance**

The questionnaire required the headteachers to indicate whether their area of professional specialization was relevant to management of human resource. The research aimed to evaluate the in-service needs of the headteachers in HRM. The data is represented in table 4.6

**Table 4.6**

#### **Training relevance**

Relevance of training	Frequency	Percent
Yes	3	19
No	13	81
<b>Total</b>	<b>16</b>	<b>100</b>

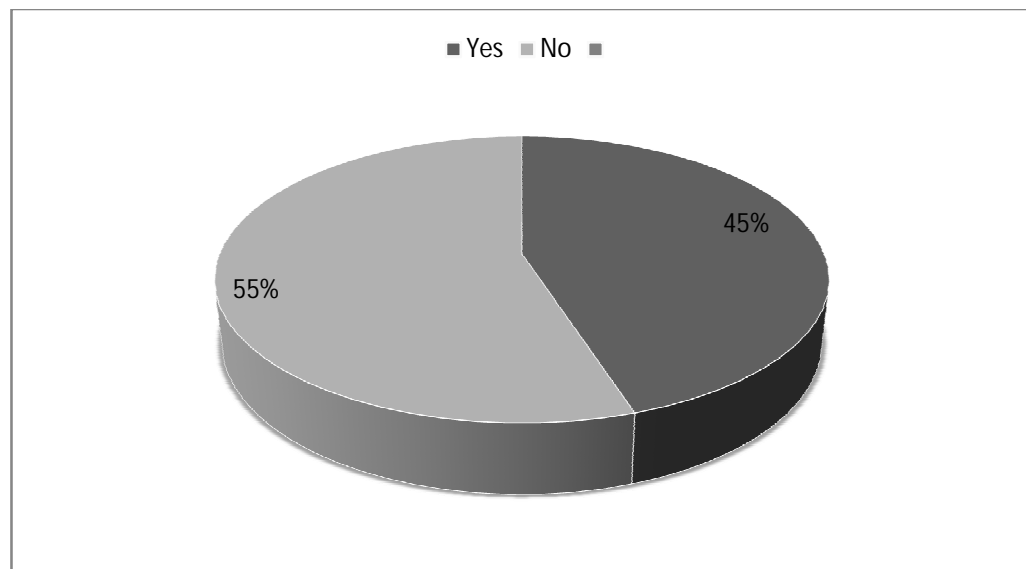
The research findings established that 3 headteachers which represent a proportion of 19 percent of the respondents stated the training was relevant while 13 headteachers which represent a proportion of 81 percent stated it was not



relevant. Hence the need for human resource training evaluation to assess the training needs of the respondent and realign the training content as per the needs of the school.

#### **4.7.4 Staffing level of schools as reported by headteachers**

The headteachers were required in their questionnaires to indicate the staffing levels in schools, this helped to investigate whether the school is understaffed or overstaffed. The headteachers is secretary to BOM and is mandated by Basic Education Act (2013 to report the school staffing needs to BOM. The data is represented in figure 4.3.



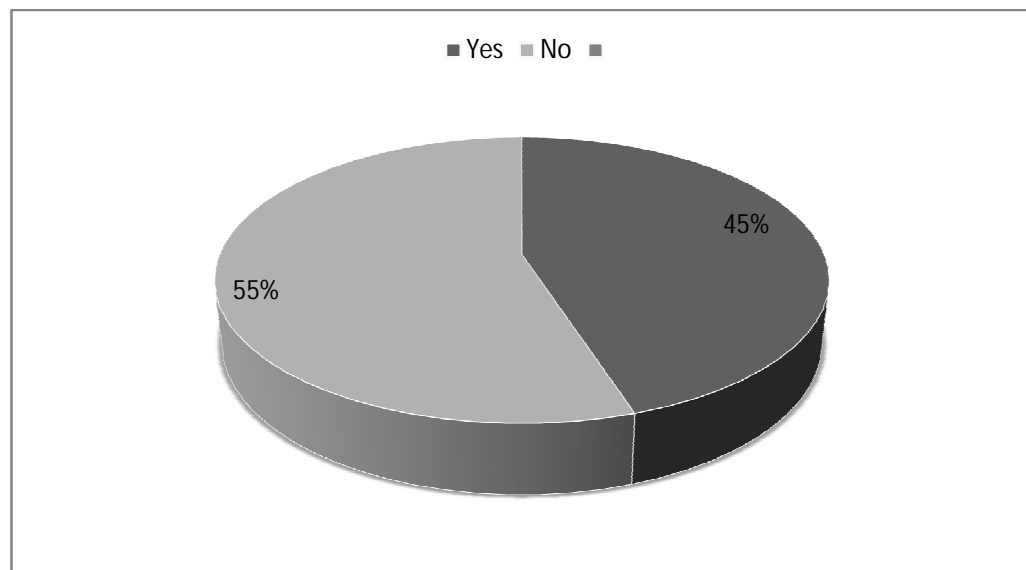
**Figure 4.3: Staffing levels in school as reported by headteachers**

The researcher established that 55 percent of the headteachers stated they were not understaffed while 45 percent stated that their schools were understaffed. The findings show that the headteachers involved other BOM members in

management of human resource in their schools. The research findings revealed that majority of headteachers was involved in analyzing the staffing needs of the school by government and Board of Management.

#### 4.7.5 Staffing level of schools as reported by teachers

The teachers were required in their questionnaires to indicate the staffing levels in the schools, this aimed to investigate whether headteachers reported staffing needs to BOM and government. The data is represented in figure 4.4.



