FACTORS INFLUENCING BOARD OF MANAGEMENT MEMBERS’ EFFECTIVENESS IN MANAGEMENT OF HUMAN RESOURCE IN PUBLIC SECONDARY SCHOOLS IN DAGORETTI SUB-COUNTY NAIROBI KENYA

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A research project submitted in partial fulfillment of the requirements for the award of the degree of master of education in corporate governance.

University of Nairobi

2016
DECLARATION

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

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I dedicate this work to my husband Victor, my children Brenda, Kelvin, Joy and baby Fidel.
ACKNOWLEDGEMENT

First and foremost I wish to thank the Almighty God for the gift of life and good health throughout my studies. My sincere gratitude goes to my supervisors Dr. Ibrahim Khatete and Dr. Jeremiah Kalai for their expert advice and guidance. Their tireless support during my research work is highly appreciated. I would also like to thank all the lecturers in the Department of Educational Administration and Planning for their personal encouragement and commitment during the course work.

My heartfelt appreciation and indebtedness also goes to my husband Victor and children Brenda, Kelvin, Joy and baby Fidel for their patience and moral support throughout the study. I wish to acknowledge the cooperation received from both the County commissioner and the County Director of Education, Nairobi County for helping me in data collection. I am also highly indebted to the principals, Sub-county education officer, teachers and the schools’ board members from Dagoretti sub County who helped in the data collection. To you all who walked with me on this journey and in one way or the other contributed in facilitating the completion of this research work, may God bless you abundantly.
TABLE OF CONTENTS

Content
Title page...........................................................................................................i
Declaration........................................................................................................ii
Dedication..........................................................................................................iii
Acknowledgement.............................................................................................iv
Table of contents..............................................................................................v
List of figures.....................................................................................................ix
List of tables......................................................................................................x
Abbreviations and acronyms ...........................................................................xi
Abstract............................................................................................................xii

CHAPTER ONE
INTRODUCTION

1.1 Background to the study ..........................................................................1
1.2 Statement of the problem..........................................................................7
1.3 Purpose of the study................................................................................8
1.4 Objectives of the study............................................................................8
1.5 Research questions ................................................................................9
1.6 Significance of the study..........................................................................10
1.7 Limitations of this study..........................................................................10
1.8 Delimitation of the study.........................................................................11
1.9 Basic assumption of the study................................................................11
1.10 Definition of significant terms.............................................................12
1.11 Organization of study............................................................................13
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction ................................................................. 14
2.2 Concept of human resource management in schools .................. 14
2.2.1 Board members and human resource management ................ 16
2.3 Board members' level of education and management and management of human resources ......................................................... 18
2.4 Managerial experience of Board of Management members and Management of human resource ......................................................... 21
2.5 Training of board of management members and management of human resource ................................................................. 24
2.6 Gender of board members' and effectiveness in Human resource management ................................................................. 28
2.7 Summary of literature review ............................................. 30
2.8 Theoretical framework of the study ...................................... 31
2.9 Conceptual framework of the study ...................................... 33.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction ................................................................. 35
3.2 Research design ............................................................ 35
3.3 Target population ........................................................... 36.
3.4 Sample size and sampling procedures .................................... 36
3.5 Research instruments ....................................................... 37
3.6 Instrument validity ......................................................... 37
3.7 Instrument reliability ....................................................... 37
3.8 Data collection procedures

3.9 Data analysis techniques

3.10 Ethical considerations

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

4.2 Questionnaire return rate

4.3 Demographic Information of respondents

4.3.1 Distribution of respondents by gender

4.3.2 Principals and teachers distribution by age

4.3.3 Distribution of board of management members by gender

4.3.4 Academic qualifications of the respondents

4.3.5 Duration of teaching of the respondents

4.3.6 Length of service in the current school

4.3.7 Length of service as a board member

4.3.8 Impact of management experience in management of human resource

4.3.9 Principal's area of training

4.4 Respondents opinion on qualities of board members

4.5 Impact of principals training in human resource management

4.6 Respondents opinion on training of BOM in human resource

4.7 Influence of principals on human resource management

4.8 Extent of BOM effectiveness in relation to human resource management practices

4.8.1 Planning and supervising approved school projects

4.8.2 Sourcing and recruitment and management of staff
4.8.3 Selection and discipline of non-teaching staff ........................................59
4.84 Student welfare and discipline .................................................................61
4.9 Influence of gender on effectiveness of human resource management ..........62
4.91 Gender composition of BOM members .....................................................62
4.92 Gender role distribution of BOM ...............................................................64
4.93 Gender composition of the BOM executive committee ...............................65

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction .................................................................................................66
5.2 Summary of the findings ............................................................................66
5.3 Conclusions of the study ...........................................................................69
5.4 Recommendations .....................................................................................70
5.5 Recommendations for further research ....................................................71

REFERENCES.................................................................................................72

APPENDICES
Appendix I: A letter of introduction ...............................................................77
Appendix IV: Questionnaire for principals .....................................................78
Appendix III: Questionnaire for BOM board of management members .........82
Appendix IV: Questionnaire for SEO ..............................................................83
Appendix V: Questionnaire for teachers .........................................................84
Appendix VI: NACOSTI research permit .........................................................86
Appendix VII: NACOSTI research authorization letter ..................................87
Appendix VIII: A map of Dagoretti Sub-County ............................................88
LIST OF FIGURES

Figure 2.1 Factors influencing BOM effectiveness in human resource management……………………………………………………………………………………………33

Figure 4.2 Gender distribution of the respondents…………………………………………………………...42

Figure 4.3 Principal’s area of training………………………………………………………………………51

Figure 4.4 Teacher’s area of training…………………………………………………………………………52

Figure 4.5 Gender composition of BOM man………………………………………………………………63

Figure 4.6 Gender role distribution of the BOM……………………………………………………………64

Figure 4.7 Gender composition of the executive committee of BOM...........65
LIST OF TABLES

Table 4.1 Response rate ........................................................................................................41
Table 4.2 Distribution of Principals and teachers by age .................................................43
Table 4.3 Distribution of the board of management members by age.........................44
Table 4.4 Academic qualifications of the Principals and teachers.................................45
Table 4.5 Academic qualifications of the board management members......................46
Table 4.6 Duration of teaching of the respondents .................................................................47
Table 4.7 Duration of teaching in the current school.........................................................48
Table 4.8 Duration of service as a board member.................................................................49
Table 4.9 Impact of management experience in managing human resource..............50
Table 4.10 Respondent’s opinion on qualities of board members.................................53
Table 4.11 Impact of head teacher training on resource management.......................54
Table 4.12 Influence of head teachers on human resource management................55
Table 4.13 Planning and supervising approved school projects..................................57
Table 4.14 Sourcing, recruitment and management of teaching staff .......................58
Table 4.15 Recruitment and discipline non-teaching staff ...........................................60
Table 4.16 Student welfare and discipline........................................................................61
## ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Authority</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science and Technology</td>
</tr>
<tr>
<td>OECD</td>
<td>Organization for Economic Corporation and Development</td>
</tr>
<tr>
<td>SASA</td>
<td>South African School Act</td>
</tr>
<tr>
<td>SEO</td>
<td>Sub-County Education Officer</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers’ Service Commission</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary School</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Council of Science, Technology and Innovation</td>
</tr>
<tr>
<td>SGB</td>
<td>School Governing Body</td>
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<td>SMC</td>
<td>School Management Council</td>
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<td>Transparency International</td>
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ABSTRACT

