

**INFLUENCE OF BOARD OF MANAGERMENTS' RESOURCE  
MANAGEMENT ON STUDENTS ACADEMIC ACHIEVEMENT IN  
PUBLIC SECONDARY SCHOOLS, MOMBASA COUNTY, KENYA**

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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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## **LIST OF ABBREVIATION**

AOE	Area Education Officer
BOM	Board of Management
CIDA	Canadian International Development Authority
DEO	District Education Officer
DFID	Department for International Development
EFA	Education for All
ESP	Economic Stimulus Program
HSEB	High School Education Board
KCSE	Kenya Certification of Secondary Education
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KIPPRA	Kenya Institute of Public Research and Policy Analysis
MDG	Millennium Development Goals
MOE	Ministry of Education
OFSTED	Officer of Standards in Education
OPEC	Organization of Petroleum Exporting Countries
PTA	Parents Teachers Association
SGBS	School Governing Bodies
SMTS	School Management Teams
SSA	Sub Sahara Africa

UNICEF United Nations Children's Education Fund

USA United States of America

## ABSTRACT

The purpose of the study was to determine the influence of the Board of Managements' resource management on academic achievement in secondary schools in Mombasa County. The objectives of the study were to assess effect of management of the school plant by BOM in Public secondary schools on the students' academic achievement (K.C.S.E), assess how the BOM Management of Learning and teaching Materials can affect students' academic achievement, establish the relationship between BOM Management of finances and students' academic achievement in relation to KCSE performance and to establish the challenges faced by the BOM in the management of resources in public secondary schools. The study used descriptive survey design in which it targeted 26 principals and 364 BOMs. The study then sampled 130 respondents comprising of 26 headteachers and 104 BOMs in Mombasa County using disproportionate stratified sampling. The data was collected by use of questionnaires and interview schedules. The questionnaires were self-administered by the researcher. Data was analysed both qualitatively and quantitatively. Quantitative data was analysed using descriptive statistics in the form of means, frequency distribution, percentages and presented in tables and figures. The qualitative data was analysed by categorizing them into themes in accordance with research questions. The study established that the BOM provided the schools with adequate classrooms. The BOM also maintained the available physical facilities in the schools. Most of the schools also adequate water and electricity in the county. The projects in the schools had to be approved by the BOM. The study established that the BOMs provision physical facilities influenced the students' academic achievement. The study further established that the BOM seldom participated in the provision of the learning and teaching materials. The study established that there was a relationship between the provision of teaching and learning materials and the academic achievements. The study established that the BOM was involved in the financial management in the school such as the procurement process and the budgeting. However, because most of the then did not have financial management skills, their effectiveness was very minimal. The study concludes that training and poverty were the major challenge faced by the BOM in the management of resources in the schools. From the findings, the study concluded that the BOM resource management influenced the academic achievement of the students in public secondary schools in Mombasa County. The study recommended that the county government should allocate more resources for the provision of physical facilities such as the classrooms among others, BOM be empowered to be involved in the management of the teaching and learning materials and BOMs should be given financial management training to enhance their skills in financial management.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is very important in National development. The government and the public have a common interest in the management of schools. In Kenya Secondary Schools are managed by the Board of Managements (BOM) (Mkongo, 2013). The BOM is given powers to manage the school plant, school finances, and discipline, initiate projects and make policies for the school. All these are school resources that account for millions of Shillings and if mismanaged the institution fails to achieve its desired goals.

It should be emphasized that the appearance of the school plants as part of the school resources is a major motivation for the members of the school (Okumbe, cited in Mkongo, 2013). He clearly points out that the Board of Managements are vested with the responsibility of ensuring provision and proper maintenance of school buildings, learning and teaching facilities and other educational resources.

The value attached to education is reflected in the attention, it receives from the government, parents and the public in general. For instance in an effort to realize the Millennium Development Goals (MDGS) and Education for All (EFA) objectives by 2015, the government adopted the Kenya Education Sector Support Programme (KESSP) in 2005, The programme is

rehabilitating some schools to improve learning and teaching facilities, provides infrastructure to schools among others (Ministry of Education, 2010) during the financial year 2006/2007 ten schools per district under the KESSP programme received 227,456 Ksh. out of 180,000,000 Ksh on laboratory and equipment. Two schools per district on the same financial year received 700,000 each for infrastructure development (Ministry of Education, 2007). The ministry also embarked on the economic stimulus programmes (ESP) following the allocation of 9.33 billion during the 2009/2010 financial year.

With the introduction of subsidized Secondary Education, the government of Kenya disburses a total of 10,265 Kshs per school. This money goes towards tuition, repairs and maintainance, electricity, water and conservancy, BOM salaries, contingency costs, local transport and travelling and Activity money. The parents also contribute towards the development of the school by paying some money agreed upon during the parents annual general meeting each year. The amount could range between 2000 Kshs to 10,000 Kshs depending on the needs of the school.

The government through the Ministry of Education came up with a strategic plan called the 2006-2011 strategic plans that will assist the ministry in allocation of resources meaningfully to improve efficiency and quality of Education in Kenya (Republic of Kenya, 2005). The Ministry of Education through the (KESSP) Programme has also brought in development partners for example United Nations Children Education Fund (UNICEF), Canadian

International Development Authority (CIDA) Department for International Development (DFID) and (OPEC). This support by the donors is invaluable and worth (Republic of Kenya, 2006 - 2011). The Board of Managements (BOM) plays a crucial role in ensuring that the resources are well accounted for and well maintained for the overall achievement of quality education and achievement of targets set.

There is a fluctuation in performance in the District year after year. A lot of controversy exists among experts as to the factors that contribute jointly in determining good KCSE performance. Among the factors that have been cited as crucial in determining the performance are educational resources such as institutional materials, physical facilities that include laboratories and classrooms and how they are managed within the school (Nyongesa, 2007).

What has brought about the need of the study is that most Board members in secondary schools do not have knowledge on the management of these resources. Some Board members have no skills in project resources management and yet in many instances they are charged with planning and implementing expensive projects which often fail to be completed due to poor supervision on the side of Board members (Republic of Kenya, 2011). The background of the study will look at history of management of schools by the United States, Sub-Sahara Africa and finally Kenya, to establish the significance of the problem (resource management) both globally and regionally.

Secondary schools in sub-Saharan Africa (SSA) must evaluate their governance and accountability on resources to ensure they can meet the students needs and achievements (world Bank, 2008). The school boards in sub-Saharan Africa create a great impact on quality and efficiency in embracing their roles. The governing bodies responsibilities are highly regulated by the government. The members are in charge of; setting secondary school fees using government guidelines, ensure sound financial management and resource mobilization and maintainance of school facilities and monitor school performance (World Bank, 2008).

In Zambia, there is creation of High School'Education Board (HSEB) created by the government. Its members are representatives from the District Education Office (DEO), the local administration and the (PTA) they meet on as need basis to oversee financial, physical, material resource and general school management. In South Africa the 1996 School Act gave the powers and management to school management teams (SMTS). They also created the school governing bodies (SGBS) that include the principal and elected representatives of parents and teachers, non teaching staff and pupils. The Board members in the African countries face a lot of challenges in managing resources (World Bank, 2008). This is because of personal interest by the members, some schools that are church, PTA or Madrasa sponsored have multiple sources of finances and hence this creates conflicts between Board members and the sponsors. It was also noted that some of the Board members are ill equipped in resource management because of lack of education and

training. This in the end affects the pupils achievement in National Examinations.

In the United States the school boards have considerable influence over education decisions, for example the management of resources. It was noted that Board members much as they have credentials, they lack the time and willingness to be in MI control of the schools, since they do not attend meetings as required. This affects the management of the schools since little input comes from the Board members (World Bank Org.). Sources of authority that influence the duties and responsibilities of the local school boards include state and federal constitutions, legislative enactments, regulations by the U.S. department of education. A school board in the U.S. has the following functions: Develop policies and regulations, control operations of schools, control school finances, equipment purchase and maintenance and resource management. The school boards initiate educational policies at the local level and have a responsibility towards excellence in education (World Bank, 2007).

Studies done in Kenya point out that management of resources in different secondary schools would vary. For example Ngigi (2007) found that the BOM do not properly manage funds and hence leading to mismanagement of resources hence affecting performance. Mutai (2003) found that BOM are effective in resource management and ineffective in decision making and Nyaboke (2010) did a study on the effectiveness of the Board members in



Gucha District and concluded that the BOM was effective in playing their roles in school management but ineffective in supporting decisions by the head teachers.

Despite the government, parents and donors putting in so much in as far as resources are concerned in Mombasa County, performance has continuously remained a matter of concern. The analysis of the performance in KCSE between 2008 and 2010 in Mombasa County as presented in Table 1.1 shows that most schools have not been performing well.

**Table 1.1: Overall KCSE mean scores by Districts in Mombasa County, 2008-2010.**

Year of Examination	District			
	Mvita	Kisauni	Likoni	Changamwe
2008	4.66	6.00	4.20	4.25
2009	4.59	5.33	5.28	4.42
2010	4.71	5.33	4.83	4.53
Overall mean	4.65	5.55	4.77	4.40
Overall grade	D+	C	D+	D+

Source: District Education Office, Mombasa (2008 - 2010)

The mean scores for the 4 districts in the three years ranged between 4.20 and 6.00. This translates to an average mean that falls below the average mean grade of (C+). The maximum possible mean score is 12. Despite the fact that schools in Mombasa County receive good students in as far as entry behaviour

and that majority of the schools are well equipped Mombasa County is still behind in as far as performance is concerned. The analysis already indicates a problem regarding performance in Mombasa County an indication of possible mismanagement of Educational resources.

This revelation made make the researcher interested in carrying out an investigation to find out whether management of resources influence academic performance of students in public secondary schools in Mombasa County. Although there is consensus among schools and leaders that management of resources play an important role in secondary students performance, it has not been established the extent and how the Board of Managements play a vital role in resource management for good performance in K.C.S.E. in order to enable the government address the issue.

## **1.2 Statement of the Problem**

In Kenya education is highly result oriented, where acquisition of knowledge, skills and attitudes of the prospective candidates are judged by their grades or their certificates (Mkongo, 2013). The Government of Kenya has over the years demonstrated its commitment to the development of Education through sustained allocation of resources (Ministry of Education, 2005). Despite this, there is still the question of efficiency in the management of educational resources. Since 2007, with the introduction of subsidized secondary education the government has been disbursing 10,265 per student in day and boarding secondary schools. With this enrolment is expected to grow by 115%

from 0.9 million in 2004 to 2.7 million by 2015. This will require increased resource mobilization according to the Kenya Institute of Public Research and Policy Analysis (KIPPRA), discussion Paper number 55 of 2006.

One question that this research seeks to answer is why Mombasa County performs poorly in national exams despite resource being provided by both the government and the parents; and whether the BOM have a role to play in the poor performance due to management of resources.

### **1.3 Purpose of the Study**

The purpose of this study was to assess the influence of Board of Managements resource management on academic achievement in secondary schools in Mombasa County, Kenya.

### **1.4 Objectives of the Study**

The objectives of the study was:

- i. To assess the extent to which the management of the school plant by BOM in Public secondary schools in Mombasa County can affect student's academic achievement (K.C.S.E).
- ii. To assess how the BOM Management of Learning and teaching Materials can affect students academic achievement.
- iii. To establish the relationship between BOM Management of finances and students academic achievement in relation to KCSE

performance.

- iv. To establish the challenges faced by the BOM in the Management of resources in Public Secondary schools, Mombasa and how this influences students academic achievement.

### **1.5 Research Questions**

The study was guided by the following research questions:-

- i. To what extent does BOM management of the school plant affect student academic achievement?
- ii. To what extent does BOM management of teaching and learning materials affect students KCSE performance?
- iii. How can BOM financial management affect student KCSE performance?
- iv. What challenges do Board of Managements face in resource management and how they can influence performance?

### **1.6 Significance of Study**

The study could provide the Ministry of Education with information that shall be useful to the Government through the Ministry of education on the allocation of funds for essential resources. The findings could assist KESI and KIE in strengthening the Board of Management's level of resource management through training and capacity building. School principals and the BOM could utilize the information and findings to look for ways of ensuring

proper utilization of resources for better academic achievement and finally, the research could contribute to the existing knowledge and factors that influence BOM resource management on academic achievement and help future researchers in identifying priority areas in which to carry out more research in secondary schools.