**Figure 4.4: Staffing level of schools as reported by teachers**

The researcher established that 55 percent of the teachers stated they were not understaffed while 45 percent stated that their schools were understaffed. The data finding shows clear indication of efficient management human resources by BOM members who ensured there is no overstaffing or understaffing of human

resources in schools. The research findings showed that the headteacher advised BOM members on human resource management in their schools.

#### **4.7.6 Staff appraisal by the Board of Management**

The headteachers were required in their questionnaires to indicate how often BOM appraised human resources to evaluate their productivity and plan for their motivation or promotion in the schools. The staff appraisal helps the BOM to determine staff productivity for promotion, salary review, retirement on age factor and rewards to increase job satisfaction. The data is represented in table 4.7.

**Table 4.7**

#### **Staff appraisal by Board of Management**

Duration	Frequency	Percent
Monthly	1	6
Quarterly	4	25
Annually	9	56
Rarely	2	13
<b>Total</b>	<b>16</b>	<b>100</b>

The researcher established that staff is appraised by board, data showed that 6 percent stated they were appraised monthly, 25 percent stated they were appraised quarterly, 56 percent were appraised annually while 13 percent were never appraised. The data finding shows that presence of good elements of appraisal in the schools sampled. The findings showed that BOM appraised human resources

to identify performance gap and human resource problems to maintain quality performance.

#### **4.7.7 Staff appraisal by the BOM as reported by teachers**

The teachers were required in their questionnaires to indicate how often human resources are appraised by BOM in the schools. The response by teachers aimed to investigate BOM competency in efficient management of human resources through staff performance appraisal. The data is represented in table 4.8

**Table 4.8**

#### **Staff appraisal by the Board as reported by teachers**

Length of service	Frequency	Percent
Monthly	14	11
Quarterly	57	42
Annually	37	27
Rarely	27	20
<b>Total</b>	<b>135</b>	<b>100</b>

The researcher established that staffs are appraised by board, data showed that 10 percent stated they were appraised monthly, 42 percent stated they were appraised quarterly, 27 percent were appraised annually while 20 percent were never appraised. From the information there are good elements of appraisal in the schools sampled. The findings showed that teachers were positive on staff

appraisal since it was done by BOM with an intention of improving their working environment and promotion of human resource.

#### **4.7.8 Knowledge of school legal documents by BOM**

The school legal documents are essential document that are used by BOM members during disciplinary action on human resources according to powers and authority delegated to them by Ministry of Education, Science and Technology. The BOM were required in their questionnaires to indicate the legal documents in their schools. The data is represented by table 4.9.

**Table 4.9**

#### **Knowledge of school legal documents by BOM**

Legal documents	Frequency	Percent
Children Act cap 586	16	47
Basic Education ACT,2013	13	38
TSC Code of Regulation	5	15
<b>Total</b>	<b>34</b>	<b>100</b>

For effective management in the school, knowledge of legal documents is very relevant. The researcher found out that 47 percent of the respondent had knowledge of children Act cap 586, 38 percent had knowledge of basic education

ACT, 2013 and 15 percent had knowledge of TSC Code of regulation. Hence this represented the knowledge level and how they took seriously the job satisfaction of human resources in school environment. They also indicated that the documents were very relevant in the efficient management of human resources in general and documents were used in solving indiscipline cases of human resources.

#### **4.7.9 Legal documents in the school as reported by headteachers**

The headteachers were required in their questionnaires to indicate the legal documents in their schools. The questionnaires aimed to investigate the availability of legal documents in schools. The data is represented by table 4.10.

**Table 4.10**

**Legal documents in the school as reported by headteachers**

	Frequency	Percent
Basic education Act No. 14 of 2013	14	87
TSC code of regulation	2	13
<b>Total</b>	<b>16</b>	<b>100.0</b>

The researcher established that approximately 87 percent of the headteachers indicated that basic education Act No. 14 of 2013 was available in the school and

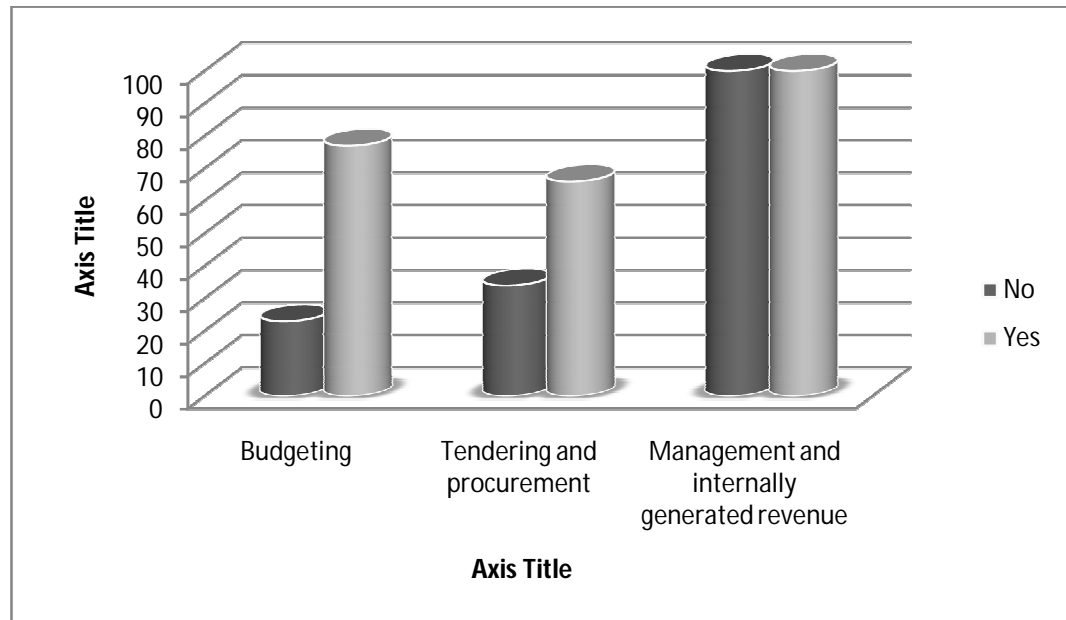
13 percent of the respondents had TSC code of regulation No. 2012 of 2012. This showed that they were only two legal documents that were available in the school premises from the sampled data. This is clear indication that the headteachers were aware on legal requirements needed in management of human resources and procedures used in solving administrative problems.