The purpose of this study was to investigate the factors influencing Board of Management members’ effectiveness in human resource Management in Public Secondary Schools in Dagoretti Sub-County, Nairobi County. The study objectives were to determine the extent to which level of education, management experience, exposure to training and gender influence Board of management members’ effectiveness in human resource management in public secondary schools in Dagoretti Sub County. A descriptive survey research design was used for this study because it was useful in describing the characteristics even when analyzing multiple variables. The target population of this study comprised of 10 public Secondary schools, 170 BOM members, 200 teachers and the Sub-County Education Officer in Dagoretti Sub-County, Nairobi County Kenya. Stratified sampling was used to obtain a sample of 186. The study used questionnaires for data collection from Board of Management members and teachers. Closed and open ended questions were used to enable the respondents give their view data from the field which were summarized and computerized through synthesizing information from questionnaires Quantitative data was analyzed through synthesizing information from the questionnaires and graphs. Secondary data was obtained from journals. Data was analyzed by use of statistical package for social sciences (SPSS) programmes. The raw data from the field was coded, edited, summarized and computerized through synthesizing information from the questionnaires by SPSS (Macmillan, 2008). Person’s correlation coefficient and cross tabulation were done used to determine the relationship between variables. The analyzed data was presented using frequency tables, graphs and charts. The study found that the BOM members in Dagoretti Sub County were very effective and ensured the curriculum is implemented through effective supervision of teachers. The researcher further concluded that BOM members were very effective in maintenance of student welfare and discipline for the betterment of the school. The researcher also concluded that BOM members in secondary schools were very effective in recruitment, selection and management of teachers. The study recommends that the Sub – County Education Officer (SEO) should arrange for workshops for BOM members to be sensitized on ways of human resource management in secondary schools.
CHAPTER ONE

INTRODUCTION

1.1. Background to the study

In some countries in the World like Wales, England and Scotland, Education is managed by Local Education Authorities, (LEA), as Van(2004) found out. England and Wales for example, School Boards were public bodies between 1870 and 1902 and this was formed under the Elementary Education Act of 1902 and replaced by the Local Education.

The Boards of directors served as internal mechanisms to monitor and protect the interests of stakeholders. Johnson and Scholes (2002) cite three functions of the board of directors as the control, service and resource dependence as part of their roles. From an agency of perspective theory, boards represent primarily the internal mechanism that controls the opportunities and managerial behaviors and this helps to align the interests of all the stakeholders. (Jensen 2003).

In South Africa, the South African School Act (SASA) which was formed in 1996, created School Governing Bodies (SGBs) that consisted the head teacher, elected representatives of parents, teachers, non-teaching staff and students. Section 21 of SASA Act of 1996 which gives authority to the BOM members’ to be in charge and maintain the school property and pay services rendered to the School as revealed by Nombasa (2004).
This study also revealed that illiteracy and lack of training among board members derailed schools’ performance.

A research carried out by Dawson (2008) established that BOM members’ inadequate managerial experience in managing learning activities. The investigation highlights the importance of appointing well educated individuals and given inductions and proper training to promote effectiveness in the management of learners, teaching and support staff, management of school affairs as well as roles and responsibilities to enhance professionalism in fulfilling their stipulated mandate. (Republic of Kenya 2005). Ongaki (2010) found that the level of education of BOM members’ determine the extent to which they are effective in their roles. An educated board is likely to be competent. This study recommended that the appointment of board members’ should have high level of education as carried out by Asiago (2010). The findings established that BOM members’ are largely incompetent in their roles due to low levels of education and inadequate managerial experience in managing learning and teaching activities. The investigation highlighted the importance of appointing well educated individuals.

A study carried out by Orodho (2014) to establish the head teachers’ attitude towards the roles of boards of management in schools that parents and BOM members’ did not participate adequately in school decision – making. The study recommended that research be undertaken to establish how BOM managerial experience will improve the effectiveness on human resource.
Mutai (2012) notes that human resource are the greatest potential asset to any institution, training and development of human resource laying down of institutional rules for the utilization of their potential should be the greatest priority and concern to the governing body and the management at the top. Although Kenya Education Management Institute (KEMI) was established to provide in-service training for heads of educational institutions, BOM members’ have not benefited from the facility due to resource constrains and lack of clear policy on training. In this view, BOM members’ have not been exposed to adequate training. As a result, many BOM members’ lack capacity to oversee and account for the utilization of human resource under their docket (Republic of Kenya, 2005). In this regard, there is no doubt that lack of training opportunities of Secondary School BOMs and offer adequate policy guidance (Dawns 2005).

Effective BOMs can contribute greatly to success of their schools by improving the learning and teaching environment which in turn will lead to better performance in the national examinations. Nevertheless, BOMs can be effective only if they are well prepared in terms of clear roles and responsibilities through adequate inductions and training. The effectiveness can be measured in terms of how often they interact with school management, teaching staff and support staff members’ learners and community within the operational area. (OECD, 2008)

According to Dawson, (2008) understanding issues affecting learners and members of staff are critical for swift action to prevent vulnerable negative
occurrences such as unrest. It is also important for good supportive relation with School management. Poor relations between BOMs are likely to constrain roles of the entire community. (Dawson 2008). Trust and collaborative relation between BOMs and School Principals as well as between BOMs and communities are core indicators of effectiveness alongside reduction of School wastage and loss of human resources (OECD, 2008). A study by Ongaki (2010) as an assessment of School BOMs training levels and their influence on management competence in Kisii Central District found out that most BOM members are aware of workshops on School management. The study also indicated that Public Schools feel that there should be increased access to training of BOM members through decentralization of such training to schools instead of offering it at KEMI. This hinders efficiency and effectiveness in management since board members’ lack managerial skills and experience.

The role of BOMs on management include human resource management, staff and student management, provision of physical and material resources, management of curriculum and instructional programmes of the school community. (Okumbe 2008). As different countries try to adapt their education systems to the needs of the contemporary society, expectations for many schools and their managers are also changing. Many countries have tried to move towards decentralization, making their schools more autonomous in decision making and holding them accountable for their actions. (Organization for Economic Cooperation and Development (OECD) 2008). The success of a school may be determined by the skills and experience of the board members.
Several studies done on Boards of Management recommended that BOM members should have at least form four level of education and also trained on educational management. (Republic of Kenya / UNESCO, 2010).

In Kenya, the Basic Education Act 2013 has also spelt out clearly the requirement for a person who is suitable to be recruited to serve as a board member in any public primary school. The success of any educational institution depends wholly on how it is governed. Investing in education is the most effective way of eradicating poverty in the society. Kydd: Anderson & Newton, (2003). This means the degree of insider ownership influences positively any institution’s performance as it reduces agency problems. The question is why some institutions are successful and others are not? This question has been for a long time in the interest of every stakeholder of any institution. Bear, Caldwell & Millikan, (2001).

Board of Management (BOM) as a governing body, provides oversight to ensure that an institution meets its mission and is operated effectively and in the best interest of the stakeholders, employees and the surrounding community at large Barasa (2007). However, the level of involvement in human resource practices will depend in part on how long an institution has been in existence and the governance structure used. In most established institutions, the boards are charged together with the Principals or the Chief Executive Officer (C.E.O) of the school to which the responsibilities for operational of human resource are typically delegated( Orodho 2014).
Board of Management is more of central policy – making organs in most institutions. In Kenya, the Basic Education Act (Republic of Kenya, 2013) outlines some of the key roles of BOMs regarding human resource Management. They advise the County Education Board on staffing needs of the institution. It also determines cases concerning students’ discipline and make reports to the county Education Board. It is also expected to provide and look into the welfare of teachers and the non-teaching staff at the institution, recruit and remunerate the non-teaching staff and finally to ensure safety and security of teachers and students. The County Director of Education (CDE) advises the County Education Board Members in all aspects of human resource management and the work in the institution so, this is done as a duty and an obligation to act in a certain way and to a certain standard of care and to act reasonably, prudently and in good faith. According to Heysey and Blanchard (1997), all organizations cannot do without human resource and schools are not exception, therefore they must plan their human resources well. As countries try to adapt their education systems to the needs of contemporary society, what they expect for their schools and managers are also changing. Many countries have decided to decentralize their education making their schools autonomous in decision making and holding them accountable for whatever they do (OECD, 2008).