### **1.7 Limitations of the Study**

In this study there were a number of constraints that could have affected the data and hence the outcome of the study. Generalization of the finding was a limitation as the research was conducted in Mombasa County; hence findings may not reflect the situation in Kenya as a whole. Respondents could have withheld information so the respondents were assured of confidentiality before involving them. Because of ignorance by the respondents some information might not have been tapped leading to incomplete data collection and analysis.

### **1.8 Delimitations of the Study**

The study was carried but in public secondary schools in Mombasa County. It confine itself to students, teachers, Board of Managements and PTA members and the school principals. There were many factors that affect KCSE performance. This study focused on resource management by the Board of Managements.

### **1.9 Assumptions of the Study**

The researcher assumed that the respondents were:

- i. Cooperative and provided reliable responses,
- ii. The respondents were knowledgeable about Board of Managements' role of the management of resources,
- iii. The management of secondary school resources had an influence on KCSE performance.

### **1.10 Definition of Significant Terms**

Academic achievement refers to the extent to which a student or institution has achieved their educational goals through good performance. In examining.

**Efficiency** refers to the ability to complete or do a job with minimum expenditure, time and effort.

**School plant** refers to school facilities e.g. buildings, school grounds or any other permanent structure within the school.

**Resource management** refers to the efficient and effective deployment of organizations resources when needed.

**Financial management** refers to the planning and controlling of financial resources.

**Influence** refers to the power to affect the way someone or something develops or thinks without using direct force or orders.

### **1.11 Organization of Study**

The study was organized in five chapters, chapter one presented the

background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study, definition of the significant terms and organization of the study. Chapter two presents the literature review related to the effectiveness of board of managements on secondary school resource management, roles of the board of managements and challenges faced in resource management, management of teaching and learning resources, financial management by BOM members and studies done on Board of Management's resource management in Kenya. Chapter three is the research methodology which was used for the study. It covers the introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis. Chapter four reported the data obtained from respondent and the interpretations of the findings and finally chapter five contains a summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section reviews literature related to the effectiveness of Board of Management's resource management in public secondary schools and its impact on students' achievements. The review will focus on the Board of Managements management of the school plant, learning and teaching materials, financial management, challenges the Board of Managements face in resource management, summary of literature review and finally the theoretical and conceptual framework.

#### **2.2 Overview of Board of Management**

The boards of managements' (BOM) are legally mandated by the Ministry of education under the education Act 2013 to manage secondary schools in Kenya. In the management of education in Kenya, at primary school level, school management committees (SMCs) and parents' teachers association (PTAs) are responsible for their respective schools while secondary schools, middle level colleges and Technical Industrial Vocational and Entrepreneurship Training (TIVET). Institutions are managed by board of managements (BOMs) and the universities by councils.

The education Act 2013 of the Law of Kenya section 56 (Republic of Kenya, 2013) indicates that the Cabinet Secretary appoints members of the board of managements through the County Board Members. The County Board 6



persons representing local community, one nominated by the County Education Board, one representative of teaching staff, three representatives of the sponsors, one representative of the special interest group and one representative of the persons with special needs. Once members select the chairperson of the board and co-opt 3 other persons from the parent teachers asocial (PTA) into the board Opot, (2006). It is this team of 14 members which oversees the running of Kenyan secondary schools.

Appointments of members of the board of management (BOMs) in Kenya as in other parts of the world such as the United Kingdom is obvious with some purposely elected as channel for varied interests and hence such boards lack power and important interest bypass it as pointed out by Kogan (1984 cited by Chabari, 2007). The inquiry of Koech Report (Mkongo, 2013), pointed out that management of educational institutions in Kenya was found to be weak because most board of managements lacked quality management capabilities. This sometimes leads to poor performance in the Kenya certificate of secondary education (KCES).

A study was done by Isherwood and Osgood, (1996) in Canada on administrative effectiveness of Board of Managements in political environment. The objective of the study was to find how Board of Managements chairman defined effective school operation. The result of this study depicted some characteristics of effective school board chairman. A chairman pointed out that he became effective and influential because he

listened to the concerns of other BOM members and other stakeholders. Also ability to control the board or being in authority, ability to foresee solutions and problem making sure BOM members are informed on what is going on, learning to use the school administration effectively and representing the BOM with the public and the media was a sign of effective management (Isherwood and Osgood, 1996).

Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and extent to which needs of the school boards were being met. The objective of the study was to evaluate the level of local authority support to school boards, identify needs of BOM and establish if there was need initial and continuing training for BOM members. The study revealed that management of finances of the BOM left a lot to be desired as there was no clear rationale of the allocation of funds. It also noted that board members viewed training positively and thought it as the only way their skills on school management could be improved.

### **2.3 Roles of the BOM and challenges faced in Resource Management**

The Board of Managements (BOM) is legally mandated by the Ministry of Education under the Education Act Cap 211 to manage secondary schools in Kenya (Republic of Kenya, 1980). Currently their roles and responsibilities are very clear part of which is being responsible for the management of schools resources. The BOM is also charged with the responsibility of

appointing non teaching staff on terms and conditions of service approved by the minister to manage all moveable and immovable property, funds, donations, grants among others (Waweru, 2002). The Government policy on the Board of selection is that, the people chosen should be competent, committed, educated (at least form four level). The chairman of the Board has to be a University graduate and also experienced so as to manage the schools effectively (Ministry of Education, 2007).

As the Board members perform their roles, some challenges hinder them and they end up performing their roles in an ineffective manner thus failing to adequately make the expected achievements especially in performance (Ministry of Education, 2004). Challenges encountered are; inadequate academic and professional qualifications, corrupt members who interfere with the procurement of goods and services in the schools. Inadequacy on knowledge of regulations and roles of the Board members, with such challenges the Board members would find it very challenging to manage resources in their respective schools and this would greatly impact on academic achievement.

Smoley (1999) did a study on the effectiveness of school boards in the State of Delaware (USA). The objective of the study was to find out the effectiveness of the school board on their roles. Target Population of 45 members were randomly selected. The findings were that the board members were ineffective in decision making since they could not make use of the relevant

facilities/resources. They also did not attend meetings hence no quorums. It was the feeling of the Board members that they would be more effective in the decision making if they acted within their mandated roles, take initiative, overrule the superintendent's decision making and resist undue political pressure.

Van Wyk (2001) carried a research to investigate the factors influencing the implementation of governing bodies in Post Apartheid South Africa. The study was to identify the reasons for efficient and effective function of Board of Management. The research used survey research design and targeted the population of parents, teachers and school principals in South Africa. Purposive sampling was used to identify the subjects to be included in the sample. Data was gathered by interviewing parents, teachers and principals. Documents received in the study included policy documents of the central government dealing with the management of education, training manuals for government bodies, statistics dealing with schools resources, reports dealing with economic and social variables of different communities.

Van Wyk (2001) study revealed that while privileged and well resourced schools exist, the vast majority of children continue to be educated in conditions of extreme neglect. The study also showed that 37% of the members of governing bodies were illiterate. This impacted negatively on decision making. It was also revealed from the study that governing body's performance was greatly undermined by lack of adequate training of board

members. Consequently the study reported that skills in general management and making informed judgment was wanting. Parents and teachers interviewed in the study indicated that policy documents and other directives from the Education department were kept in the Principal's office and not accessible. This was compounded by the fact that most of these documents were not written in a language that was fully understood by an ordinary board member.

#### **2.4 Management of Teaching and Learning Materials for Better Academic Achievement**

The Government of Kenya through the Ministry of Education (MOE) strategic plan for 2006-2011 tries to allocate resources meaningfully so as to improve efficiency in resource allocation and hence quality education for Kenyans (Republic of Kenya, 2006-2011). The success of a school depends on how effectively resources are managed and utilized (Republic of Kenya, 2011). Educational resources such as physical, learning and teaching materials have been seen to be of crucial importance in determining the quality of a school, especially as judged by achievement of students in national examinations (Chelimo, 2010). The BOM are responsible for the management of such resources so as to facilitate smooth operations in the schools for better academic achievement. Ngigi (2007) found that insufficient teaching and learning materials and deficiency in their management led to poor performance in examinations. According to Kenya Education staff institute (KESI). The BOM should ensure that up to date inventories are kept and someone responsible for the same as this will ensure achievement of academic

goals (Republic of Kenya, 2011).

## **2.5 Board of Managements Financial Management**

Management is an important process of coordinating and integrating specialized activities of several persons for the achievement of common objectives (Onderi & Makori, 2013). Onderi and Makori (2013) further says it is also the process through which resources are organized and utilized to attain maximum output and efficiency through minimum input. Eshiwani (cited in Chelimo, 2007) observes that the level of material inputs allocated to schools per student and the level of efficiency with which a fixed amount of material inputs are organized and managed does raise students achievement. There is a need for the Board of Managements (BOM) in institutions to strengthen planning and managing of resources. This will ensure efficiency and effectiveness (Chelimo, 2007). Effective financial resource management on the side of BOM will ensure that the school implements its plans effectively to achieve desired goals. Infrastructural programmes will also not stall before completion, bringing about accountability and hence good governance for better results.

According to Kenya Education Staff Institute (KESI) the members of the Board should carry out a cost/benefit analysis. They should consider whether they are getting the best value for money/resources. The Board should also check on budget control and finally resource control, and the adaptation of existing resources to fit the need. This would in turn bring about good KCSE

performance. As school managers the BOM have the responsibility of planning, allocating and accounting for the funds raised from the various sources. They have both the statutory and ethical obligations to ensure that funds under their disposal are properly accounted for. It is therefore necessary that the BOM has a working knowledge of accounting records and requirements so as to manage financial matters effectively (Republic of Kenya, 2011). The Board of Managements should be conversant with the school's management systems for example budgeting, the legal framework of budgeting, and components of a school budget and other budgetary controls.

The BOM should also be conversant with the financial records and statements such as trial balances and the school bank accounts which go with signatories of the accounts. This information is also useful to the BOM since it assists them in assessing performance of the school in as far as finances are concerned. For good academic achievement the Board of Managements should ensure proper procurement procedures are followed in schools. Since the year 2008 when Free Secondary Education Programme was launched, there have been significant changes in the flow of public funds from the government to public institutions (see Table 2.1 for the breakdown of vote head per child). The government has put in place several guidelines to safeguard usage of these funds in secondary schools. Despite such efforts most schools continue to mismanage or misappropriate these funds (Republic of Kenya, 2011). Some of these anomalies are due to the ignorance of most of the Board members in schools.

**Table 2.1: Free Secondary Education vote-head allocation per student (2008)**

Vote head	Amount
Tuition	3600
Personal employment	3965
Repairs and improvement	400
Administrative costs	500
Electricity, water and conservancy	500
Activity	600
Local travel and transport	400
Medical	300
Total	10,265

**Source: Ministry of education circular (2008)**

The table above shows clearly that the Kenyan government attaches a lot of importance to school resources. Despite the provision of these resources some schools in Mombasa County, performance is still poor.

## **2.6 Studies done on Board of Management's resource management in**

### **Kenya**

Katumbi (2006) found that most of the Board members had poor education background, most members served in more than three boards and that some members are not genuine in dealing with issues though they assist in fund raisings and budget preparations. Instruments used in the study were questionnaires for Board members and interview schedule for principals. Five principals and twenty BOM members were chosen for the study.

Ngigi (2007) focused on resource management, decision making and provision of physical facilities, recruitment and teachers' discipline. He focused on the



general roles of the Board of Managements, whereas this study focuses on physical, financial and material resources only. Ngigi's target population was all public schools in Londiani Division, consisting of 17 public school 68 BOM and 17 PTA chairpersons. The Area Education Officer (AEO) and District education Officer (DEO) Kericho. The study employed questionnaires as research instruments. The study used descriptive statistics to analyze data collected. The findings were that, the board members lacked financial capabilities, where funds are not properly managed the result are insufficient teaching and learning materials, shortage of teaching facilities and deficient school management and supervision which accumulates to poor performance in exams. Ngigi pointed that on management there is need to focus on resource management linking budgets to school developments plans.

Mutai (2003) did a study in Buret District to establish effectiveness of BOM in management of schools. The purpose of the study was to determine the extent to which the board members participated in resource management and provision of facilities in schools. The researcher also wanted to find out the extent to which BOM were involved in the decision making process. The study used survey design and targeted all public schools. Stratified sampling was used to select 50 secondary schools. Data was collected with the use of questionnaires, interviews, documents analysis and observation schedules. Findings revealed that the respondents perceived BOM as effective in resource management and ineffective in decision making.