#### **4.7.10 Relevance of legal documents as reported by headteacher**

The headteachers were required to indicate whether the legal documents were relevant or irrelevant in efficient management of human resources. The research findings showed that all headteachers indicated that the legal documents were critical in their respective schools in efficient management of human resources.

#### **4.7.11 Involvement of BOM in financial management**

The BOM were supposed to indicate how they are involved in financial management in the schools. The researcher aimed to investigate whether BOM members are involved in financial management in the school. The data is presented in figure 4.5.



**Figure 4.5: Financial Management Functions**

Involvement of board in financial management is critical especially in the financial management of the school. The data established that 77 percent of the BOM members were involved in budgeting process while 23 percent were not involved. Also the researcher established that 66 percent of the respondents were involved in tendering and procurement while 34 percent were not involved. Then researcher also established that 100 percent of the respondents were involved in management of internally generated revenue. The efficient management of parent association teachers and support staff depends on the ability of BOM to construct competitive remuneration structure on the labour market, this solely depends on school financial resources. Hence good financial remuneration and fringe benefits of human resources are the driving force of efficient management of those human resources.



#### 4.7.12 Availability of human resource plan

The questionnaires required BOM to indicate whether they are involvement in human resource planning in the school. The human resource plan shows current and future human resource planning by BOM that ensures that there is no overstaffing or understaffing of human resources. The data is represented in table 4.11

**Table 4.11**

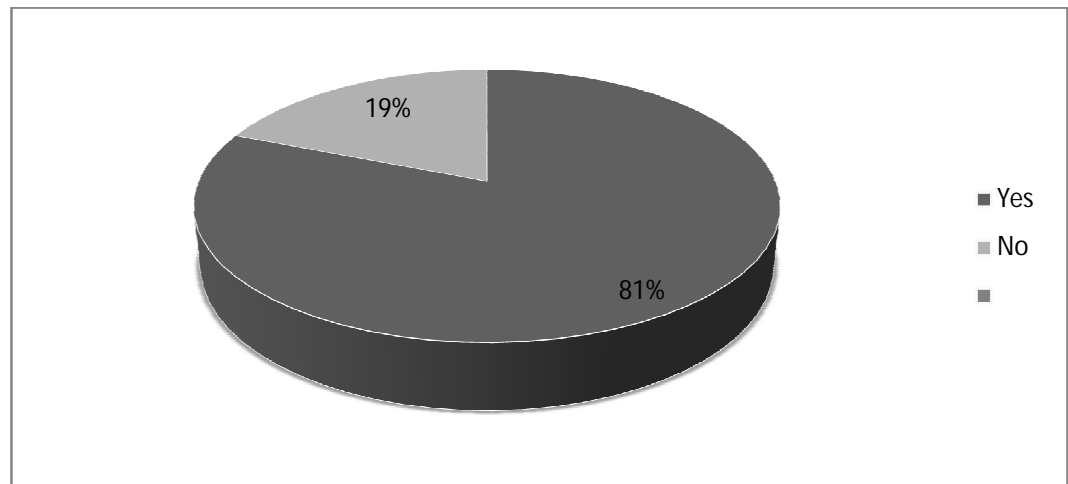
**Availability of human resource plan by BOM**

	Frequency	Percent
No	8	24
Yes	31	76
<b>Total</b>	<b>34</b>	<b>100</b>

Data from the field showed that 24 percent of the BOM members were not involved human resource planning while 76 percent were involved in human resource planning in their respective schools. The research finding showed that BOM members were involved in human resource planning by headteachers and government as per Basic education act no. 14 of 2013 by preparing staffing needs to the County Education Board.

### **Availability of human resource plan as reported by headteacher**

The headteachers were supposed to indicate availability of human resource plan in their schools. The questionnaires aimed to investigate ability of the headteachers in providing advisory services to BOM in human resource planning in schools. Their responses is shown by figure 4.6.