The success of any school may depend on the skills and experience of the board members. According to the Education Act 2013, Members of the board on appointed need to meet the following requirements; have a minimum of
KCSE, be of integrity and have commitment to serve the community on voluntary service, and should not have any other interest in the school.

According to Asiago (2010), principals as the Chief Executive Officers (C.E.O) of the School is the controller of all activities in the school while BOM members are the policy makers as stipulated by the Ministry of Education. However, Asiago, (2010) noted that there is lack of professional qualifications; experience and adequate training to enable them execute their duties effectively (Asiago 2010). Effective management has been perceived by several scholars and researchers as the process of designing and maintaining any setting in which people work in groups. (Adeyemi; Waweru, 2014) for institutions to achieve competitive performance in the local and global arena (Waweru & Orodho, 2014). However, argument is that effective management is the process that institutions need to utilize to produce products and services of the highest possible quality. (Birimana & Orodho, 2014).

1.2. Statement of the problem

Management skills among other duties by board members can lead to high performance (Osure, 2006). In this view, it can be said that BOMs sit at the Centre of web of relationships and because of this; they are able to influence change to improve the quality of education and answer the question which has been for a long time in the interest of every stakeholder of any institution as to why some institutions are successful and others are not. However, the silence between this relationship between the board of management, the principal
(C.E.O) of the school, teachers, students, and the parents and the reforms are yet to be realized in Kenya. (Orodho, 2014). The BOMs receive little or no training to develop their skills and abilities to perform their duties. (Commonwealth Education Partnership, 2013). Yet, it stresses that when BOMs are given the right training, they are able to achieve their vision as school leaders, set time-bound goals for improving their school activities and take appropriate decisions directed towards the core objectives of the institution intended to improve school outcomes. There is need then to introduce management programmes that build BOMs capacity to be effective leaders in the domain is very key to their functioning as school leaders.

1.3. The Purpose of the Study

The purpose of the study was to investigate the factors influencing Board of Management members’ effectiveness in human resource management in Public Secondary Schools in Dagoretti Sub-County, Nairobi County.

1.4. Objectives of the Study

This study was guided by the following objectives

(i) To determine how Boards of Management Members’ level of education influence their effectiveness in human resource management in Public Secondary schools in Dagoretti Sub County.

(ii) To establish the influence of Board of Management members’ experience on effectiveness in human resource management in Public Secondary schools in Dagoretti Sub – County.
(iii) To assess how Board of Management’s exposure to training influence their effectiveness in management of human resource in Public Secondary Schools in Dagoretti Sub-county.

(iv) To assess how Board of Management Members’ gender influence their effectiveness in Management of Human resource in Public Secondary Schools in Dagoretti Sub-County.

1.5. Research Questions

This study sought to answer the following questions.

(i) How does Management level of education influence Board of Management members’ effectiveness in management of human resource in Secondary Schools in Dagoretti Sub-County?

(ii) To what extent does Managerial experience influence Board of Management members’ effectiveness in human resource management in Public Secondary Schools in Dagoretti Sub-County?

(iii) How does exposure to Management Training Influence Board of management members’ effectiveness in human resource Management in Public Secondary schools in Dagoretti Sub -County.

(iv) How does board of Management members’ gender influence human resource management in Public Secondary Schools in Dagoretti Sub – County.
1.6. Significance of the study

This study may be of importance to the Ministry of Education, teacher training institutes, Boards of Management and the principals. This study may assist the policy makers in the Ministry of Education (MoE) to design, develop and finance full capacity building programmes for the board members upon appointment in order to improve their service delivery. Findings of this study may also be useful to the principals of the schools in getting the right visionary leadership for the schools to assist in improving the academic standards. This study may be beneficial to education management trainers such as Kenya Education Management Institute (KEMI), by providing feedback on their human resource Management programmes. This would help improve effective human resource management in Public Secondary Schools in addition to the already existing policies.

1.7. Limitations of the study

In the context of research proposal, the term limitation denotes the challenges which may have been faced by the researcher. A questionnaire was be used to collect data which relied heavily on the honesty of the respondents. Some could have been tempted to give socially acceptable answers to please the researcher. To protect the validity of the study; respondents were assured of confidentiality on their identities. In that case, the researcher assured the respondents that the data was be used for academic purposes only. This may have made them answer questions without fear.
1.8. Delimitation of the study

Delimitation is the establishment of boundaries of a study. It was not possible to reach all the stakeholders, only principals of schools sampled and some Board of Management members’ were used. The study was also delimited to Public Secondary Schools in Dagoretti Sub – County. The study delimits itself to the effectiveness of Board of Management members in managing human resource in Public Secondary Schools in Dagoretti Sub – County.

1.9. Basic assumption of the study

(i) All Public Secondary Schools had put in place Board of management members’ as policy states.

(ii) All respondent gave honest and genuine responses to the questionnaires.

(iii) The participants cooperated and gave the required information without any reservations
1.10. Definitions of significant terms

The following are the significant terms as used in the study.

**Board of Management** refers to the legal body entrusted with the responsibility of managing Public Secondary Schools on behalf of the Ministry of Education, Science and Technology in line with the provision of the Education Basic Act 2013.

**Board of Management experience** refers to the number of years one has been a member of board of management.

**Effectiveness** refers to part of performing a given managerial task with least wastage in planned course.

**Efficiency** refers to the act of accomplishing managerial tasks within the shortest time possible.

**Training** is an organized activity aimed at imparting information and instructions to improve performance.

**Gender** refers to fairness of treatment on the basis of sex, either equal treatment equivalent in terms of rights, benefits, obligations in boards’ members’ human resource management.

**Human resource** refers to all teachers, support staff and learners in the school.

**Human resource management** refers to the administration of people to enhance achievement of organizational goals.

**Influence** refers to the power of effect on BOM member’s performance in Human resource management in Secondary schools.
Level of education refers to board members education levels range from K.C.S.E certificate holders.

Management is the administration of schools through planning, organization, controlling and coordinating human resource.

1.11. Organization of the study

This study was organized into five chapters. Chapter one provides details on background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definitions of significant terms. Chapter two was about literature review, theoretical framework and conceptual framework. Chapter three includes research design, target population, sample and sampling procedures, instruments, validity, reliability, data collection procedures and data analysis for the study. Chapter four consists of data analysis, findings and discussions. Lastly, chapter five includes the summary, conclusion and recommendations.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1. Introduction

This section reviews literature which is related to the study based on human resource management systems in the world, Africa and Kenya, Management level of education of BOM members, Management experience, and exposure to management training, gender influence of BOM members, summary of literature review, theoretical framework and conceptual framework.