The emphasis according to Rono (1990) was the fact that any school aiming at high academic achievement must have not only well qualified teachers but also adequate facilities. On results of delaying essential facilities, Mbiti (1980) observed that when school equipment supplies are delayed, teachers cannot be expected to do their work properly. Poor teaching will lead to poor performance by the pupils in public examinations. He continued to assert that poor administrative procedures in supplying equipment would result in poor quality work. The BOMs therefore shoulders the burden of ensuring that the school is well equipped with the necessary materials for the well being of the program of their instructions.

It is sad to note that the provision of physical facilities in secondary schools remains far below the expected level. As pointed out by Prof. Saitoti (2007) demand for secondary education places continues to increase and lack of adequate classrooms is a major constraint. He further cited an overwhelming demand for more learning facilities especially in arid and semi-arid areas and in urban slums. Several studies have revealed that lack of adequate material and physical facilities like text books, classrooms, laboratories, libraries and workshops pose the greatest challenge to the managers in achieving institutional goals and objectives. Further, Eshiwani in the Daily Nation of August (1987) noted that regional disparity and lack of text books as some of factors contributing to poor performance in some schools.

Mumo (2004) reported that most institutional heads interviewed by Themanie

(2006), Gichuri (2003), Wachira (1998), and Rono (1990), among others agreed that it had been quite difficult not only to procure essential facilities but also to maintain and repair existing ones. Lack of adequate funds was cited as the cause for this deficiency- Mumo (2004) wrote in his findings. In Kenya, head teachers play an important role in the process of providing educational facilities in schools. The weekly Review (February 22nd 1991) indicated that the process of providing physical facilities in Kenyan schools had not been easy more so especially with the introduction of the 8:4:4 education system which has many demands in case of the required physical facilities. In relation to the demands raised by this system, the Standard Newspaper of October, 8th 1991, cited criticisms voiced by many people who had argued that the 8:4:4 curriculum had posed a great financial burden to parents and had made some schools, both primary and secondary not to teach certain areas of the curriculum due to lack of facilities.

Kindiki (2009) observed that head teachers experienced acute administrative problems as a result of limited physical facilities in their school, which adversely affected the effectiveness of instructional programs in the school. This was further supported by Okendu (2012) the then permanent secretary of the Ministry of Education, who pointed out that the schools with adequate physical and material resources performed better in national examinations than those which lacked them. Hence school managers should ensure that they offer adequate facilities." Studies done on performance reflect that among the factors that led to poor performance in schools, lack of facilities ranked high.

It is quite imperative that if a school is to perform as expected, sufficient classrooms, laboratories, text books and all the essential stationery should be available.

The persistent hunger for education after independence led to the increase in demand for secondary education places. The government thus resolved that the development of facilities and boarding cost will be the responsibility of local communities and parents (Okendu, 2012). The government realised that if this trends continues unabated, it will pose a management constraint to the ex chequer and hence a crisis to the BOMs in their management endeavour. It therefore introduced cost sharing which shifted the cost of education to parents as alluded in the GOK report (cited in Kindiki, 2009) which states; “The growing demand for expansion of education and training at all levels and the corresponding higher costs have made it difficult for the government to finance education entirely from the budgetary provision without adversely affecting other areas of development. For this reason and in order to maintain the development and expansion of education and training there will be need to sustain and enhance existing partnership between the government, communities, parents, individuals and organisation in financing education and training” (Kindiki, 2009).

Waweru (2005) observes, both the government and communities pursued the expansion of secondary school education aggressively. The government however, burdened by other concerns, delegated the management and

development of secondary schools to community through BOMs. But due to economic melt-down, communities rarely came-up with new schools. Rather, they inherited classes from the existing primary schools, and then forced the government to provide teachers and appoint BOMs to manage them. The problem is; the academic, professional and management skills of the BOMs were not emphasised. This has raised concern to the management capabilities of the BOMs members he adds.

## **2.7 Summary of Literature Review**

Research findings both globally regionally and in Kenya have proven that management of resources by school board of managements have an effect on students achievement. The resources that are available in schools determine the quality of schools. Reviewed literature in chapter two on effectiveness of Board of Managements on resource management in secondary schools has revealed that proper and effective management of both physical, material and financial resources have an impact on students achievement. However, the reviewed literature has not established to what extent the management of resources by the board of Managements influences academic achievement. It is imperative to identify the extent and the magnitude of which students achievement in a school is affected by resource management. Studies done by (Katumbi, 2003), (Ngigi 2007) and (Mutai 2003) all pointed and focused on general roles of the BOM. This study will focus on only the physical material and financial management and the researcher intends to focus on some of the challenges encountered by BOM on resource management and how effective

resource management can influence academic achievement.

## **2.8 Theoretical Framework**

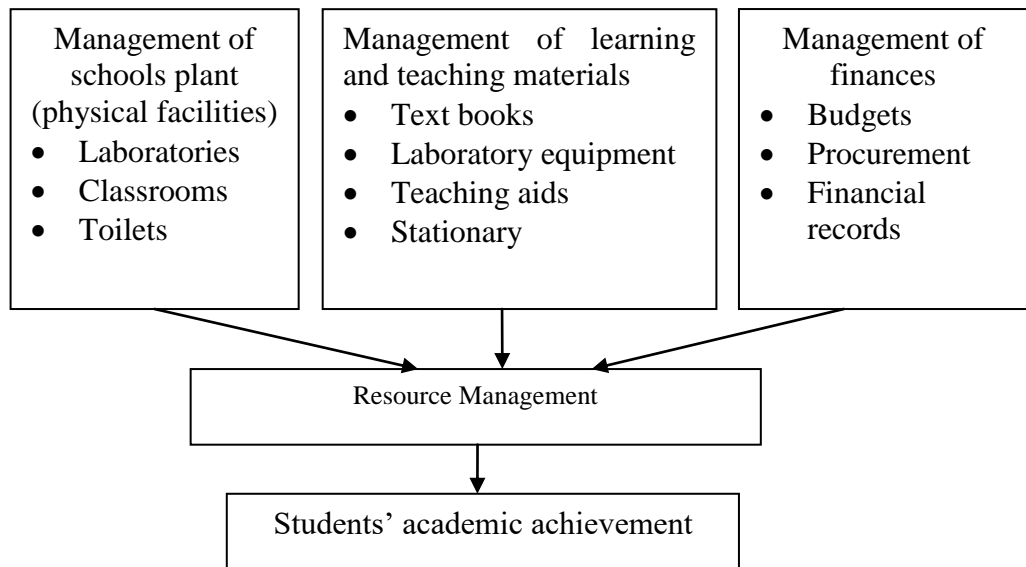
Theoretical framework refers to the assumptions people have about what is important, and what makes the work work (Orodho, 2004). The study was guided by ideas of administrative theory by Henri Fayol (1841 - 1925). Henri Fayol stated that to manage is to forecast and plan, to organize, to coordinate and control. Fayol advocated for aspects of management namely: co-ordinate referring to the unification to ensure all members are pursuing the same goals, control, organization and command. For the secondary school Board of Managements to manage resources effectively in schools, it is imperative for the school management to consider the five aspects of management advocated by Henri Fayol in order to realize good performance. Fayol also identified qualities that managers should possess if they were to apply his general principles of management successfully. These qualities include physical and mental capabilities, moral standards and educational background (Ngugi and Waweru, 2002). The managerial activities are done through planning which is purposeful preparation on what needs to be done in future, organizing which means mobilizing the materials and resources, commanding meaning giving directions so as to achieve goals, controlling meaning evaluating of activities to assess achievement. The BOM plans through budgeting and also in regular meetings held.

## **2.9 Conceptual Framework**

A conceptual framework is a model of presentation where a researcher

conceptualizes or presents the relationships between variables in the study.

Figure 2.1 shows the framework.



**Figure 2.1:** Relationships between BOM resource management and students' academic achievement.

Figure 2.1 shows how the board of managements management of physical, materials and financial resource contributes to students' academic achievement. The physical, material and financial resources contribute the independent variables whereas the academic achievement contributes the dependent variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction:**

This chapter presents details on how the research was conducted. The chapter is divided into the following sections; research design, target population, sample size, sampling procedures, research instruments, instrument validity, instrument reliability data collection techniques and finally data analysis techniques.

#### **3.2 Research Design**

The study employed descriptive survey research design. Survey is concerned with describing, recording, analyzing and reporting conditions that exist on existed (Kothari, 2004). It allows researchers to gather information, summarize, present and interpret for the purpose of clarifications, (Orodho, 2004). The study was set to present the current situation on the influence of BOM resource management on student's achievement in public secondary schools in Mombasa County. The design employed assisted in answering the research questions and adequately control the independent variables.

#### **3.3 Target Population**

Target population is a group or category of human beings; animals and objects which have one or more characteristics in common and have been selected as a focus for study (Orodho, 2004). The study targeted public secondary schools



in Mombasa County hence three hundred and thirty eight BOM members. The study also targeted the opinion of 26 principals of the public schools.

### 3.4 Sample Size and Sampling Procedure

The sampling frame for this study consisted of all the public secondary schools in Mombasa County. Mombasa County had 26 public secondary schools, thus all the 26 head teachers participated in the study as they are directly in charge of the management of the schools. The study sampled 104 BOM which is equivalent of 30% of the BOM population. According Gay and Airasian (2003) a sample size of between 10% and 20% or more of the total population is representative. The study used proportionate stratified simple random sampling to select 4 BOM members per school. This gave a sample size of 130 participants, being 26 principals and 104 BOM members.

**Table 3.1: Target Population and sample**

Target group	Target population	Sample size
Head teachers	26	26
BOM/PTA members	338	104
Total	364	130

**Source: District Education Office, Mombasa, 2014**

### 3.5 Research Instrument

The data collection instruments included questionnaires for BOM and PTA members and interview schedules for principals.

### **3.5.1 Questionnaires for Board Members and PTA Members**

A questionnaire is an instrument used to gather data. It is developed to address a specific objective research questions or hypothesis of study (Mugenda, 2003). The researcher prepared questions. The researcher prepared a questionnaire for Board and PTA members on influence of Board of Managements resource management on students' achievement. A copy of the questionnaire is attached as appendix. The researcher chose to use questionnaires for BOM members because they have some advantages as noted by Orodho (2004). They are more efficient and practical in that they require less time and are less expensive. Information can be allocated from a large number of people and the questions can be easily analyzed, anonymity is possible. This helped the respondents filling in the questionnaire to be honest in their answers, allows respondents time on answering questions to avoid hasty responses.

### **3.5.2 Interview Schedule for Principals**

An interview schedule is a set of questions that the interviewer asks when interviewing. It makes it possible to obtain data required to meet specific objectives of the study (Mugenda, 2003). The researcher prepared the interview schedule then set dates with the respective principals. The researcher then met with the principals on the dates given face to face. A copy of the interview schedule is attached as appendix. Interview schedules were chosen for principals because of their nature of work (Orodho, 2004.) he explains that the advantage of interview schedules are that they are

standardized hence some questions are asked in the same manner.

### **3.6 Validity of Instruments**

Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concepts (Orodho, 2004). It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. The study used content validity which is the degree to which the content of a given test is related to the traits for which it is designed to measure (best & khan, 2004). To determine the validity of instruments, a pilot test was conducted in two of the schools. The research instruments were administered to two of the head teachers and 8 BOM members. A pilot test is used especially if there is substantial uncertainty about the instrument. A preliminary data analysis was conducted. The questionnaire were also submitted to the supervisor who is a specialist. The pilot test assisted in determining the accuracy, clarity and suitability of the instrument.

### **3.7 Reliability of the Instruments**

Reliability refers to internal consistency of measuring device over time. According to Mugenda and Mugenda, (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda (1999) continue to say that; for reliability and validity to exist in the data, the data collection techniques must yield information that is only relevant to the research hypothesis but also

correct. To determine reliability of the instruments the researcher adopted the test-retest method. Using the test — retest method or techniques the research instruments was administered twice to the same group of respondents after an interval of two weeks.

To compute the coefficient, the researcher used the formula:

$$Re = \frac{2r}{r + 1}$$

Where Re = reliability of the original test

r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items.

The study got a coefficient of 0.73 which is above Macmillan (1992) recommended instruments reliability index of a minimum of 0.5.

### **3.8 Data Collection Procedures**

Before selecting the data, the researcher acquired a permit from the National council of science and technology of the ministry of higher Education after an introduction letter from the chairman, department of Education and administration of Nairobi University. A request was made on in writing to access the schools sampled for the purpose of this study through the principals. Finally, the researcher booked an appointment with principals on when to administer the questionnaires and hold interviews with the principals. On the agreed date the researcher administered the questionnaires herself to the sampled BOM members.