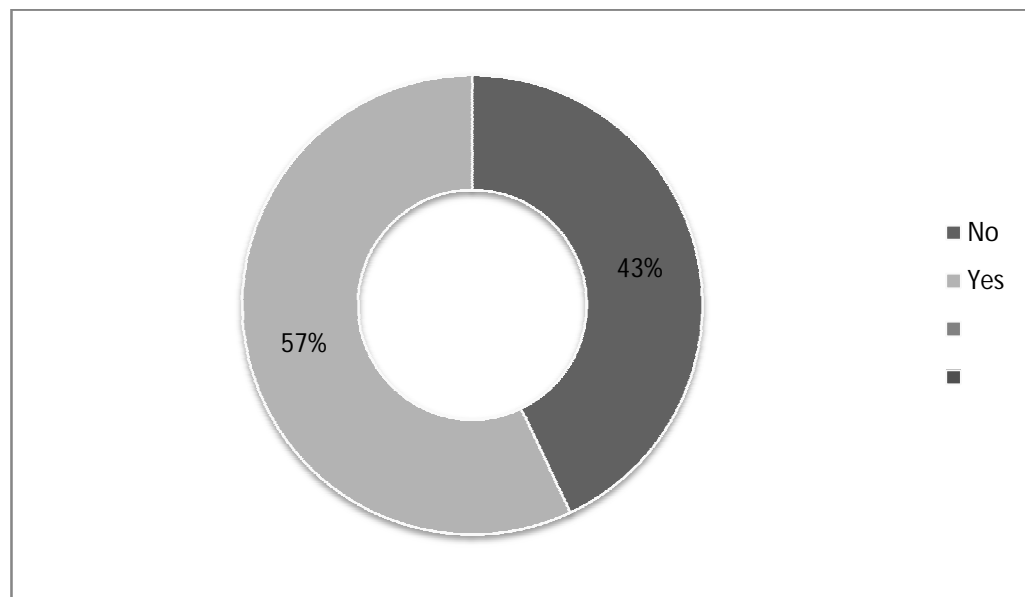


**Figure 4.6: Availability of human resource plan as reported by headteacher**

Data from the field showed that 19 percent of the respondents had not seen human resource plans in their school while 81 percent had seen the human resource plan in their respective schools. The data findings revealed that majority of headteachers had human resource plans and involved BOM in reporting the staffing needs of the school to the government.

#### 4.8 Administrative experience of BOM and management of human resources

The BOM members were supposed to indicate their administrative experience on school management in their questionnaires. The questionnaires aimed to investigate BOM administrative experience in management of human resources in primary schools. The data is represented in figure 4.7



**Figure 4.7: Administrative experience of BOM on human resource management**

The researcher established that 57 percent of the respondents had administrative experience on school management while 43 percent had no administrative experience on school management. The findings showed that administrative experience of BOM members helped them in maintenance of qualified human resources, selection and recruitment of support staff, training and development, and staff appraisal which are compounded by increased tenure in educational

institutions. The findings on administrative experience identified areas of specialization of BOM members which were essential in school governance and enhanced efficient management of human resources. The findings showed that BOM with increased productivity were better in efficient HRM and they felt appreciated to be in the school governance which increased their retention in the school.

#### **4.8.1 Areas of specialization by BOM members**

The area of specialization shows the administrative skills used by BOM in proper resource management in schools to improve human resource performance. The BOM members were required in the questionnaires to indicate their areas of specialization in school management. The data is presented in table 4.12.

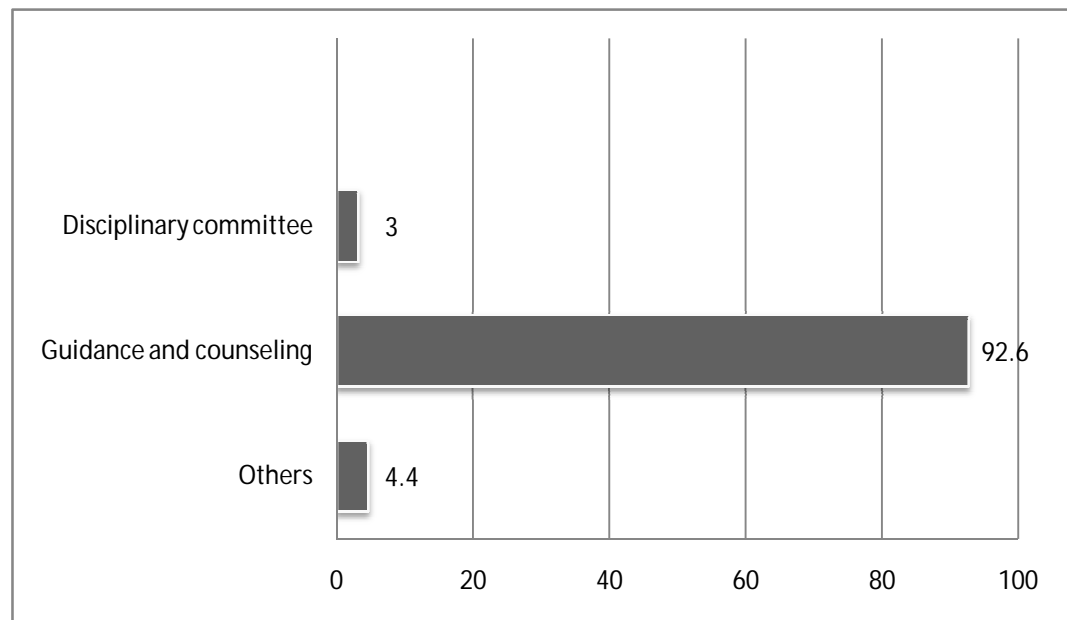
**Table 4.12**  
**BOM areas of specialty**

	Frequency	Percent
Financial management	18	53
Human resource management	9	26
Educational management	7	21
<b>Total</b>	<b>34</b>	<b>100</b>

Data from the field showed that 53 percent of the respondents were trained on financial management, 26 percent were trained on human resource management while 21 percent were trained on educational management. The respondents also indicated that the courses were very relevant to enhancement of their management skills. The finding shows that majorities of BOM members needed in-service training in human resource management.