2.2. Concept of Human Resource Management in Schools

A research done by the New Zealand Council for Education in 1994, shows that the method was successful in encouraging accountability, administration and maintenance which take priority over curriculum, the voice of parents at the school level which does not necessarily lead to more choice of parents and resource gap of schools which are having low and high performance learners had increased. This has helped improve effectiveness in human resource management of American Schools. (Mahoney, 1988)

School Management Council (SMC) was recently created in Senegal for Upper and Lower Schools to oversee the material and ‘moral’ activities of Secondary Schools which steer academic, management of human resources. Munene, (2010). This means that SMC has been given autonomy to manage the human resource in Secondary schools and their input determines the sundress of human resource management. Oduor,(2010). In South Africa, the
School Act of 1996 which gave the decision making power for the school Management teams. (SMTs), which defined the internal management groups that include the Principals, Deputy principals and all the Departmental heads who are also responsible for daily and annual management and School Governance Bodies (SGBs) that include head teachers and elected representatives of all the Stakeholders.(UNESCO, 2005). Different countries have adopted different methods of managing their Schools, but their aims remain the same. The Kenyan government has not been left behind. It has always placed education as a priority at all levels, promoting key indicators for social and economic development. The country has developed a roadmap for development popularly known as Vision 2030 aimed at making education system to play a crucial role in regard to provide globally competitive education (MoE, 2007). The TSC Act 2012 places the management of Public Secondary Schools in the hands of Board Managers. This is also indicated in the Education Act 2013, Republic of Kenya, 2012.

According to Njenga (2010), human resource management determines the way a school is managed and whether or not the school will meet its objectives which include excelling in academic performance. (World and Bank (2001). The Working Party No. 127 entitled, ‘Governance, Management and accountability of Secondary Schools in the Sub –Sahara Africa’ which recognize that Secondary schools fall under the Preview of one or several Central Ministry and regional offices.
The Basic Education Act, 2013 Section 59 states clearly that the functions of basic education institutions which promotes development, quality of education for all learners, provide adequate and proper physical facilities, to advice County Education Boards provision of guidance and Counselling to learners, and encourage culture to dialogue and participate in democratic governance to administer and manage the resources of the institution. This gives the BOM members the mandate to oversee proper human resource management in Public Secondary Schools. (Nyongesa, 2007).

2.2.1. Board members and human resource management

The Human Resource Management of the school as an organization needs an organizational leadership management who can ensure that the organization’s philosophy, policies, culture and procedures are implemented as intended. The principal should allocate tasks to the best suitable skillful, talented and competitive individuals to facilitate them most effectively. The school needs professional experience and commitment. The principal must apply his/her educative leadership skills of human resources by negotiating and meeting the needs of educators (Keith, 2001). Neither the goals of the organization and of the educators must be neglected but it must be ensured that they suit each other. If there is a need for teacher development, empowerment and training, information should be accessible and disclosed, to equip them with knowledge, skills and accountability for the effective success of the school and to improve the culture of teaching and learning. The principal’s attitude and behavior have direct impact on the school’s effectiveness.
For the culture of the organization to be positive it needs people who are also positive. The effective teaching, learning and quality education depends on the culture and climate of the school (Dessler, 1997).

In Kenya the main duty of the selection panel is to nominate 10 persons whose names are forwarded to the minister for approval. Those nominated to the board shall consist of: - Three persons representing the community served by the school, four persons representing bodies, organizations or the sponsor, and three persons representing special interests or circumstances. Upon the appointment of the 10 persons by the minister, three persons representing the Parents Teachers Association (PTA) are co-opted during inauguration (Republic of Kenya, 1968). The board members are then briefly inducted into carrying out their duties by the District Education Officer (DEO). The induction is vital because, it introduces the board members into the work procedures, rules and regulations. In order for the board members to be effective, training and capacity building should be a priority. It provides specific knowledge and relevant skills to enable them perform their roles more confidently and competently. The Kamunge Report (1988) acknowledges that, the role played by board members in the management of educational institutions is crucial and therefore, boards should be appointed on time and members carefully selected to ensure that the boards have committed members. In Kenya, the Ministry of Education MoE has too spelt out clearly the requirement for a suitable person to be recruited to serve as a member of the board members on any public secondary school.
According to the MoE (2004) the members to be appointed to the school board should meet the following requirements; have a minimum of secondary education certificate, be a person of integrity and committed to serve the community on voluntary basis, the chairperson be at least a university graduate or one with a profession, of high integrity and preferably that, the chairperson or any other member should not have any business interest with the school in which one is serving as a board member.

It is assumed that the selection panels follow the guidelines on nominating and suitable for appointment to serve in the school board. On the contrary, the board members recruitment and selection panel does not adhere strictly to the selection guidelines as stipulated by the Ministry of Education. This is attributed to religious and political interference in the nomination process. As a result, persons are nominated for appointment without serious consideration of their academic qualifications and hence, most are illiterate (Matheka, 1987) have vested interests and low academic levels. (Nzuvu, 2004) lack of management capacity (World Bank, 1996), and are not effective in the decision making (Mutai, 2003).

2.3. Board members’ level of education and management of human resources

In America, management systems of schools are called Local Management of Schools, Self-determining Schools, Self-Managing Schools and autonomous local Schools. They also had Decentralization, Devolution and Restructured schools. (Dawson 2008). Democratic Management which involve all the staff
of the school in decision making whether through School committees or
through legal process, the Principal still remain the ultimately in charge.
(Bishop, 1985). Kimondo (2011) found out that the principals ranked the
BOMs highly in regard to their effectiveness in managing and monitoring the
human resources in Secondary Schools. (Van Wyk (2001) did a study in South
Africa to investigate on why BOMs effectiveness vary from school to school
and district to district. The study found out that 37% of the parents were
illiterate, which hindered their active participation in decision making in the
boards. Other disparities that the researcher did not justify why he only used
purposive sampling. Planning is a very good component of effective School
(2003), supported by Mestry (2004) that the governing body of every Public
School must ensure that proper policies and procedures are put in place for the
effective, efficient and management of School human resources and the
School governing body and must also have good systems in place to monitor
and evaluate the correct implementation of the policies and procedures.

The human resource policy is believed to be one of the most important
policies that a school governing body has to put in place. As stated in Clarke
(2008) that one of the main purposes of human resource management is put in
place a system of control and this is to ensure that the Schools human resource
management is safeguarded and correctly managed.
In an education Institution, its human resource management means bringing all possible input from staff, parents, learners, and community together to render the service of quality education. (Bisschoff, 1997). Handbook for school BOM members (2004) is a responsibility and a privilege. This is because it shapes the future of the institution in general as it deals with matters of education. The quality of academic qualification accompanied with knowledge and skills will help to govern appropriately the issues of education effectively. (Okumbe 2001), suggests that board members need not to be persons with good education but must also have integrity, people with good knowledge and good managerial skills. Ngugi (2004) analyzed the effectiveness of BOMs in Kajiado District and noted political interference, illiteracy and the manipulation of the BOMs by principals being rampant.

According to the policy statement on BOMs for schools dated 16/6/2004, the Ministry of Education observed that in the past, some schools nominated illiterate persons and had them appointed to the BOM. Such members had failed to advice and guide the school, especially on issues of quality education and proper human resource management. Kindiki (2009) states that academic backgrounds of boards of management have impact in effective human resource management in schools. He further states that board members with high level of education have better skills and knowledge of management as they can also follow keenly the curriculum implementation. Effective BOMs are likely to contribute greatly to the success of their schools by
creating conducive learning environment which may finally lead to good performance. (Orodho, 2014).