### **3.9 Data Analysis Techniques**

The data, after collection, had to be processed and analyzed. This is essential for a scientific study and for ensuring that we have all relevant data for making comparisons (Kothari, 2004). The data was analyzed using descriptive statistics. This was done through reading the questionnaires and interview schedules and forming a quick impression summary. The researcher then calculate means, percentages, frequencies and tabulate them appropriately then present the data in form of tables and graphs. The qualitative data from the open-ended questions and interview guide was presented also and categorized in themes in accordance with research questions and was reported in narrative form.

### **3.10 Ethical Issues in Consideration**

All subjects chosen for the study were given a letter of informed consent, which was signed for participation in the study. The signed and returned letter of consent signified the subject's agreement to participate in the study.

Instruments with unreturned letters of consent were not included in the study.

Each participating subject was kept anonymous to the public, and all information retrieved from the subjects was kept confidential. The researcher before proceeded to the field for actual data collection sought permission from both the school and the government to collect data. The university was requested to issue letter authorizing for data collection and the National Council of Science, Technology and Innovation (NACOSTI) to issue permission through a permit allowing for the research to be carried out.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter focuses on the presentations, interpretation and discussions of study findings. The presentations were done based on the research questions which formed the sub-headings in the chapter with the first section being the demographic information of the respondents.

#### **4.2 Questionnaire response rate**

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study out of 130 BOM and head teachers that were sampled, 98 (91.6%) comprising of 10 principals (43.4%) and 88 BOMs (84.6%) returned the questionnaires. These percentage return rates were deemed adequate for the study according to Mugenda and Mugenda (2003) who recommends a response rate of 50%.

#### **4.3 Demographic information**

This section presents the demographic information of the respondents in the study. The demographic information focused on gender, level of education, years of service, the occupation of the BOM, age, whether received training on management. The findings are presented in the subsequent sections.

### 4.3.1 Distribution by Gender

The head teachers were asked to state their gender. The findings are presented in Table 4.1.

**Table 4.1: Distribution of Head Teachers by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	7	70.0
Female	3	30.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

According to the findings, majority of the head teachers were male (70.0%). The female head teachers represented only 30.0%. The findings mean that the women representation in school management is very low.

The BOM and the PTA were asked to state their gender. The results are presented in Table 4.2.

**Table 4.2: Distribution of BOM by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	68	77.3
Female	20	22.7
<b>Total</b>	<b>88</b>	<b>100</b>

The findings show that 77.7% of the BOM/PTA were male while only 22.7% were female. The results mean that the distribution of the BOM and PTA respondents is male dominated.

### 4.3.2 Academic Qualification

The study sought to establish the levels of education of the head teachers. The results are presented in Table 4.3.

**Table 4.3: Distribution of Head Teachers by Level of Education**

	Frequency	Percent
Primary	0	0.0
Secondary	0	0.0
Diploma	1	10.0
Degree	8	80.0
Post graduate	1	10.0
<b>Total</b>	<b>10</b>	<b>100</b>

According to the results presented in figure 4.3, 80.0% of the head teachers were university graduates and 10% had post graduate qualifications. This is an indication that the school management is composed of fairly educated persons.

The study sought to establish the levels of education of the BOM/PTA. The results are presented in Table 4.4.

**Table 4.4: Distribution of BOM/PTA by Level of Education**

	Frequency	Percent
Primary	1	1.1
Secondary	21	23.9
Diploma	30	34.1
Degree	31	35.2
Post graduate	5	5.7
<b>Total</b>	<b>88</b>	<b>100</b>



The results of the study show that 35.2% of the BOMs and PTA had degrees while 34.1% had diplomas. This is an indication that the school management is composed of fairly educated persons.

### 4.3.3 Years of Service

The head teachers were asked to indicate their years of service. Their findings are as represented in Table 4.5.

**Table 4.5 Distribution of Principals by Years in Service**

	<b>Frequency</b>	<b>Percent</b>
3 years and below	1	10.0
4 - 6 years	4	40.0
7 - 9 years	3	30.0
10 - 15 years	2	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The findings revealed that 40% of the principals were in this service for between 4 and 6 years. The study findings also revealed that 30% of principals have served between 7 and 9 years. The findings mean that the respondents have served for long enough.

The BOM/PTA were asked to indicate their years of service. Their findings are as represented in Table 4.6.

**Table 4.6 Distribution of Principals by Years in Service**

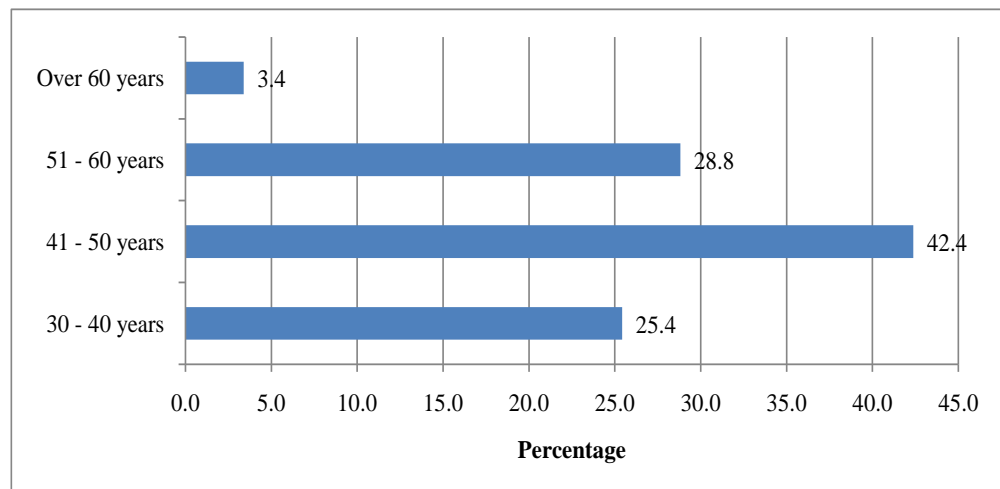
	<b>Frequency</b>	<b>Percent</b>
3 years and below	18	20.5
4 - 6 years	49	55.7
7 - 9 years	20	22.7
10 - 15 years	1	1.1
<b>Total</b>	<b>88</b>	<b>100.0</b>

The findings revealed that 55.7% of the BOMs were in this service for between 4 and 6 years. The study findings also revealed that 22.7% of the BOM and PTA have served between 7 and 9 years. The findings mean that the respondents have served for long enough.

#### **4.3.4 Distribution by Age**

The study sought to determine the BOM ages. The study was as indicated in Figure 4.1.

**Figure 4.1: Distribution by Age**



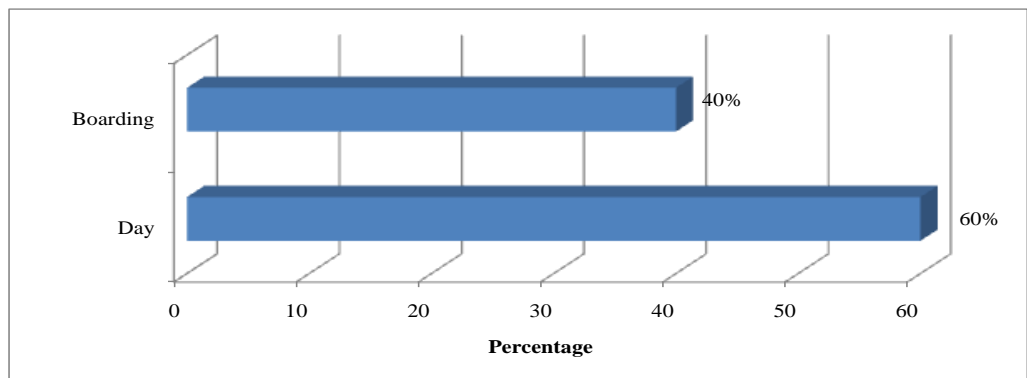
The study findings show that most of the BOM (42.4%) were aged between 41

and 50 years. The findings further show that 28.8% of the BOM members were aged between 51 and 60 years while 25.4% were aged between 30 and 40 years. The study findings mean that BOM members were advanced in age with most approaching the retirement age.

#### 4.3.5 Type of School

The researcher sought to determine the types of schools whether day or boarding. The findings are presented in Figure 4.2.

**Figure 4.2: Type of School**

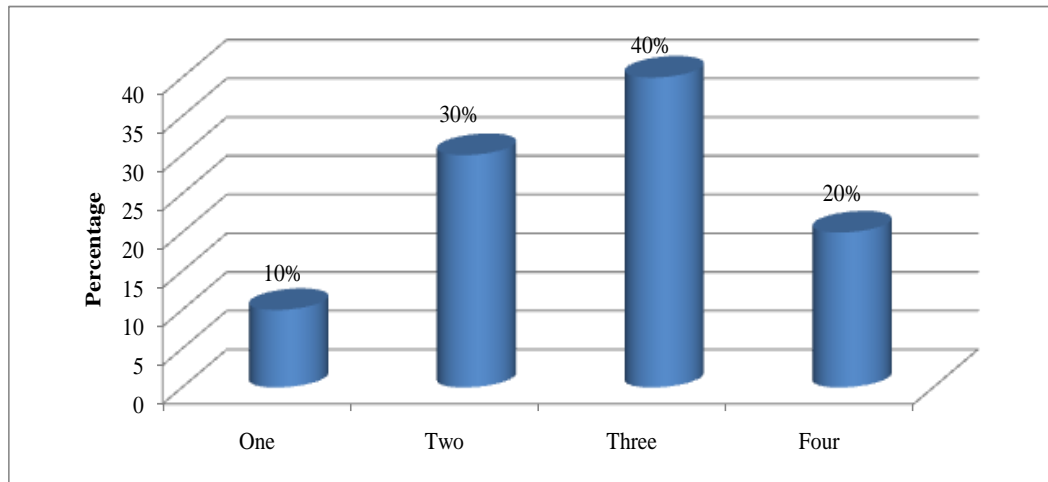


According to the results, majority of the schools (60%) were day schools. The results show that 40% of the schools were boarding schools of which two were boys boarding and two girls boarding. The findings imply that the public secondary schools were mostly day schools.

#### 4.3.6 Number of Streams

The researcher sought to establish the number of streams in the schools. The findings are presented in Figure 4.3.

**Figure 4.3: Number of Streams**

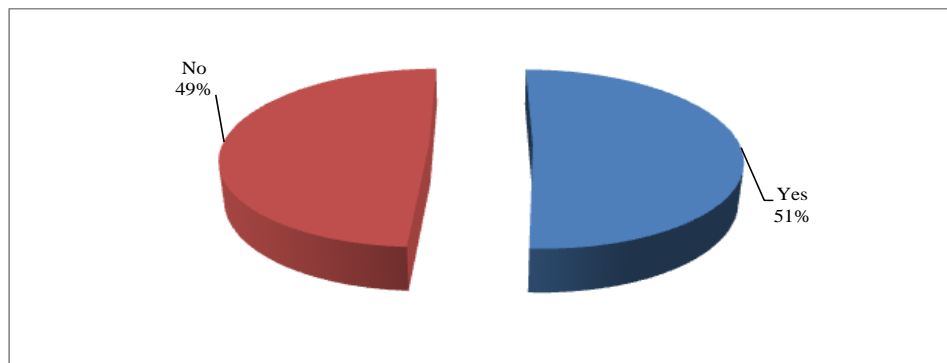


The results of the study show that most of the schools (40%) had three streams. The results also show that 30% of the schools had two streams. The findings of the study mean that the schools were large enough.

#### **4.3.7 Received Management Training**

The study was sought to establish whether the BOM members had received any training in management. The findings are presented in Figure 4.4.

**Figure 4.4 Received Management Training**



From the study we found out that 51% of the BOM members have received

training while 49% of the respondents have not received any training. The findings mean that the responses were mixed as those who had training in management and those without were near equal. The findings confirms those of Van Wyk (2001) in which it was found that more than a third of the members of the governing bodies were illiterate which was cited to undermine their performance for lack of adequate training.