#### 4.8.2 Strategies adopted by BOM to reduce human resources issues

The research aimed to establish human resource conflict resolution mechanism used by BOM. The BOM was required in their questionnaires to indicate strategies used to solve human resource disputes in the school. The data is presented in figure 4.8.



**Figure 4.8: Human resource dispute strategies**

In the school setup, BOM is key in efficient management of human resources of the school. The researcher established that 3 percent of the respondents stated there were disciplinary committee setup by the board, 63 percent stated there was guidance and counseling setup by the board while 4 percent stated there was other unspecified measures setup by individual boards to address the human resource issues in the school. The finding shows that majorities of BOM members preferred guidance and counseling programmes as disputes resolution techniques for its privacy in solving indiscipline cases and punishment of the human resources in schools.

#### **4.8.3 BOM strategies to reduce human resources issues as reported by Teachers**

The questionnaires aimed to ascertain strategies used BOM in reduce conflict among human resource. The research aimed to establish dispute resolution mechanism used by BOM to address disputes or grievances that arise between two or more parties engaged in the school. The teachers were required to indicate strategies adopted by BOM in their schools to solve disputes in the schools. The data is presented in table 4.13.

**Table 4.13**

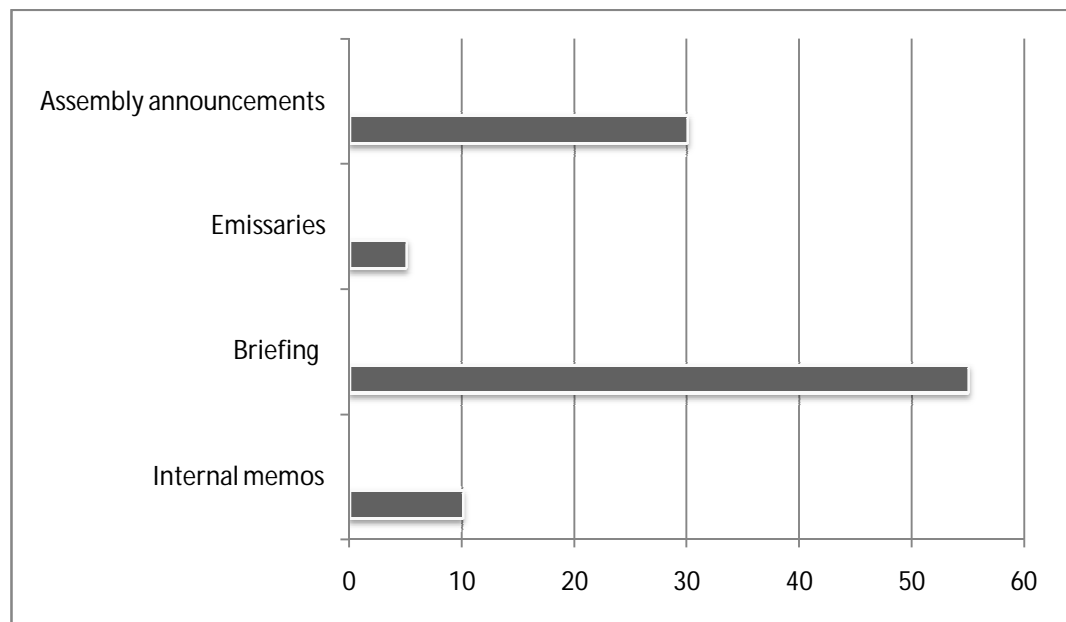
**BOM strategies to reduce human resources issues as reported by teachers**

	Frequency	Percent
Disciplinary committee	4	3
Guidance and counseling	125	93
Others	6	4
<b>Total</b>	<b>135</b>	<b>100</b>

The researcher established that majority of BOM uses guidance and counseling which represent 93 percent while 3 percent uses disciplinary committee and 4 percent use other unspecified techniques. The finding shows the relevance of guidance and counseling programmes in management of human resources in public primary schools by school management. The BOM is interested in the productivity and performance of their staff, hence the process of counseling helps the human resources in solving their psychological or job related problems so that they can perform their educational tasks efficiently to the extent to which the management has anticipated (Cole, 2002).

#### 4.8.4 Mode of communication by BOM

The researcher aimed to investigate the mode of communication used by BOM in giving direction to human resources. Communication within an educational organization is one of the key elements responsible for its success and congenial atmosphere for service delivery hence effective communication increases labour productivity of human resources. The BOM questionnaires required them to indicate the modes communication used in the school. The data is presented in figure 4.9.



**Figure 4.9: Mode of communication by BOM**

The researcher established that 11 percent of the BOM stated the school use of internal memos as communication mode, 55 percent stated the usage of briefings, 4 percent stated the use of emissaries while 30 percent stated the usage of assembly announcement as the adopted means of communication. The data



findings revealed that BOM preferred assembly announcements and briefing for faster transmission of information to human resources for immediate feedback and create conducive environment for discussion. The BOM used assembly announcements and briefing to improve BOM-staff relationship, reduce confusion with management, implement changes, solve staff grievances and improve confidence level.

#### **4.8.5 Mode of communication by BOM as reported by teachers**

The teachers were supposed to indicate mode of communication used by BOM to provide information to human resources. The questionnaires aimed to ascertain mode of communication preferred by BOM to give direction to human resources. The data is presented in table 4.14.