School board members’ individually and collectively require knowledge and skills to govern effectively. (Hand book for school board members’ 2009). In Kenya, BOM members’ should have a minimum academic qualification which will allow them to interpret Parliamentary Acts and other policies which relate to education, (Asiago 2010, Ministry of Education, 2004)

2.4. Managerial experience of board of management members’ and management of human resource

Globally the management of learning institutions has been bestowed to the central government that directly controls the operations of the institutions especially the Public Institutions. However, the degree of centralization within the institutions has been an issue since the early days of organizational theory with both Weber (1947) and Fayol (1930) for example, prescribing highly centralized structures in the interest of institutions effectiveness and not efficient use of resources. MacDonald (2008), in his study about Board Development, he suggested that during recruitment of Board of Management members, individual member qualities have to be considered. Some of the considerations may include members’ specific skills, the ability to communicate, their level of commitment, compassion and respect for others. (Dalton 2004), in his study on personal best leadership stories of educational administration, it is observed that a particular leadership experience to be their personal best leads to knowledge of how obstacles are turned into accomplishments.
Board of Management members has a number of ways to acquire skills and knowledge for their management job. (Oduor, 2010). Some ways include a mentor, reading books on management, observing others as they act to the school situation, self-discovery, experience on the job and finally human resource management. (Barnet, 2000) This is echoed by Bisschoff, (2003) that it is important to provide experience which can help the board of management members to alter behavior and get knowledge for human resource management with its new technology. Bisschoff noted that Board of Management members experience is influenced by behavior and abilities which the BOM should possess effective communication, human relation, institutional level, and management experience. (Bisschoff 2003). Chandan (2007), confirms this by saying that managers are people behind the success of every institution and therefore must understand that each unit contribute towards the overall performance of their school.

According to Sifuna, (2003), organizational and management skills are very key parts of human resource management. Yet majority of Boards of Management do not have earlier experience in management because they are the one involved in the process setting up and implementing the whole managerial process to improve academic performance in Secondary Schools. Lack of skills in deliberations and decision making during board meetings indicated that there existed a gap in the induction and training of board members in the state of Delaware U.S.A. Banks (2002) working for the
Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and the extent to which needs of school boards were being met. The objectives were to evaluate the level of local authority support to the school boards, to identify the needs of school boards and head teachers in terms of finance and administration, to establish whether there was need for initial and continuing training for board members, evaluate contribution of key agencies i.e. governmental and non-governmental bodies in meeting the needs of school boards and to identify key issues for future considerations in administration of school in Scotland.

Rastogi (2000) stated that human capital is an important input for organizations especially for employee’s continuous improvement mainly on knowledge, skills and abilities. This is the level of education and professional qualification of the board members and their influence in school management. Armstrong (2004) noted that human capital constitutes “intellectual capital” that can be seen as human capital itself and social capital which refers to the stocks and flows of knowledge derived from networks of relationships within and outside the organization. He further argued that investment in people generate worthwhile returns. This theory emphasizes that education, as an engine of growth rests on the quality and quantity in any country. In particular, the researcher takes the view that board of management members must have the highest quality of training both through pre-service and in-service professional development. Robbins and Coulter (2007) contend that
conceptual skills are skills managers use to think and conceptualize about abstract and complex situations.

The application of these skills permits managers to see the organization as a whole with sub-units linked and fitting together. Chandan (2007) on his part argues that managers must understand that each unit contributes towards the overall success of the organization. Lack of skills in deliberations and decision making during board meetings indicated that there existed a gap in the induction and training of board members in the state of Delaware U.S.A. Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and the extent to which needs of school boards were being met.

2.5. Training of board of management members’ and management of human resource

According to UNESCO (2000), in many countries of the World, roles, responsibilities and tasks of School governing bodies have become complicated and vast and require certain abilities and effectiveness in order to govern school effectively. These competencies depend on their knowledge, skills and experience. They need for example human resource management skills, management expertise, participatory decision- making among others. It is unfortunate that majority of them lack appropriate capabilities to discharge their various duties effectively. A study carried out by Van Wyk(2007), found out that skill deficit among the school governing bodies (SGB), weakens their effective functioning. Therefore, according to Monappa(1996), training is the learning /teaching activities carried out for the purposes of helping members
of an institution to acquire and apply the knowledge, skills, abilities and attitude needed by institution.

According to Opot (2006), most of the Secondary School board members have only the basic education and can rarely discharge their duties well according to the provisions of the Education Act 2013, or use the basic concepts in management of Secondary Schools, hence, the need for training on human resource management. (Opot 2003). The statement is justified by the Ministry of Education (MOEST), through Kenya Education Management Institute (KEMI) that was introduced in 1981 to educate and upgrade BOM members to acquire skills and competence on School Management. This is echoed by Onderi & Makori (2013). Training makes a difference according to the deputy principals in a rural School in Gauteng Province in South Africa. (Bush & Tsotetsi et al 2008), also observe that "Without training School governing body (SGB) members may not exercise their governing responsibilities accordingly". Evidence indicates that though KEMI has been in existence for over two decades and trained many school managers, most of them have been unable to put the skills into practice, hence the need for the provision of continuous in – service trainings on human resource management.( KEMI 2007). This perhaps explains partially the reasons for lack of capacity among School governing bodies in Kenya. (Kindiki 2009), further observes that due to increased number of Secondary Schools, the government is not able to fully offer trainings through KEMI hence, School administration should organize workshops and in- service training courses for their BOM and teachers to
enlighten them on the changing trends and approaches in curriculum implementation.

Kindiki (2009) also reports that there is no clear government policy in Kenya enforcing training of BOM members and as such schools tend to sideline their training. This means that some Principals who look at the training of board members as an extra expense and is not allocated for therefore, they avoid spending resources that may be used for other purposes. This is echoed by what the Price Water Coopers (2008) found out that reports on training of school governing bodies – that training is not compulsory but governors are strongly encouraged to take up the challenge and up the available training programmes especially induction training in order to improve their effectiveness in their roles and responsibilities (Kindiki 2009). He also argues that BOM members should be trained to make them more knowledgeable, confident, determined and effective in their roles.

Barnett (2000), argues that for Board of Management to be competent in human resource management, they need constant exposure to training, workshops and Seminars in order to improve their competence behavior instead of depending on experience only. According to the Presidential Working Party (Republic of Kenya, 1998) which found out that Board of Management members’ lack quality management capabilities, training levels and effectiveness in providing good governance in the curriculum implementation. The Secondary School boards of management in Kenya have
not been exposed to adequate management training and majority of them lack adequate supervisory competencies in utilizing available information for management purposes. (Republic of Kenya, 1999). Koech report (Republic of Kenya, 1998) also pointed out that management of education institutions in Kenya was found to be weak because most of the boards of management lacked quality of management capabilities which has led to poor education. Training of School boards is vital to help them understand discharge their duties effectively. This is evidenced from different sources which show that for effective leadership, BOM need to employ skills through specific training to respond to and broaden their roles and responsibilities. After a report by Transparency International (TI) on Kenya Education Sector’s integrity, (2010) proposes that capability of education managers should be enhanced by short and long term training courses at KEMI as this will ensure effectiveness of BOM members on human resource management.

Training of managers whether in government business or education, equips them with relevant knowledge, skills and administrative experience necessary for human resource management (Iravo, 2002). Normally people are promoted to positions of management and as such this poses new challenges that one was not accustomed to at the lower level. Again even at the management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations. Education level and experience must be given further training and development. This is because competence of employees
does not last forever (Okumbe, 2001). Organizational and administrative skills are essential parts of human resource management. Yet majority of Boards of Management do not have prior experience in management (Sifuna, 2003). Every committee member, at whatever level, either inside or outside a school must look ahead or plan accordingly. Therefore the role of Boards of Management as well as all those involved in the process of setting up and implementation is an essential part in the success of the whole managerial process and improved academic performance in secondary schools. Secondary school management takes a similar form almost everywhere else in the world. According to Mutai (2003) the reasons for this widely agreed form are not purely managerial but by the needs of the countries objectives and goals. Therefore, this shows that the Board of Management and the principal who is the secretary to the committee has to cooperate with and rely upon others, education authorities, school staff and pupils, parents and the general public.