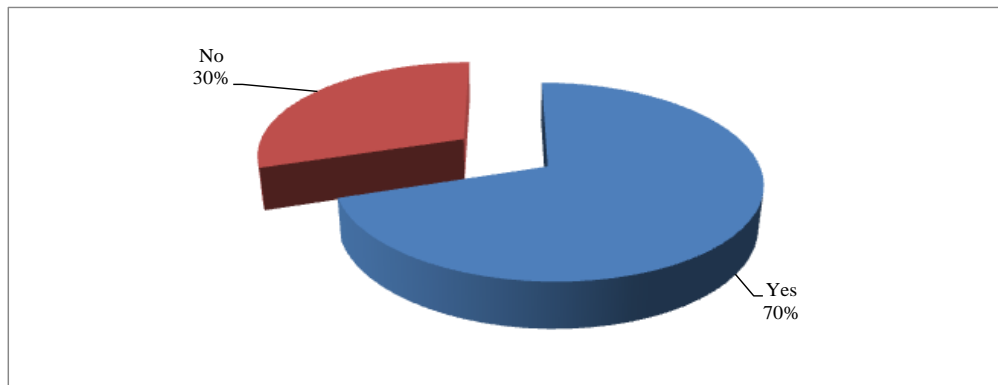
#### **4.4 Management of School Plant by BOM**

The study sought to determine the extent the BOM managed the school plant in public secondary schools in Mombasa County. The findings are presented in the subsequent sections.

##### **4.4.1 Provision of Classrooms by BOMs**

The Principals were asked to state whether the BOM provided the schools with adequate classrooms. The findings are presented in Figure 4.5.

**Figure 4.5: BOMs' Provision of Classrooms**



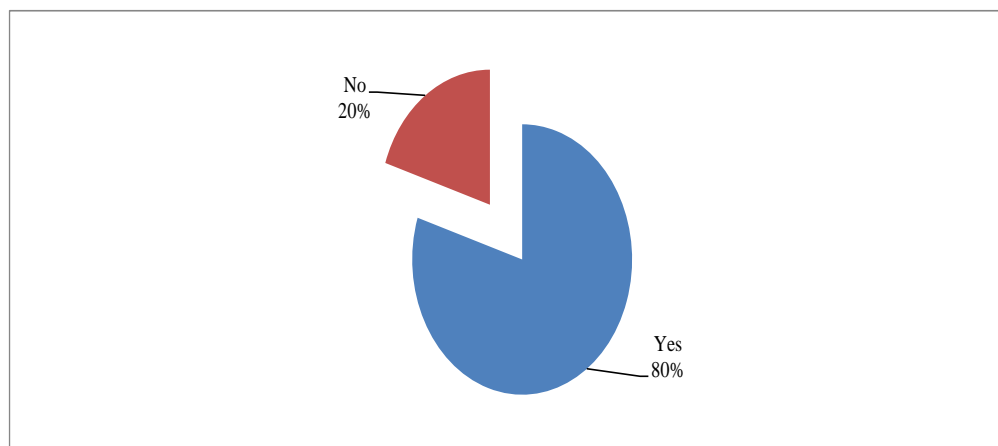
The study findings show that majority of the principals (70%) indicated that

indeed the BOM provided adequate classrooms. However, 30% of the respondents indicated that the management did not provide adequate classrooms. The findings mean that the BOMs in most of the schools provided adequate classrooms. These findings contradicted the findings by Van Wyk (2001) who found in their study carried out in South Africa that majority of the children were being educated in conditions of extreme neglect as either learning under trees or in dilapidated classrooms.

#### 4.4.2 Maintenance of Classrooms by BOM

The researcher sought to determine from the Principals whether the BOM was able to maintain the available classrooms. The findings are presented in Figure 4.6.

**Figure 4.6: Maintenance of Classrooms by BOM**



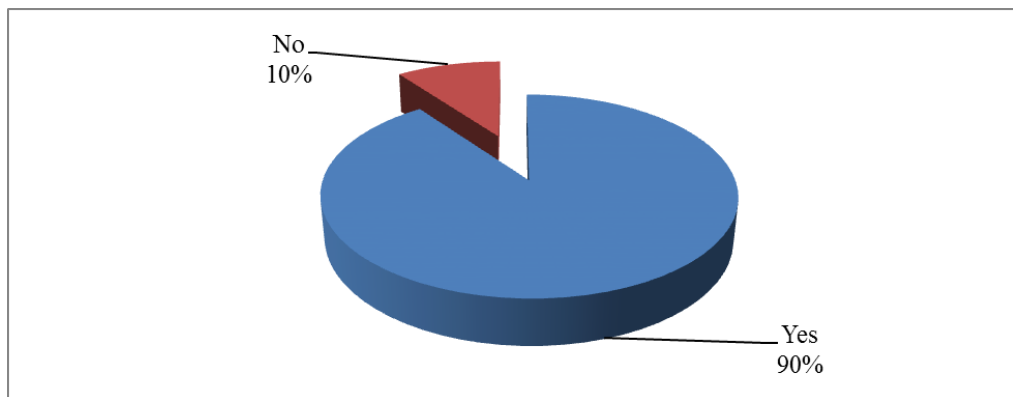
The results show that majority of the Principals indicated that majority of the respondents (80%) indicated that indeed the BOMs maintained the existing classrooms. The findings mean that the BOMs maintained the existing

classrooms. These findings however, contradicts the Koech report (1999) that the BOMs lacked supervisory competencies which makes them ineffective in the maintenance of the existing projects in the schools.

#### 4.4.3 Availability of Water

The principals were asked to state whether the schools had adequate water. The findings are presented in Figure 4.7.

**Figure 4.7: Availability of Water**

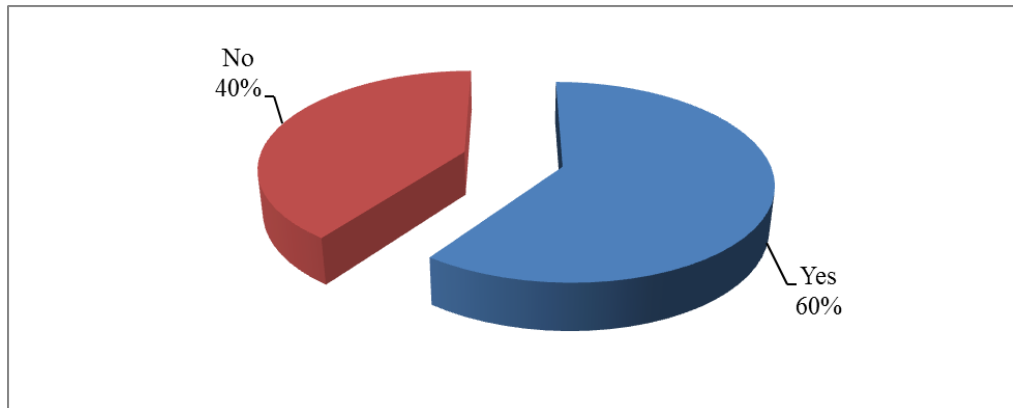


The results show that majority of the principals (90%) indicated that indeed the schools had adequate water. The results show that only 10% of the schools did not have adequate water. The study findings mean that nearly all the schools had adequate water supply.

#### 4.4.4 Availability of Electricity

The principals were asked to state whether the schools had adequate water. The findings are presented in Figure 4.8.

**Figure 4.8: Availability of Electricity**



The study findings show that most of the schools (60%) had electricity while 40% had no electricity. The findings mean that still many schools did not have electricity.

Asked to explain their answers for the availability of electricity and water, most of the respondents explained that even though their schools had electricity, access to water was a challenge. Some respondents also indicated that even though there had access to water, electricity was not available. Only one school had no electricity and adequate water. The findings mean that even though most of the schools had access to electricity and adequate water.

#### **4.4.4 Physical Facilities**

The BOM respondents were asked to rate BOMs' management of physical facilities on a scale of very effective, effective, fairly effective, ineffective and very ineffective. The findings are represented in Table 4.7.



**Table 4.7: Distribution by Physical Facilities**

	Very effective	Effective	Fairly effective	Ineffective	Very ineffective	Mean	Std. Dev
The BOM approves all the projects in the school	10.2	34.7	33.7	18.4	3.1	2.69	.989
The BOM ensures that the projects are run according to specifications	9.2	24.5	40.8	19.4	6.1	2.89	1.024
Whether BOM monitors development	10.2	22.4	35.7	20.4	11.2	3.00	1.140
Whether BOM inspects physical resources	9.2	15.3	50.0	16.3	9.2	3.01	1.030

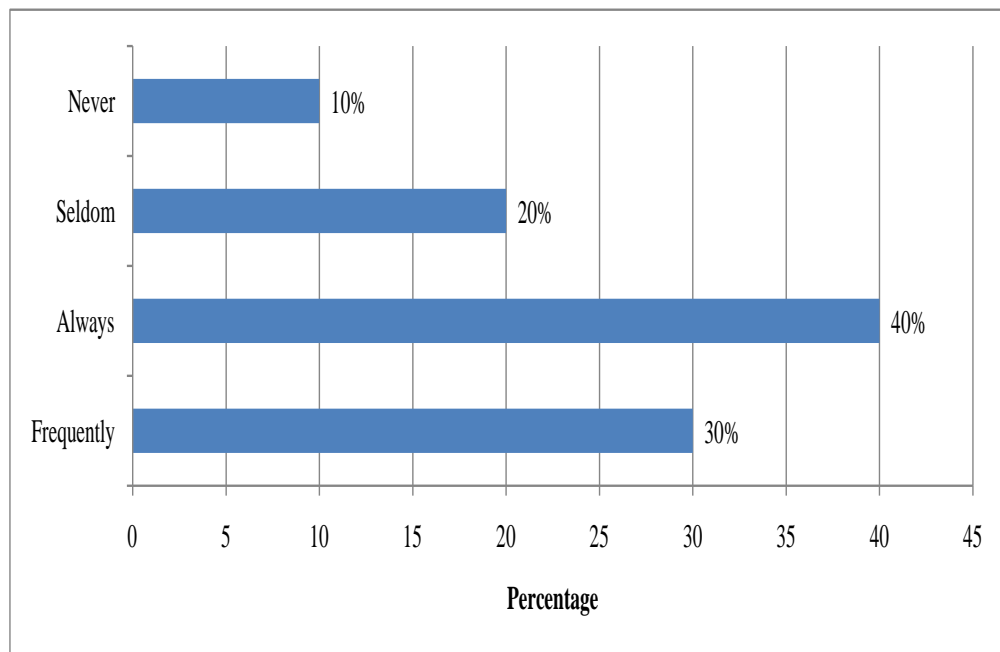
The study show that 34.7% of the respondents stated that the BOM was effective in approving all the projects in the school while 33.7% described the BOMs approval of the projects as fairly effective. The average of the responses mean that the respondents described the approval by the BOM of the school projects (mean score, 2.69). The study revealed that 40.8% of the respondents described the BOMs supervision of the projects to ensure that they are run according to specifications as fairly effective. The results also show that 24.5% of the respondents described BOMs supervision as effective. The average response as given by respondents is that the BOM was fairly effective (mean score 2.89). The study findings show that 35.7% of the respondents described the BOMs monitoring of development in the schools as fairly effective while 22.4% described it as effective. The average of the responses show that respondents described the monitoring as fairly effective (mean score 3.00). The results revealed that half of the respondents described the BOMs inspection of physical resources as fairly effective. The average

response however revealed that respondents described the BOMs inspection of physical resources as effective (mean score, 3.01).

#### 4.4.5 BOM Inspected the Physical Facilities in the School

The Principals were asked to state whether the whether the BOMs checked condition of the physical facilities in the schools. The findings are presented in Figure 4.9.

**Figure 4.9: BOM Inspected the Physical Facilities in the School**

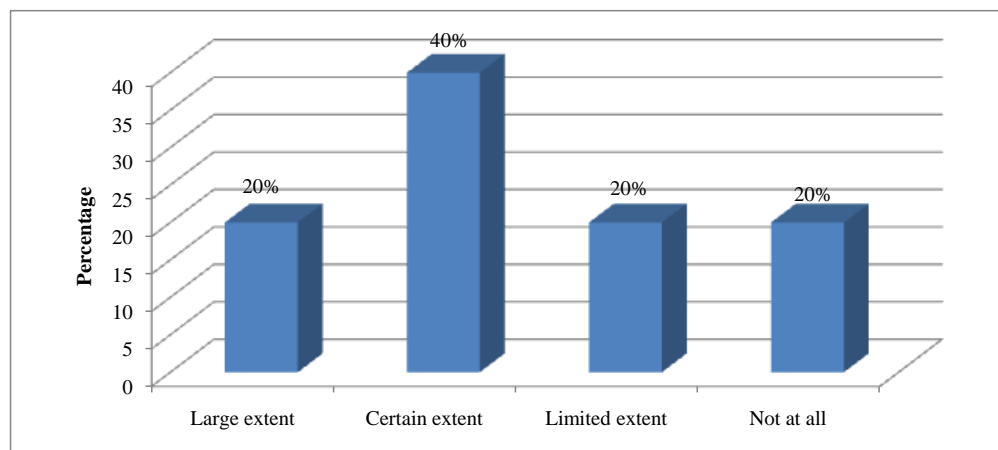


The study findings show that 40% of the principals indicated that the BOM always checked the physical facilities in the schools. The results also showed that 30% of the principals indicate that the BOM frequently checked the physical facilities in the schools. The findings mean that the BOM checked the physical facilities in the schools.