**Table 4.14**

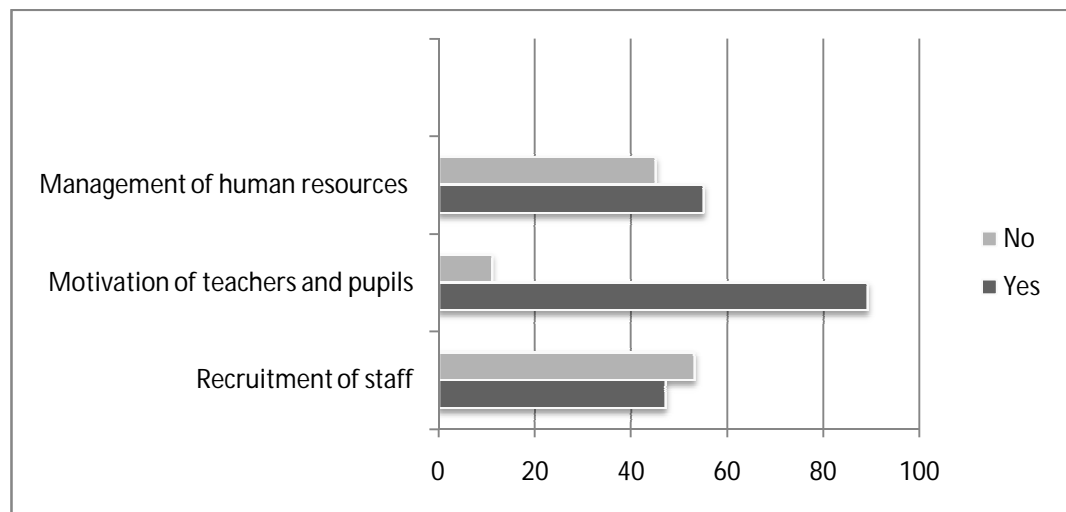
**Mode of communication as reported by teachers**

Mode of Communication	Frequency	Percent
Internal memos	15	11
Briefing	74	55
Emissaries	5	4
Assembly announcements	41	30
<b>Total</b>	<b>135</b>	<b>100</b>

For an effective organization, effective communication is critical in efficient management of human resources toward achievement of predetermined educational objectives. The research findings showed 55 percent of respondents stated the usage of briefings by the school management while 30 percent stated the usage of assembly announcement as the adopted means of communication. The teachers accepted both assembly announcements and briefings because they created forums to present their views and they received immediate feedback from BOM.

#### 4.8.6 BOM members' involvement in management of human resources

The researcher aimed to investigate whether BOM is involved in management of human resource function in human resource planning. The questionnaire required BOM members to indicate their involvement in management of human resources. Their responses are presented in figure 4.10.



**Figure 4.10: BOM involvement in human resource**

The researcher wished to establish the involvement of the board members in management of the human resources. Data from the field revealed that 47 percent of the respondents were involved in recruitment of human resources while 53 percent were not involved. Also the researcher established that 89 percent of the respondents were involved in motivation of teachers and pupils while 11percent were not involved. Also 55 percent of the respondents were involved in management of human resources while 45 percent were not involved. The finding shows of majority of schools involved BOM members in efficient management human resources, recruitment of staff and motivation of human resources to improve their performance.

#### **4.8.7 Meeting frequency**

The headteachers were required to indicate in their questionnaires how often the BOM meets with teachers, pupils and support staff to discuss educational issues. Their responses are presented in table 4.15.

**Table 4.15**

#### **Meeting frequency**

Frequency of meeting	Frequency	Percent
Once per term	11	69
Annually	5	31
<b>Total</b>	<b>16</b>	<b>100</b>

The researcher established that BOM members and teachers meetings were held. Out 69 percent of the respondents stated that the meetings were held once per term while 31 percent stated the meetings were held once annually. Hence there is need for the BOM members to organize frequent public forums and academic days for teachers, parents and pupils to interact then share their grievances.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter contains the summary of the study and then presents the conclusion of the study. The recommendation of the findings are discussed after which areas of further research are suggested.

#### **5.2 Summary of the findings**

The study sought to investigate to demographic factors influencing board of management in efficient management of human resources in public primary schools in Kathiani District. The four research questions were formulated to guide the study. Research question one sought to determine how gender of BOM Members influence efficient management of human resources in public primary schools. Research question two sought to assess how age of BOM members influences efficiency management of human resources in public primary schools. Research question three sought to determine how academic qualifications of BOM members influence human resource management in public primary schools and research question four aimed to establish how administrative experience of BOM influence efficiency management of human resources in public primary schools.

In order to investigate the issues raised, research questions were developed. Literature review relevant to this study provided information guidelines and background of the study. It covered human resource management globally and locally, structure and composition of BOM, function and theories of board of management. The study used descriptive survey research design, collected data from a sample that had been drawn from a predetermined population.

The research instruments were administered through personal visits by the researcher. The questionnaire return rate was 88 percent for headteachers, 81 percent for chairpersons and treasurers, 68 percent for teachers and 71 percent of support staff were interviewed.

Descriptive statistics was used to analyze data using Statistical Package for Social Science (SPSS) technique version 17.0 for windows. The research questions were answered, using frequency counts and percentages were used to show differences between dependent variables such as age, gender, academic qualifications, administrative experience and independent variables such competitive remuneration structure, labour attraction and retentation, and high labour productivity. Data analyses were tabulated then interpreted accordingly and conclusions drawn.