2.6. Gender of board members’ and effectiveness in human resource management

The effects of gender diversity on the functioning of boards can be considered in terms of their effect on institutions governance and performance. The Organization for Economic Cooperation and Development (OECD), Principles of Corporate governance- Corporate Governance is defined as a set of relationships between an organizations Management, its board, its shareholders and other stakeholders. (Nyongesa, 2007).
The board of any institution is entrusted by the shareholders to make decisions on their behalf on vital issues such as guiding corporate strategy, mentor and evaluate management performance and achieve returns for the shareholders.

More gender diverse boards can contribute to better corporate governance for many reasons. A heterogeneous can be stronger monitor of the behavior of the executive. Adams & Funk, (2010): Nielsen & Huse, (2010). Since women are generally under-represented in the “old boys networks”, a good number of women directors might bring more independent views into the boardroom and therefore, strengthen its monitoring function. (Rhodes & Packel, (2010). A wider range of backgrounds, experiences, perspectives and problem-solving skills is realized in gender diverse boards. This rich set of experiences and knowledge can be passed onto the top managers and improve the governance of the organization. (Terjesen, Sealy & Singh, (2009), Adams & Ferreira (2009), suggest that more diverse boards are likely to hold executives (C.E.Os) accountable for poor management skills and encourage better and improved attendance on board meetings. Mckinsey & Co (2010) found out that women are more likely to use leadership skills such as rewards, human development, role models, inspiration and participate in decision making than men, (Brown & Caylor, (2002), also suggest that, having more women on boards is associated with stronger attention to the way conflicts of interest are handled.

The Basic Education Act 2012, States that under the Appointment and term of Chairperson and member under, the Selection Panel convened under
subsection (1) that Cabinet Secretary shall observe the principle of gender equity, regional and ethnic balance, transparency, openness and competitiveness and shall have equal opportunities for persons with Special needs.

2.7. Summary of literature review

From the foregoing, it has been evident that competency in human resource management is critical for any School to improve its delivery. BOM members should be competent and have the abilities and skills to manage the school resources. The review of literature has shown that management is legal and important because of the inter related tasks of management members of the BOM. The review has also established that there are factors that influence the effectiveness of BOM in human resource management and performance of Public Primary Schools. According to Kindiki (2009), BOM members need to be trained on human resource management skills to enable them be more knowledgeable, confident, determined and effective in their duties.

Management of Secondary schools is highly a professional function which was entrusted upon the shoulders of BOMs by the Ministry of Education. BOMs should be equipped with technical skills to apply knowledge in managing Public Secondary School resources (Asiago, 2010): Review of studies done by Mweseli,(2005), Oduor(2010) & Otieno (2010) shows that due to low education and lack of training , most Public Secondary School BOMs face difficulties in interpreting parliamentary Acts and other policies which relate to education both directly and indirectly. This study in Dagoretti
Sub–County was meant to establish factors influencing Board of Management members’ effectiveness in management of human resource.

2.8. Theoretical framework of the study

This study focused on human capital theory. It perceives employees as assets in an institution whose value can be measured and future can be enhanced through investment. It is a stock of competencies, knowledge, social and personality attributes. Human capital theory was proposed by Theodore and Schultz in 1961. It was later developed extensively by Becker in 1964. According to Schultz, human capital is all human activities, either inborn or acquired. The theory acknowledges the fact that all people have skills and attitudes that can be developed in human beings. The more trained and educated the better a person becomes. It also refers to the knowledge, skills and expertise that one accumulates through education. It argues that an educated population is a productive population. It also stresses how education raises productivity and efficiency of workers by gaining useful knowledge and skills which raise workers future income by increasing lifetime earnings. (Cascio, 1989).

Human capital theory states that expenditure on training is costly and therefore should be as an investment as it increases personal income. Managers of institutions can create innovation such as in – service training and also support continuous improvement of the already existing skills in their BOMs. A research done by Wood hall (1997) led to conclusion that education and
training increasing productivity of workers. The adoption of this theory tend to capture the aspects of level of education, training, experience and gender that BOM members need in order to manage human resource in schools effectively and efficiently (Wood hall, 1997). Human capital is vital in human resource management in Secondary Schools despite some limitations. The theory emphasizes how education increases productivity and efficiency, but productivity is not increased by humans alone, it is a combination of many factors. Higher education does not mean higher salary. Training is done in order to gain knowledge and skills that are related to the institution. The theory therefore relate to the current study in that for BOMs to be effective in their duties, they need a certain level of education, management experience and training to help them perform their duties as stipulated in the Education Act 2013.
2.9. Conceptual framework of the study

Figure 2.1. Factors influencing BOM effectiveness in human resource management.’

The study is guided by the following conceptual framework.

When records are up to date, the institution will be in a position to identify trends, accurate control of finances, have detailed knowledge of the operation and also helps to identify the strengths and weaknesses in the institution. Prompt salary will make employees make an extra effort to reach organizational goals or even the objectives of his or her own job. It is also vital for an institution to ensure that their employee rewards are rooted in principles of fairness. Research demonstrates that employees’ perception of fairness and equitable treatment is a core driver of retention, engagement and performance.
If there are clear policies and clear reward systems, it is an important tool for management use as the channel of employees motivation.

The above conceptual framework shows the relationship between factors influencing board of management members’ effectiveness and their ability to manage human resource in public Secondary schools. Members of management boards with good level of education are likely to exhibit better human resource management skills than those with lower level of education. In addition, members of management boards with adequate training skills are likely to offer greater effectiveness than those with low training skills. If the level of management experience of BOM members’ are high, the greater the performance of schools towards achieving their goals.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This section outlines the methods that were used in the study to achieve its objectives. It focused on the following subheadings: research design, target population, sample size and sampling procedure, research instruments, instrument reliability, data collection procedures, and data analysis techniques.

3.2. Research design

A research design refers to a plan or guide for data collection and interpretation. It is in line with a description of a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance (Orodho, 2003). The study design set up the framework for study and is the blue print of the researcher. A descriptive survey research design was used for this study because it was useful in describing the characteristics even when analyzing multiple variables. Many questions can be asked about a given topic giving considerable flexibility to the analysis, the design methods of data collection like questionnaires and interview methods and it makes use of standardized questions where reliability of the items can be determined (Gay, 2002). A descriptive survey research design was selected for this study, to investigate the factors influencing board of management members effectiveness in management of human resource in public secondary schools in Dagoretti Sub-County.
3.3. Target population

The target population of this study comprised of 10 public Secondary schools, 170 BOM members, 200 teachers and the Sub-County Education Officer in Dagoretti Sub- County, Nairobi County Kenya.

<table>
<thead>
<tr>
<th>Target population</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td>200</td>
<td>54</td>
</tr>
<tr>
<td>BOM members</td>
<td>170</td>
<td>45</td>
</tr>
<tr>
<td>Sub County Education Officer</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>381</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

3.4. Sample Size and Sampling procedures

The purpose of sampling is to secure a representative group which enabled the study to gain information about the population (Kombo & Tromp 2006) define stratified proportionate sampling as a procedure in which all the individuals in the defined population is divided into homogeneous subgroups and then using a simple random respondents was then obtained from each sub groups. The advantage of stratified sampling is the ability to ensure inclusion of sub groups which may be omitted entirely by other sampling methods because of their small number (Kombo & Tromp 2006). This was based on age and gender for Board of Management members.
3.5. Research instruments

The study used questionnaires which were used for data collection from Board of Management members and teachers. Closed and open ended questions were used to enable the respondents give their views. Part A of the questionnaire sought background information of respondents while Part B sought for information relating to gender, age, management experience, exposure to management training and level of education for both Principals and board of management members’ effectiveness in human resource management in Public Secondary Schools. The questionnaires were expected to help the researcher obtain results within a considerably short time as confirmed by Amin (2005) the usefulness of questionnaires in terms of simplicity, time used easier for a researcher to administer.