#### 4.4.6 Contribution of Physical Facilities to Students' Academic Achievement

The study sought establish the extent physical facilities contribute to students' achievement in the school. The findings are presented Figure 4.9.

**Figure 4.9: Contribution of Physical Facilities to Students' Academic Achievement**



The results show that 40% of the principals stated that the physical facilities contributed to the students' academic achievement to certain extent while 20% indicated that it contributed to a large extent. However, 20% of the principals indicated that it only contributed to a limited extent and the same percentage indicated that it never did at all. The findings mean that the physical facilities contributed to the academic achievement of the students to some extent. The findings agree with the views of Njihia (1987) that the head teachers experienced acute administrative problems as a result of the limited physical facilities in the schools which adversely affected the effectiveness of instructional programmes in the schools.

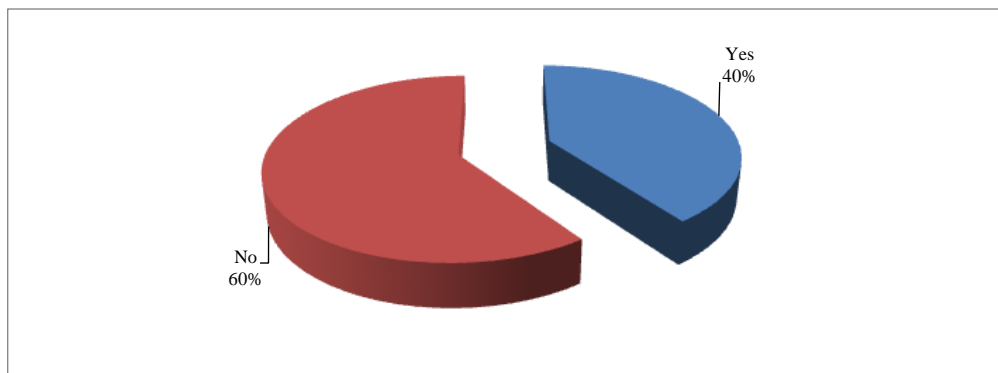
## 4.5 BOMs Provision of Learning and Teaching Materials and its effect on Students' Academic Achievement

In this section the study sought to determine how the BOM managed the learning and teaching materials and how this influenced the students' academic achievement. The findings are presented in the subsequent sections.

### 4.5.1 BOM Provision of Adequate Text Books

The principals were asked to state whether the BOM were able to provide adequate text books for the school. The findings of the study are presented in Figure 4.10.

**Figure 4.10: BOM Provision of Adequate Text Books**



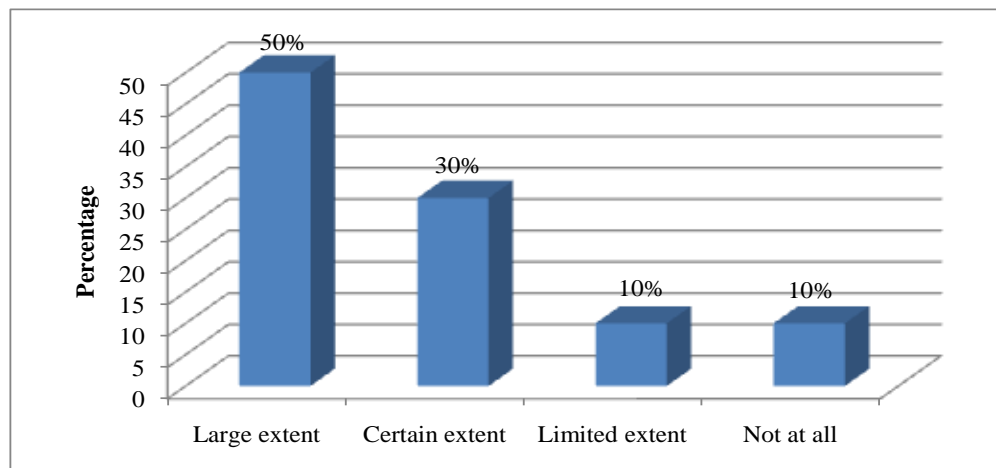
The findings show that majority of the respondents (60%) indicated that the BOM did not provide adequate text books. The results also show that 40% of the respondents indicated that indeed the BOM provided adequate text books in the schools. The findings of the mean that even though the BOM in some schools provided adequate text books, majority of the BOMs did not do so. The respondents were asked to state the ration of the textbooks to students.

The results revealed that most of the respondents indicated that the ratio was 1:3. Some respondents indicated that the ratio was 1:4. This goes against the requirement of the government's requirement that the BOM should ensure that up to data inventories are kept and someone responsible for the same in order to enhance the achievement of academic goals (Republic of Kenya, 2011). The findings of the study further contradicts the views of Bishop (1985) who noted in his study that majority of the BOM are involved in getting support to provide library books, exercise books, purchase of teaching aid, provision of laboratories equipment among others.

#### 4.5.2 Establishment of Textbooks Contribute to KCSE Performance

The Principals were asked to state whether establishment of textbooks contributed to schools performance in KCSE. The findings are presented in Figure 4.11.

**Figure 4.11: Establishment of Textbooks Contribute to KCSE Performance**

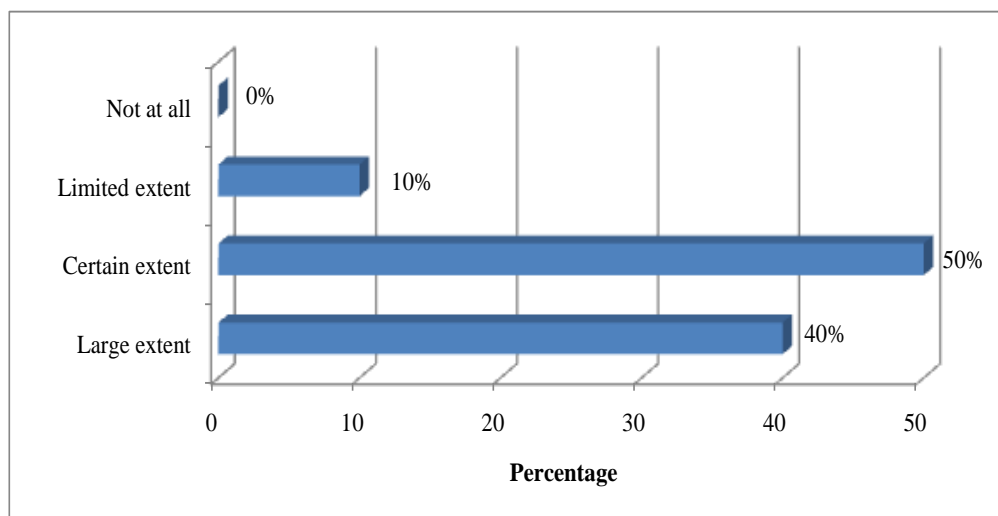


The study findings show that most of the respondents (50%) indicated that the establishment of textbook contributed to the schools KCSE performance to a large extent. About one third (30%) of the respondents indicated that the establishment of the textbooks contributed to the schools' performance in KCSE. The findings therefore mean that the establishment of textbooks contributed to the schools' performance in KCSE. These findings support the views of Eshiwani (1987) who argued that lack of textbooks in schools contributed to the poor performance.

#### 4.5.3 Principal's Role in Effective Management of Materials in the School

The principals were asked to state whether they played a role in the effective management of materials in the school for effective coordination. The results are presented in Figure 4.12.

**Figure 4.12: Principal's Role in Effective Management of Materials in the School**



The results show that most of the respondents (50%) indicated that the principals played a role in effective management of materials in the schools for effective co-ordination to a certain extent. The findings further show that 40% of the respondents stated that the principals played role ineffective management of materials in school. The results mean that the principals played role in effective material management.

#### 4.5.4 Learning and Teaching Materials in the Schools

The BOM respondents were asked to state effectiveness of BOM in terms of providing the learning and teaching materials in the schools. The findings are represented in the Table 4.8.

**Table 4.8: Distribution of Learning and Teaching Materials**

	Very effective	Effective	Fairly effective	Ineffective	Very ineffective	Mean	Std. Dev
The BOM ensures that the learning facilities such as classrooms are adequately available	11.2	34.7	30.6	16.3	7.1	2.73	1.089
The BOM ensures that the school has adequate teaching staff	8.2	21.4	25.5	29.6	15.3	3.22	1.189
Whether BOM supplies teaching and learning materials	11.2	26.5	38.8	16.3	7.1	2.82	1.068
Whether BOM is conversant with the ministry's policy	8.2	11.2	34.7	24.5	21.4	3.40	1.182

The results show that 34.7% of the respondents described the efforts by the BOM in ensuring the adequacy of learning facilities such as classrooms as

effective while 30.6% described their effort as fairly effective. The average of the responses show that the respondents described the efforts of BOM in providing learning facilities as fairly effective (mean score 2.73).

As to the BOMs role on the teaching staff, the results show that 29.6% of the respondents described the efforts of the BOM on ensuring that the schools had adequate teaching staff as ineffective while 25.5% of the respondents described it as fairly effective. The average of the responses show that respondents described the role of provision of teaching staff as ineffective (mean score 3.22)

The results show that 38.8% of the respondents described the BOMs supply of teaching and learning materials as fairly effective. The results also show that 26.5% of the respondents described it as effective. The average of the responses show that respondents described the BOMs role of providing teaching and learning materials as fairly effective (mean score 2.82).

As to whether the BOM was conversant with the ministry's policy, the results show that 34.7% of the respondents described the BOMs awareness of the law as fairly effective and 24.5% described it as ineffective. The average of the responses show respondents described the BOMs awareness of the Ministry's policy as ineffective (mean score, 3.40)

These results may be interpreted to mean that while the respondents described

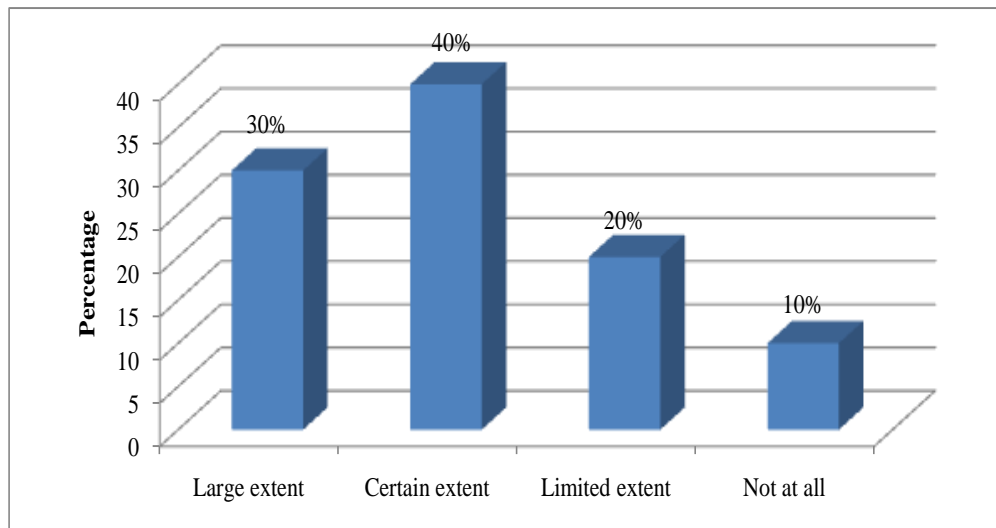


the BOMs roles in the provision of learning facilities such as classrooms and supplying of the teaching and learning materials as fairly effective, they described the adequacy of the teaching staff and conversant with the ministry policies as ineffective.

#### **4.5.5 Teaching and Learning Materials Contribution to Students' Achievements**

The principals were asked to state the extent to which the teaching and learning materials contributed to the students' achievements in the school. The findings are presented in Figure 4.13.

**Figure 4.13: Teaching and Learning Materials Contribution to Students' Achievements**



The study findings show that 30% of the respondents indicated that the physical facilities contributed to the students achievements in the school to a large extent. The results also show that 40% of the respondents indicated that

the physical facilities contributed to the students' achievements to a certain extent. The findings of the study mean that the physical facilities contributed to the students' achievements to some extent. These findings support the views of Ngigi (2007) that insufficient teaching and learning materials and deficiency in their management led to poor performance in examination. The findings also support the views of Rono (1990) that the academic performance is not only dependent on qualification of teachers but also the adequate availability of the learning materials.