### **5.3 Conclusions**

Management of human resources is critical for running and performance of any school or institution. The key objective of an institution is to ensure that the

academic performance of the students is high and competitive with other institution. The researcher established that empowerment of BOM members is critical to the efficient management of the human resources in the schools. Education is the backbone of development of the county, with the current annual budget expenditure for the education sector estimated to be 308.6 billion, this shows the government is working extra hard to improve the education in the country. Hence the need of the school boards to supplement the government in the management of human resources by ensuring the teachers and school principals are doing all the day to day management to ensure improvement of the school programs.

#### **5.4 Recommendations**

Based on the findings of the study, The researcher made the following recommendations has been put forward;

- i. The government and other stakeholders needs to improve policy on governance of school boards.
- ii. There is need to increase facilitation of the training of the school board to offer better oversight on the management if the schools.
- iii. There is need for better representation since most of the BOM members were well advanced in age hence the need for the government to formulate the educational policy on minimum and maximum age for BOM membership

- iv. The other stakeholders like Non Governmental Organisations (NGOs) need to complement government work on training of school boards of management for efficient human resource management.
- v. The school boards of management need to in-service training on human resource management outside school routine.

### **5.5 Suggestion for Further Research**

The study did not exhaust all issues on influence of BOM in efficient management of human resources. Other issues emanated from the study that require further research to be carried out on school board members;

- i. There is need to carry a comparative study on the same line comparing private and public schools in order to exchange the information.
- ii. There are a number of policy change with the devolved government, hence the need to carry out a study on the role of devolution and its influence on the management of schools human resources for better performance of the institutions.



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## **APPENDICES**

### **APPENDIX A**

#### **Letter of Introduction**

University of Nairobi  
Department of Education Administration  
and Planning  
P.O Box 30197,  
Nairobi  
29<sup>th</sup> January 2014

The Head Teacher/BOM

Dear Sir/Madam

#### **REF: RESEARCH STUDY IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi carrying out a study on Demographic Factors Influencing Board of Management on Efficient Management of Human Resources in Public Primary Schools of Kathiani District, Machakos County. Your school has been sampled for the purpose stated above and I wish to assure you that the identity of respondents will be confidential.

Thank you very much for agreeing to participate and your co-operation.

Yours faithfully

Daniel Manthi Muthoka

E55/71912/2011

## APPENDIX B

### QUESTIONNAIRE FOR BOM MEMBERS

The purpose of the study is to establish the influence of chairperson and treasurer as BOM members in management of human resources in public primary schools in Kathiani District. Kindly fill in the spaces provided with appropriate information or tick where applicable. The information provided will be handled as absolutely confidential and only used for analytical purpose of the study.

#### Section A: Background Information

1. What is your gender? Male ( ) Female ( )

2. What is your age bracket in years?

25 to 34 ( ) 35to 44 ( ) 45 to 54 ( ) more than 55 ( )

3. What is your highest educational level?

i) Primary ( )

ii) Secondary O –level ( )

iii) Secondary A-level ( )

iv) Bachelor level ( )

v) Others (specify) -----

4. What is your main occupation?

i) Farmer ( )

ii) Engineer ( )

iii) Others (specify) -----



5. What is your position in BOM? .....

i) Chairperson ( )

ii) Treasurer ( )

iii) Member ( )

6. Which interested group do you represent?

i) Interested groups ( )

ii) Sponsor ( )

iii) DEB ( )

iv) parents representative ( )

v) Special needs ( )

vi) Others ( )

7. Besides formal education or/and professional skills, have you ever attended school management course?

Yes ( ) No ( )

8. If yes, which were the areas of specialization?

i) Financial management ( )

ii) Resource management ( )

iii) Educational management ( )

iv) Institutional planning ( )

9. How relevant was your area of specialization to your role in BOM?

i) Quite relevant ( )

ii) Irrelevant ( )

10. Which of these legal documents have you read?

- i) Children Act cap 586 ( )
- ii) Basic Education ACT, 2013 ( )
- iii) TSC Code of Regulation ( )

11. Was the document useful to your school management? Yes ( ) No ( )

**Section B: BOM Members Involvement in Management of Human Resources**

12. Are you involved in governance and administration of human resources in?

- i) Recruitment of staff? Yes ( ) No ( )
- ii) Motivation of teachers and pupils? Yes ( ) No ( )
- iii) Management of human resources? Yes ( ) No ( )

13. How are you involved in the following functions of financial management?

- i) Budgeting Yes ( ) No ( )
- ii) Tendering and procurement Yes ( ) No ( )
- iii) Management of internally generated revenue Yes ( ) No ( )

## APPENDIX C

### HEAD TEACHERS QUESTIONNAIRE ON SCHOOL MANAGEMENT

The purpose of the study for which questionnaire is designed is to establish the influence of headteachers as BOM members in management of human resources in public primary schools in Kathiani District. All the responses and information obtained will be handled as absolutely confidential and only used for analytical purpose of the study. Should you possibly require a copy of the outcome of this research for your own use, I can willingly provide the same.