3.6. Instrument Validity

Orodho (2004) defines validity as the degree to which the empirical measures of the concept are measured accurately. Content validity was captured in how comprehensive the questionnaire was and appropriate. Aspects were found in the demographic information of the questionnaires for instance gender, experience, level of education and exposure to training formed the content validity. Experiment was used for further enhancement of validity.

3.7. Instrument Reliability

Reliability is the degree of consistency that an instrument demonstrates (Best & Kahn, 2004). Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the
same condition with the same subject. It is the probability of measurement. A measure is considered reliable if a person’s score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. The study used test-re-test reliability by administering BOM members and Principals’ questionnaires twice after an internal of two weeks to ensure consistency.

3.8. Data collection Procedures

An authorization letter was sought from the Department of Educational Administration and Planning, University of Nairobi to help obtain a permit from the National Commission for Science, Technology and Innovation (NACOSTI) allowing the researcher to administer questionnaires and submitting a copy of the permit to the education officer Dagoretti Sub County. Principals and BOM members were given at least one day to complete questionnaires and were collected and the results were computed and correlated (Gray, 2006).

3.9. Data analysis techniques

Data analysis is the process of examining what has been collected in a survey or experiment and making deductions and inferences. It involved extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo& Tromp, 2006). This study used both raw qualitative data from the field. Data was analyzed by use of statistical package for social sciences (SPSS) programmes. The raw data from the field was summarized, coded, edited and computerized through synthesizing information from the
questionnaires by SPSS (Macmillan, 2008). Person’s correlation coefficient and cross tabulation was used to determine the relationship between variables. The reason for using person’s correlation coefficient tabulation enabled the researcher to establish the relationship between variables. The analyzed data is presented using frequency tables, graphs and charts since they are easy to present data and interpret. Data presented using frequency tables, graphs and charts which can be seen and analyzed at a glance.

3.10. Ethical Considerations

The respondents were treated with respect and with confidence. Those participating in the study were not put in a situation where they could be at risk of harm. Participants in the study first consented participation. The participants were also given confirmation that the data collected would be used in complete confidentiality and shall be used purely for education purpose. The researcher adhered and respected the scheduled time and agreed with the officers of the government and administration of the schools.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis findings and discussions of the study. The study sought to investigate the factors influencing Board of Management members’ effectiveness in human resource Management in Public Secondary Schools in Dagoretti Sub-County, Nairobi County. Primary data was collected through administration of questionnaires to the respondents.

4.2. Questionnaire return rate

Questionnaire return rate refers to the number of questionnaires that has been returned after they are administered to the respondents (Boyd, 2002). Out of the 10 questionnaires administered to the school principals, 8 of them were returned making the questionnaire return rate for the principals to be 78 percent. Out of 186 questionnaires administered to the BOM members 119 of them were returned, making the questionnaire return rate for BOM members to be 64 percent. This concurs with Mugenda and Mugenda (2003) who supports a questionnaire return rate of 64 percent as fairly good.

A total of 186 questionnaires had been distributed to the respondents, out of which 119 were completed and returned. This gave a response rate of 64 percent. According to Mugenda and Mugenda (2003) a response rate of 50 percent is adequate for a study, 60 percent is good and 70 percent and above is excellent. Thus, a response rate of 64 percent was fit and reliable for the study as shown in Table 4.3.
Table 4.1. Questionnaire return rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Issued</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Teachers</td>
<td>90</td>
<td>79</td>
<td>87.7</td>
</tr>
<tr>
<td>BOM</td>
<td>85</td>
<td>35</td>
<td>41.1</td>
</tr>
<tr>
<td>Sub-County E.O</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>186</strong></td>
<td><strong>119</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.3. Demographic information of respondents

As part of the general information, the research requested the respondents to indicate the general information concerning the Board of Management members. The study sought to acquire information on various aspects of respondents’ background, i.e. the gender, age, academic/professional qualification, teaching experience in years and academic management of the school. This was important since it formed the foundation under which the study fairly adopted in coming up with conclusions.

4.3.1 Distribution of the Respondents by gender

The study sought to find out the gender of the respondents. It was necessary to explore the aspect of gender because it supports the Kenyan constitution thresholds of one third of either gender. This concurs with Shake shaft (1992) who indicated that in most cases we have low percentage of women in the administration of education institutions since they engage more in family
issues hence career progression is not as much. The findings are shown in figure 4.1

Figure 4.2. Gender Distribution of the Respondents

![Graph showing gender distribution of respondents]

From the findings, majority of the Principals and teachers were male while minorities were female. These findings indicate that there is unequal distribution of human resources based on the school heads in Dagoretti Sub-County. In addition, majority of the board management members were male than female, which also depict disparity in gender distribution and consequently a likelihood of appointment of a male to a higher level in the management of these schools. In addition the effect of this gender disparity in board members will affect the management in that the girls will feel that their issues are not addressed and that their decisions are not considered in the long run.
4.32 Principals and teachers’ distribution by age

The study also sought to find out the age bracket of the head teachers and teachers. It was necessary to explore the aspect of age because this helps in sharing ideas for good decision making which cuts across all the ages. The findings were as shown in table 4.2

Table 4.2. Distribution of Principals and teachers by age

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Below 30 years</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>30-40 years</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>40-50 years</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Over 50 years</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the findings in table 4.2, a majority 45 percent of the Principals were between 40-50 years. This shows that majority of the teachers were middle aged.
4.33 Distribution of board of management members by gender

The respondents were requested to indicate their age bracket. The findings were shown in the table 4.3

**Table 4.3. Distribution of board of management members by age**

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>30-35 years</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>36-40 years</td>
<td>12</td>
<td>35</td>
</tr>
<tr>
<td>Over 40 years</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the findings, the majority of the board members 45 percent were over 40 years. This depicts that most of the board members were middle aged and therefore are energetic and can go an extra mile to make the institution shine.

4.34 Academic qualifications of the respondents

The study in this part aimed at inquiring the academic qualifications of the respondents. This would enhance in finding out the appropriateness of the respondents in answering the questions. In addition it would enhance in
determination of the capacity of human resource in terms of qualification which also mean that their productivity is high.

Table 4.4. Academic qualifications of the Principals and teachers

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Principals</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Diploma</td>
<td>16</td>
<td>20</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bed Arts</td>
<td>40</td>
<td>50.6</td>
<td>1</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Med</td>
<td>23</td>
<td>30</td>
<td>2</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>100</strong></td>
<td><strong>4</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.4, a majority 60 percent of the Principals had masters level of education. This means that principals in Dagoretti Sub County have the required TSC training. On the other hand 35 percent had bachelor of education Arts, while 5 percent had diploma level of education. Therefore it means that not many of the head teachers in schools in the Sub County have advanced their education, beyond the Diploma level of education. In addition majority 50 percent of the teachers had bachelor of education Arts, 30 percent had masters of education while 20 percent had diploma level of education. This implies that most of the teachers in Dagoretti sub County had the required degree in education. This information in this section shows that the
respondents were knowledgeable enough and could give valid and reliable information based on their good level of education.

Table 4.5. Academic qualifications of the board management members

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University level</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>College level</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>Secondary level</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings majority 48 percent of the board members had college level of education, 40 percent had university level of education. This indicates that most of the members of board of management in Dagoretti Sub County had the required level of education to deal with management issues in education. In addition high level of education enables the board members to be competent to promote and enhance the level of education of the students, improve the welfare of the school, participate in school decision making, and be able to articulate issues better due to their level of understanding and exposure.
4.35 Duration of teaching of the respondents

The study sought to establish the duration of teaching of the respondents. The findings were as shown in the table 4.6.