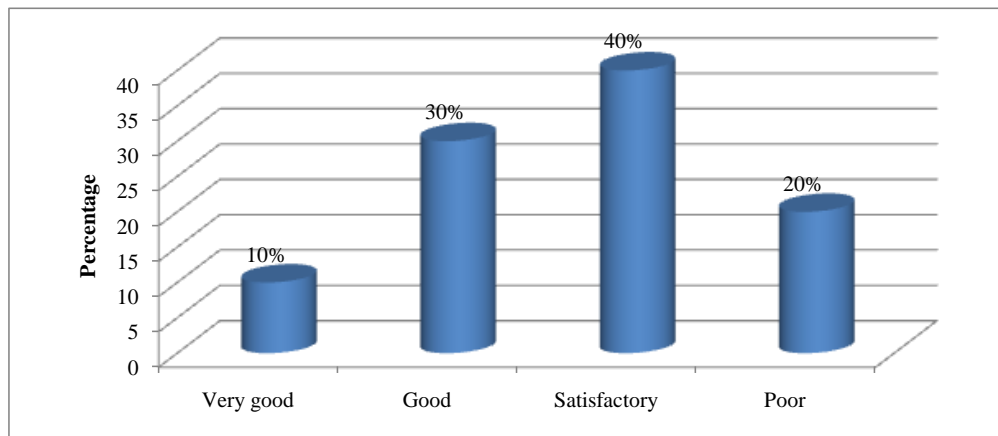
#### **4.6 The Relationship between BOM Management of Finance and Students' Academic Achievement**

The study sought to establish the relationship between BOM management of finances and the students' academic achievement in relation to KCSE performance. The findings of the study are presented in the subsequent sections.

##### **4.6.1 Description of BOMs Participation in Preparation of Budget**

The principal respondents were asked to describe the BOMs participation in the preparation of the school budget. The findings are presented in Figure 4.14.

**Figure 4.14: Description of BOMs Participation in Preparation of Budget**

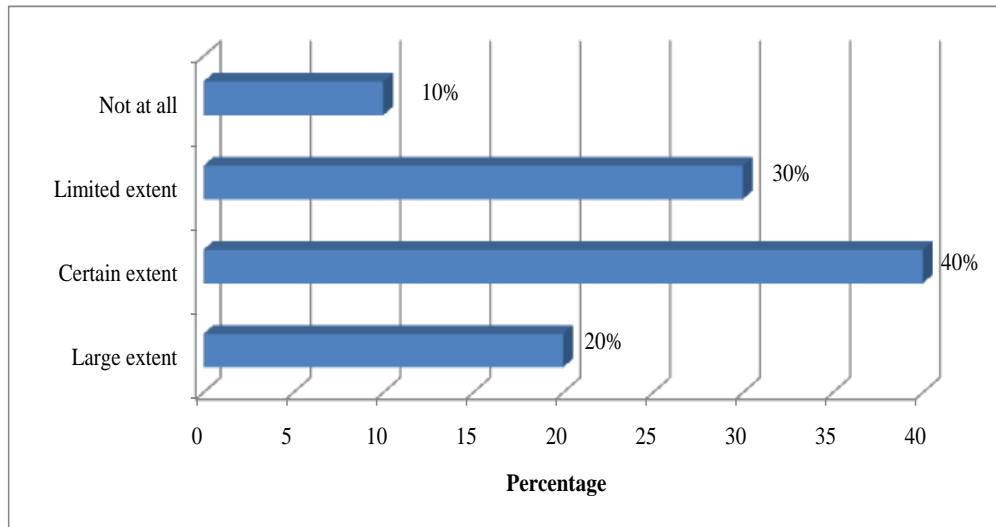


The study findings show that 40% of the respondents described the BOMs participation in the budget process as satisfactory while 30% described it as good. The findings therefore mean that the BOM participated in the preparation of the budgets to a large extent. The findings of the study agree with those of Katumbi (2006) who noted that the BOM participated in budget preparation even though the level of participation was not measured. However, these findings contradict the views of Van Wyk (2001) who found that the members of the governing bodies of the schools generally lacked the skills to effectively make informed judgments and therefore their participation in such activities as procurement would just be a formality without the necessary skills in budget preparation.

#### **4.6.2 BOMs Control Expenditure in School**

The principals were asked to state the extent to which the BOM controlled the expenditure in the school. The findings are presented in Figure 4.15.

**Figure 4.15: BOMs Control Expenditure in School**

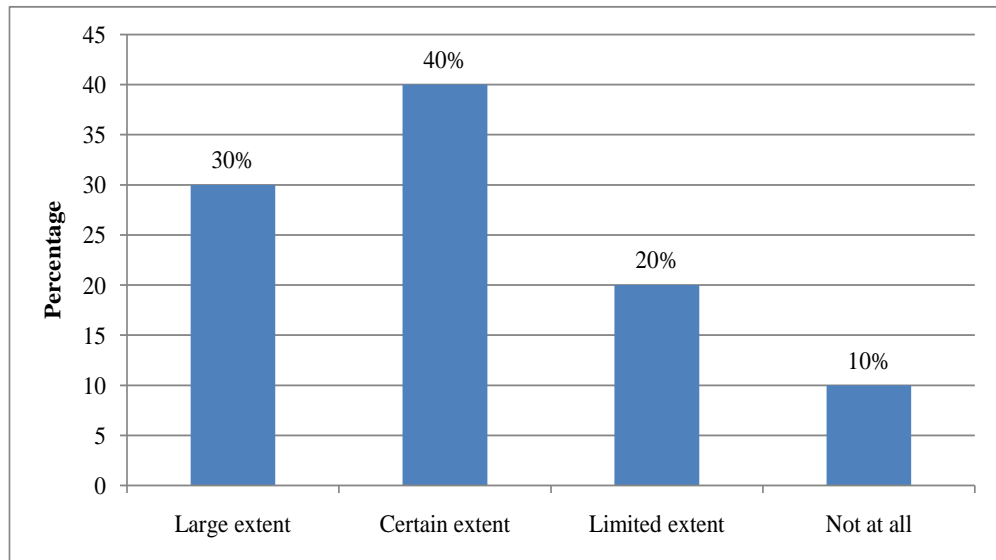


The study findings show that most of the respondents (40%) indicated that the BOM controlled the expenditure to a certain extent while 30% of the respondents indicated that the BOM controlled expenditure only to limited extent. The results show that according to 20% of the respondents, the BOM controlled expenditure in the school to a large extent. The findings mean that the BOMs had minimum control of the expenditure in the school. This findings agree with Magiri (2005) that

#### **4.6.3 BOM involvement in the Procurement of School Supplies**

The principals were asked to state the extent to which the BOM was involved in the procurement of the school supplies. The findings are presented in Figure 4.16.

**Figure 4.16: BOM involvement in the Procurement of School Supplies**



The results of the study show that 40% of the respondents indicated that the BOM was involved in the procurement of school supplies to a certain extent. The results also show that 30% of the respondents indicated that BOM was involved in the procurement to a large extent. The findings of the study mean that the BOM was involved to some extent in the procurement process of the school supplies. These results contradict the views of Wangai (2001) that most BOM members do not participate in the procurement process because they do not measure for the task of procurement as they lack the financial prowess and even those who participate have vested interest in the procurement of the supplies.

#### **4.6.4 BOM Resource Management**

To establish BOM resource management in the BOM respondents were asked to rate the BOM in terms of effectiveness on the items tested. The findings are presented in Table 4.6.

**Table 4.6: Distribution by Financial Task**

	Very effective	Effective	Fairly effective	Ineffective	Very ineffective	Mean	Std. Dev
Whether board prepares budget	19.4	35.7	28.6	14.3	2.0	2.36	1.013
Whether BOM monitors expenditure	7.1	38.8	29.6	20.4	4.1	2.68	.990
Whether BOM audits accounts	5.1	18.4	48.0	11.2	17.3	3.07	1.081
Whether BOM participates in procurement procedure	5.1	20.4	39.8	27.6	7.1	3.00	1.017

The study findings show that 35.7% of the respondents stated that the board was effective in preparing of the budget. The result also showed that 19.4% of the respondents described the board’s involvement in the preparation of the budget as very effective. However, the average of the responses show that the respondents described the boards preparation of the budget as fairly effective (mean score 2.36).

As to whether the BOM monitored the expenditure, the results show that 38.8% of the respondents described the monitoring of the expenditure as effective while 29.6% described the monitoring as fairly effective. The mean of the scores show that the respondents described the boards monitoring of the expenditure as fairly effective (mean score 2.68).

The respondents were asked to state whether board audited the accounts. The study results show that most of the respondents (48%) described the BOMs audit of the accounts as fairly effective. However, the results on the average of the responses show that respondents described the boards audit of the accounts as ineffective (mean score 3.07).

The study sought to determine whether the BOM participated in procurement procedure. The results show that 39.8% of the respondents described the boards participation in the procurement procedure as fairly effective while 20.4% of the respondents described their participation in the procurement procedure as effective. The average of the responses show that respondents described the boards participation as fairly effective (mean score 3.0).

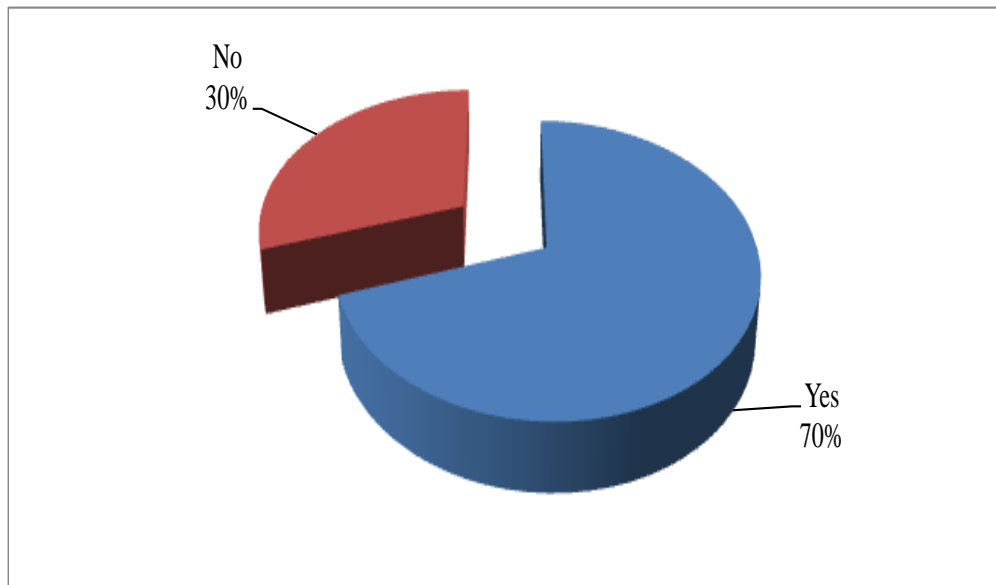
The findings of the study show that even though the BOM was involved in the management of the finances, the involvement was only moderate extent in all aspects of the finance that were tested including the budget preparation, monitoring of expenditure, auditing of the accounts and participation in the procurement procedures. The findings support the views of Magiri (2005) who observed that the BOMs experienced problems in the financial management due to inability of the BOM members to manage financial matters properly as they lacked the financial management skills.

#### **4.6.5 Principal discussed Audit Reports with BOM**

The principals were asked to state whether they discussed audit reports with

BOMs. The findings are presented in Figure 4.17.

**Figure 4.17: Principal discussed Audit Reports with BOM**



The study results revealed that majority of the respondents (70%) did not discuss the audited reports with the BOMs. However, only 30% of the respondents discussed the reports with the BOM. The findings mean that to some extent, the principals discussed the reports with the BOMs. The findings of the study support the views of Magiri (2005) that the BOMs participated in the budget approvals as one of the strategic management of the schools.

#### **4.6.6 Other management Challenges**

The BOM respondents were asked to state the effectiveness of the following functions by the BOM. The findings are presented in Table 4.10.



**Table 4.10: Other management Challenges**

	Very effective	Effective	Fairly effective	Ineffective	Very ineffective	Mean	Std. Dev
The BOM is involved in the sourcing for the staff	6.1	24.5	29.6	21.4	18.4	3.21	1.186
Whether BOM is conversant with roles in resource management	3.1	14.3	33.7	29.6	19.4	3.48	1.057
Whether BOM co-ordinates the use of resources	6.1	16.3	34.7	22.4	20.4	3.35	1.159

The study findings show that 24.5% of the respondents described the BOMs involvement in the sourcing for the staff as effective while 29.6% described it as fairly effective while 21.4% described it as ineffective. The average of the responses show that respondents described the sourcing of staff by the BOM as ineffective (mean score 3.21).