#### Section A: Background Information

1. What is your gender?                      Male ( )      Female ( )
  
2. What is your age bracket in years?  
    25 to 34 ( )    35 to 44 ( )    45 to 54 ( )    more than 55 ( )
  
3. How many years have you worked for the TSC? -----  
    Below 5 years ( )    10 to 15 ( )    15 to 20 ( )    more than 20 ( )
  
4. What is your highest qualification?
  - i) Primary Teacher 1 (p1)                      ( )
  - ii) Diploma level                                      ( )
  - iii) Bachelor degree                                      ( )
  - iv) Others (specify) -----
  
5. Besides formal education and professional skills have you attended a cou  
    school management?                      Yes ( )    No ( )

6. If yes, what was the area of specialization during training?

i) Human Resource Management ( )

ii) Educational administration ( )

7. Was the training relevant to your role? Yes ( ) No ( )

8. If irrelevant, what challenges do you experience in the school?

-----  
-----

9. Which skills do you need training to mitigate the challenges above?

-----  
-----

10. Which of these legal documents are available in the school? (Tick appropriately).

i) Basic Education Act No. 14 of 2013 ( )

ii) TSC Code of Regulation ( )

iii) Children ACT Cap 586 ( )

iv) Others (specify) -----

11. Indicate whether the document is relevant to you in school Management

a) Relevant ( ) b) Irrelevant

**Section B: School attributes**

12. Who is the sponsor of your school? .....

13. a) Does the school have human resource plan? Yes ( ) No ( )

b) Who is involved in the formulation in human resource plan?

-----

14. How many physical streams are in your school? .....

15. How many teachers are in your school (TSC and PTA)?

Below 5 teachers ( ) 6 to 8 ( ) above 9 teacher ( )

16. How often do BOM members and teachers meet to interact and share grievances?

a) Once per term ( )

b) Annually ( )

c) Rarely ( )

**APPENDIX D**  
**TEACHER'S QUESTIONNAIRES**

The purpose of the study for which this questionnaire is designed is to establish the influence of BOM in management of human resources in public primary schools in Kathiani District. All your responses and information obtained will be treated with utmost confidentiality and only used for analytical purpose of the study. Please, give your honest views by filling in the blank spaces or putting a tick in the appropriate spaces that corresponds with the response.

**Section A: Background Information**

1. What is your gender?      Male ( )      Female ( )
  
2. What is your age bracketn in years?
  - 25 to 34 ( )    35 to 44 ( )    45 to 54 ( )    more than 55 ( )
  
3. How many years have you worked for the TSC? -----
  
4. What is your highest qualification?
  - i) Primary Teacher 1 (p1)                      ( )
  - ii) Diploma level    ( )
  - iii) Bachelor degree    ( )
  - iv) Masters degree    ( )
  - v) Others (specify) -----

**Section B: School Characteristics**

5. How many teachers do you have in the school? -----
  
6. i) Is your school understaffed?                      Yes ( )      No ( )

ii) If Yes, by how many teacher? -----

iii) What steps has BOM taken to solve understaffing level? -----

7. What is the total enrolment of your school? -----

8. What is the average class size? -----

9. Which criteria is used by BOM in

a) Advertisement of employment vacancies in the school? -----

b) Composition of interviewing panel of human resources?

10. How often does BOM appraise support staff and teaching staff?

Monthly ( ) Quarterly ( ) Annually ( ) Rarely ( )

11. What strategies does BOM adopt to reduce labour malpractices of human resources?

i) Disciplinary committee ( )

ii) Guidance and counseling ( )

iii) Others (specify).....

12. Which mode of communication is used by BOM members?

Internal memos ( ) Briefing ( )

Emissaries ( ) Assembly announcements ( )

## APPENDIX E

### INTERVIEW SCHEDULE FOR SUPPORT STAFF

Support staff plays an important role in assisting the BOM in assisting the BOM in administration of the school. The purpose of this interview is to try and establish the influence of BOM in management of human resources in public primary schools in Kathiani District. All responses will be treated with confidentiality and used purely for the purpose of study.

#### 1.0 Demographic data

1.1 Gender -----

1.2 Portfolios-----

1.3 For how long have you worked in the above capacity in this school? -----years

#### 2.0 Recruitment and selection of staff

2.1 How were you recruited in the school?

2.2 Was advertisement of the job vacancy done? Yes ( ) No ( )

2.3 a) How were you selected? .....

b) Why do you think the method of selection you have mentioned was used?

#### 3.0 Appraisal of support staff, reward structure and motivation

3.1 How does BOM measure employee performance?

3.2 For what reasons do you think employee performance is measured?

3.3 What are the reactions of support staff to appraisal? Explain.

3.4 What challenges does BOM face in appraisal of support staff? Solution to those challenges



3.5 Does the school has remunerated reward structure?

3.6 How often is the reward structure reviewed?

APPENDIX F

RESEARCH PERMIT

**THIS IS TO CERTIFY THAT**  
**MR. DANIEL MANTHI MUTHOKA**  
**of UNIVERSITY OF NAIROBI, 1-90105**  
**Kathiani, has been permitted to conduct**  
**Research in Machakos County**  
**on the topic: DEMOGRAPHIC FACTORS**  
**INFLUENCING BOARD OF MANAGEMENT**  
**IN EFFICIENCY MANAGEMENT OF HUMAN**  
**RESOURCE IN PUBLIC PRIMARY**  
**SCHOOLS IN KATHIANI DISTRICT,**  
**MACHAKOS COUNTY.**

**Permit No: NACOSTI/P/14/0084/2494**  
**Date Of Issue : 8th July, 2014**  
**Fee Received : Ksh 1,000**

**for the period ending:**  
**31st December, 2014**

**Signature** *[Handwritten Signature]* **Applicant's**  
**National Commission for Science, Technology & Innovation**

**Signature** *[Handwritten Signature]* **Secretary**  
**National Commission for Science, Technology & Innovation**