The study findings show that 33.7% of the respondents described the knowledge of the BOM of their roles in the resource management as fairly effective. The results also show that 29.6% of the respondents described the knowledge of the BOMs as ineffective. The mean of the responses show that the respondents described the BOMs' knowledge of their resource management roles as ineffective (mean score 3.48).

Finally the study findings revealed that about one third of the respondents (34.7%) described the BOM co-ordination of use of resources as fairly

effective while 22.4% described it as ineffective. The average of the responses show that respondents described the co-ordination of the use of resources as ineffective. In general, the resource management role of the BOM was described as poor by the respondents.

#### **4.7 Suggestion for Remedies to Effective Resource Management**

BOMs suggested that visionary people in board who could solicit for funds from different sources should be identified. The BOM also wanted parents to be committed to pay fees in statutory instalments per term so as to ensure that there were enough resources to run the school. In addition, the board wanted the government to increase the funds allocated to the schools to enable it meet demand for more physical facilities and material resources. More of the CDE funds need to be committed to the construction of the classrooms and other facilities in the school. On their part, the BOMs proposed that they should be trained/inducted on managerial skills especial financial management to make them manage the schools more effectively. The head teachers too concurred and reported that; BOMs should be inducted/trained when appointed and taken for refresher workshops regularly to refine their management skills .i.e. capacity build them. Another suggestion from the head teacher's was appointment of BOMs be made from competent people with requisite professional skills, academic qualifications and knowledge of some school management issues as was proposed by GOK (1988).

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusions, recommendations, and suggestions for further research.

#### **5.2 Summary of the study**

The purpose of this study was to assess the influence of Board of Managements resource management on academic achievement in secondary schools in Mombasa County, Kenya. Research question one sought to determine extent to which the BOM management of the school plant affect student academic achievement. The research question two sought to determine the extent to which the BOM management of teaching and learning materials affected students KCSE performance. The third research question sought to find out how BOM financial management affected the student KCSE performance. The forth research question sought to determine the challenges the Board of Managements face in resource management and how they can influence performance.

The study used descriptive survey design in which it targeted 26 headteachers and 104 BOMs in Mombasa County out of which 98 comprising of 88 BOMs

and 10 headteachers responded by either completing the questionnaire and returning. The data was collected by use of questionnaires. Data was analysed both qualitatively and quantitatively.

### **5.3 Summary of findings**

The first objective of the study was to determine the extent to which the management of the school plant by BOM in public secondary schools and its impact on students' academic achievement. The study findings revealed that according to majority of the principals (70%), the BOM provided adequate classrooms. The results further showed that 80% of the principals indicated that the BOMs provided maintenance to the existing classrooms. The study established that majority of the schools (90%) had adequate water while 60% of the schools had electricity. According to 34.7% of the BOM members, the BOM effectively approved all the projects in the school. Most of the BOM members (40.8%) described BOMs supervision of the projects as fairly effective. The results showed that 35.7% of the BOM members described the BOMs monitoring of development in schools as fairly effective. The findings revealed that 40% of the respondents indicated that the BOM always checked the physical facilities in the schools.

The second objective of the study was to assess how the BOM management of learning and teaching materials can affect students' academic achievement. The findings revealed that according to majority of the principals (60%), the BOM did not provide adequate text books. The ratio of the student to book

was 1:3. Half of the principals (50%) indicated that the establishment of textbook contributed to the schools KCSE performance to a large extent. The results show that half of the principals stated that the principals played a role in effective management of materials in the schools for effective co-ordination to a certain extent. The results revealed that 34.7% of the respondents described the efforts by the BOM in ensuring the adequacy of learning facilities such as classrooms as effective.

The third objective of the study was to establish the relationship between the BOM management of finance and the students' academic achievement. The study findings revealed that 40% of the respondents described the BOMs participation in the budget process as satisfactory. The results showed that most of the respondents (40%) indicated that the BOM controlled the expenditure to a certain extent. The study findings showed that 35.7% of BOM members described board was effective in preparing of the budget. The results revealed that 383.8% of the respondents described the monitoring of the expenditure as effective. The study results revealed that majority of the respondents (70%) did not discuss the audited reports with the BOMs.

The fourth objective of the study was to establish the challenges faced by the BOM in the management of resources in the public secondary schools. The respondents indicated that the major challenge in the resource management in the schools was lack of managerial skills as most of the BOM although have qualifications do not necessarily have skills in resource management. The

respondents also indicated that another challenge was the fact that most of the schools are in the rural areas characterized by poverty as the parents are not able to afford the schools fees. This has left most schools with debts and nothing to invest in the resources such as the physical facilities. The respondents also indicated that the principals in most cases do not disclose all the expenditure of the school making it difficult to manage the school finances.

#### **5.4 Conclusion**

As to the extent to which the school plant was managed by BOM, based on the findings, the study concludes that the BOM provided the schools with adequate classrooms. The BOM also maintained the available physical facilities in the schools besides providing adequate water and electricity in the county. The BOM also approved the schools projects. The study concluded that the BOMs provision physical facilities influenced the students' academic achievement.

On the provision of learning and teaching materials by the BOMs, the study concludes that the BOMs seldom participated in the provision of the learning and teaching materials. However, the head teacher who ensured that the schools had the teaching and learning resources. From the findings, there was a relationship between the provision of teaching and learning materials and the academic achievements.

From the findings of the study of the relationship between BOM management of financial and students' academic performance, the study concludes that the BOM was involved in the financial management in the areas of procurement and the budgeting. However, because most of the then did not have financial management skills, their effectiveness was very minimal. Proper finance management was directly linked to the students' academic achievement.

Training and poverty were the major challenge faced by the BOM in the management of resources in the schools which may have influenced the academic performance of the students.

### **5.5 Recommendations**

The study recommends that due to the fact that the management of physical facilities is linked to the students' academic achievement, the county government should allocate more resources for the provision of physical facilities such as the classrooms among others.

The study further recommends the BOM be empowered to be involved in the management of the teaching and learning materials.

The study also recommends that the BOMs should be given financial management training to enhance their skills in financial management.

### **5.6 Suggestions for Further Research**

- i. This study was done in secondary schools in Mombasa County. The researcher suggests that such a study should be replicated in other parts of country.

- ii. The study only looked at BOM's plant, teaching and learning material and financial management and their implications on the students' achievement. The researcher suggests that further research should be done on other roles of the BOMs and how they affect the students' academic achievement.



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## **APPENDICES**

### **APPENDIX A**

#### **LETTER OF INTRODUCTION**

University of Nairobi Department of Education Administration and Planning  
P.O. Box30197-00100 NAIROBI

The Principal

Secondary School

Dear Sir/Madam,

#### **RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi, persuing a Masters Degree in Educational Administration. I am carrying out a study on the influence of Board of Managements resource management on Students Academic achievement in Secondary Schools, Mombasa County. I request you kindly to respond to the questions asked as honestly as possible.

You are assured that the information you give will be used only for the purpose of the research, while your identity will be kept confidential

Yours faithfully,

Khadija .A. Said

## APPENDIX B

### QUESTIONNAIRE FOR PRINCIPALS

#### Part A: General Information

Please answer the questions asked as precisely as possible

1. What is your gender? Male ( ) Female ( )
2. How long have you served as principal?
3. How long have you served in the current school?
4. What is your highest academic / professional qualification?
5. Is your school day or boarding?
6. How many streams does your school?
7. How old is your school since it was started?

#### Part B: Constitution of the B.O.G.

1. As a principal what role do you play in the constitution of the BOM?
2. After the BOM has been constituted how do you ensure you sustain a productive and high performing team among the BOM members?
3. In the process of BOM constitution, do you have sub-committees like the executive Board, Academic committee, Finance committee and development committee to assist' in the co-ordination of activities in your schools?
4. In your opinion are the Board members conversant with the MOEST and school regulations?
5. What challenges do you face as a principal in Resource Management

of your school?

**Part C: Resource Management (Physical, Material, Financial) Finance**

- a) How is the participation of the BOM in the preparation of the school budget?
- (i) Very good (     )    (ii) Good (     )    (iii) Satisfactory (     )  
(iv) Poor (     )
- b) To what extent does the BOM control the expenditure in your school?
- (i) Large Extent                      (ii) Certain extent  
  
iii) Limited extent              (iv) Not at all
- c) To what extent is the BOM involved in the procurement of school supplies?
- i. Large Extent                      (ii) Certain extent  
  
iii. Limited extent              (iv) Not at all
- d) Do you discuss Audit reports with your BOM? Yes/No
- e) Which was the last year you discussed an Audit report in your school?
- f) Has your BOM ever been trained in financial management? Yes / No.

**Management of physical facilities**

- a) Is the BOM able to provide enough classrooms in the school? Yes/No
- b) Is the BOM able to maintain the built classrooms? Yes / No
- c) Is there enough water and electricity in the school? Yes / No

- d) To what extent do physical facilities contribute to students achievement in the school? (i) Large Extent (ii) Certain Extent (iii) Limited extent (iv) Not at all.
- e) Does the BOM access / check the condition of physical facilities in the school? (i) Always (ii) Frequently (iii) Seldom (iv) Never

**Management of Material resources**

- a) Is the BOM able to provide enough text books for the school? Yes / No
- b) What is the ratio of textbooks per student in the school?
- c) In your opinion, does the establishment of textbooks contribute to your school's KCSE performance?
- (i) To a large Extent (ii) To a certain extent
- iii) Limited extent (iv) Not at all
- d) As a principal do you play a role in the effective management of material resources in your school for effective co-ordination?
- (i) To a large extent (ii) To a Certain extent
- (ii) Limited extent (iv) Not at all

**Thank You**



## APPENDIX C

### QUESTIONNAIRE FOR BOM MEMBERS

#### Part A: General Information

(Please indicate response by ticking (✓) in the appropriate box where applicable. The information given will be treated with confidentiality and is only meant for the research)

1. What is your gender?

- (i) Male ( ) (ii) Female ( )

2. What are your academic qualifications?

- (i) Primary ( ) (ii) Secondary ( ) (iii) Diploma ( )  
(iv) Degree ( ) (v) Others (please specify)

3. How many years of service in the school?

- (i) 3 years and below ( ) (ii) 4-6 years ( ) (iii) 7-9 years ( )  
(iv) 10 - 15 years ( ) (v) 15 and above ( )

4. What is your current occupation?

5. What is your age bracket?

- (i) 30-40 yrs [ ]

- (ii) 41-50 yrs [ ]

- (iii) 51-60 yrs [ ]

(iv) Over 60 yrs [ ]

6. Have you ever received any training in management? YES [ ] NO [ ]

7. What areas of training would you recommend to ensure effective governance of your rules as BOM?

8. **Part B:** Below is a table on BOM resource management in form of tasks.

Please use the key below to respond to the tasks

**V.E** - Very Effective      **E** - Effective      **VI** - Very Ineffective

**F.E** - Fairly Effective      **I** - Ineffective

	<b>TASK</b>	<b>V.E</b>	<b>E</b>	<b>F.E</b>	<b>I</b>	<b>VI</b>
	<b>FINANCIAL</b>					
a	The extent to which BOM prepares budget to reflect the needs of the school.,					
b	The extent to which BOM monitors to see, that school expenditure is within the budget					
c	The extent to which BOM evaluates the expenditure of school through auditing					
d	The extent to which BOM participates in ensuring proper procurement procedures are					i .
	<b>LEARNING AND TEACHING</b>					
e	The extent to which the BOM evaluates and contributes to the supply of learning and					

f	The extent to which the BOM is conversant with the ministry's policy on learning and					
	<b>PHYSICAL FACILITIES</b>					
g-	The extent to which the BOM monitors and provides funds for the development of					
h.	The extent to which BOM inspects physical resources for maintenance and upgrade like classrooms laboratories.					
	<b>OTHERS</b>					
i	To what extent are the BOM members conversant with their roles especially in					
	The extent to which the BOM plans, coordinates and organizes the resources management in the school to ensure student					

**Part C: General Questions: please give your response by filling in the answers**

9. As a BOM member/PTA member, what do you think should be done to make BOM effective in resource management?

Mention the challenges you face as a board member in managing both physical/material/financial resources in your school.

**Thank You**

## **APPENDIX V: RESEARCH PERMIT**