Table 4.6. Duration of teaching of the respondents

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teachers Frequency</th>
<th>Teachers Percent</th>
<th>Principals Frequency</th>
<th>Principals Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5 years</td>
<td>12</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>24</td>
<td>30</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>11-20 years</td>
<td>39</td>
<td>50</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

From the findings, majority 50 percent of the Principals had been teachers for a duration of more than 20 years. This shows that majority of the Principals in Dagoretti Sub County have been teachers for a longer duration to become Principals. This shows that most of the teachers have been in the teaching profession for at least a long period of time.
4.36 Length of service in the current school

The respondents were requested to indicate the length of time they have taught in the current school. The findings were as shown in the table below.

Table 4.7. Length of service in the current school

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Less than 5 years</td>
<td>12</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5-10 years</td>
<td>28</td>
<td>35</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>11-20 years</td>
<td>35</td>
<td>45</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>100</strong></td>
<td><strong>4</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings majority 50 percent of the Principals had taught in the current school for a duration of more than 11-20 years, 30 percent indicated more than 20 years, while 20 percent indicated 5-10 years. This shows that majority of the Principals in Dagoretti Sub County have been teaching in the current school for a longer duration of time. In addition majority 45 percent of the teachers have been teaching in the current school for a duration between 11-20 years, 35 percent indicated 5-10 years, 15 percent indicated less than 5 years, while 5 percent indicated more than 20 years. This shows that most of
the teachers have been in teaching in the current school for a period not less than 11 years and not more than 20 years.

### 4.37 Length of service as a board member

The respondents were requested to indicate the number of years they have served as board members. The findings were as shown in the table 4.8

**Table 4.8. Length of service as a board member**

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3-4 years</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>5-6 years</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Over 6 years</td>
<td>17</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the findings majority 50 percent of the respondents indicated they had served as board members for a duration between 1-2 years, 30 percent indicated 3-4 years, 15 percent indicated 5-6 years, while 5 percent indicated over 6 years. This shows that majority of board members in public secondary schools in Dagoretti Sub County had served as board members for a short duration of time.
4.38 Impact of management experience in management of human resource

The respondents were requested to rate the impact of management experience in managing human resource. The results were rated using a scale of 1-4 where 1-very effective, 2-effective, 3-fairly effective, and 4-not effective. The findings were as shown in the table below

**Table 4.9. Impact of management experience in management of human resource**

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
<th></th>
<th>Principals</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Very effective</td>
<td>24</td>
<td>30</td>
<td>1</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective</td>
<td>47</td>
<td>60</td>
<td>3</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly effective</td>
<td>8</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not effective</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>100</strong></td>
<td><strong>4</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the findings in table 4.9, a majority 80 percent of the Principals indicated that their management experience was effective in managing human resource, while 20 percent indicated that it was very effective. The effectiveness of the management experience facilitate the timely delivery of
curriculum, and enables the faster planning of strategies to achieve the set targets. In addition majority 60 percent of the teachers indicated that their management experience was effective in managing human resource, 20 percent indicated it was very effective, while 10 percent indicated it was fairly effective. The experience helped teachers to planning, monitoring and evaluation of students performance in education.

4.39 Principals’ area of training

The study sought to establish the area of training of the respondents. The findings were shown in the figure 4.3

**Figure 4.3. Principals’ area of training**

From the findings majority 60 percent of the respondents were trained in human resource management. This indicates that Principals in Dagoretti Sub County are highly trained in human resource management and therefore can be effective in management of human resource management.
From the findings in the figure 4.4 majority 60 percent of the respondents were not trained in human resource. Those who were trained in human resource 40 percent indicated that the training helped them to plan for activities in details to be able to deliver content effectively.

**4.4 Respondent’s opinion on qualities of board members**

The respondents were requested to indicate their view on qualities of board of management members based on various qualities. The findings were shown in the table 4.10
<table>
<thead>
<tr>
<th>BOM members</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>High level of education</td>
<td>16</td>
</tr>
<tr>
<td>Have some experience</td>
<td>24</td>
</tr>
<tr>
<td>Are exposed to management training</td>
<td>27</td>
</tr>
<tr>
<td>Have gender diverse</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>

From the table 4.10 35 percent of the respondents indicate that board of members were exposed to management training, 30 percent indicated that they are exposed to training, 20 percent indicated they had high level of education while 15 percent indicated they had gender diverse. This shows that most of the board members in secondary schools in Dagoretti Sub County had management skills. This was important in that it placed these members in a better position of managing school resources and facilitating the school progress.
4.5 Impact of Principals training on human resource management

The respondents were requested to indicate the impact of training on human resource. The findings were as shown below

Table 4.11. Impact of Principals training on human resource management

<table>
<thead>
<tr>
<th>HRM</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Very effective</td>
<td>1</td>
</tr>
<tr>
<td>Effective</td>
<td>3</td>
</tr>
<tr>
<td>Fairly effective</td>
<td>0</td>
</tr>
<tr>
<td>Not effective</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

From the table 4.11, majority of the Principals indicated that the impact of training on human resource. In addition 25 percent indicated that it was very effective. These findings indicate that all the Principals had undergone the training requirement on human resource meant to enable them manage the school human resource. This meant that these Principals could easily work with other stakeholders in school to facilitate development.
4.6 Respondent’s opinion on training of BOM in human resource management

The study sought to find out the various measures that could be taken to improve on the board of management member’s effectiveness in human resource management. From the findings the respondents indicated that capacity building, motivation, involvement in decision making, workshop and benchmarking, and regular supervision would help improve the management member’s effectiveness. This will contribute to the overall development of school and improved performance.

4.7 Influence of Principals on human resource management

The study sought to find out the influence of head teachers on human resource management. The findings were shown in the figure 4.12

Table 4.12. Influence of Principals on human resource management

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table, all the Principals stated that they have influence on human resource management. These findings indicate that all the Principals were able to plan effectively and implement strategies that could run the development of the school.
4.8 Extent of BOM effectiveness in relation to human resource management practices

The section aimed at finding out the extent of BOM effectiveness in relation to human resource management practices. Findings are presented in subsequent headings.

4.8.1. Planning and supervising approved school projects

In order to understand influence of planning, organizing, directing, monitoring, and supervising of approved school projects and programs, respondents were kindly requested to rate the human resources practices which are more effective. The responses were rated on a five point Likert scale where: 5=very effective, 4=moderately effective, 3=effective, 2=fairly effective, 1=ineffective the findings of adequacy of instructional materials are summarized in table 4.12.
Table 4.13. Planning and supervising approved school projects

<table>
<thead>
<tr>
<th>Human resource management practice</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and maintain a school strategic plan</td>
<td>3.52</td>
<td>0.357</td>
</tr>
<tr>
<td>Supervise school projects</td>
<td>3.50</td>
<td>0.187</td>
</tr>
<tr>
<td>Hold regular BOM meetings</td>
<td>3.91</td>
<td>0.324</td>
</tr>
<tr>
<td>Procure goods and services as per laid down regulations</td>
<td>3.64</td>
<td>0.223</td>
</tr>
<tr>
<td>Ensure the curriculum is implemented through effective supervision of teachers</td>
<td>4.71</td>
<td>0.989</td>
</tr>
<tr>
<td>Provide teaching and learning resources</td>
<td>4.55</td>
<td>1.003</td>
</tr>
<tr>
<td>Review the school academic performance</td>
<td>4.28</td>
<td>1.004</td>
</tr>
<tr>
<td>Motivate teachers and students</td>
<td>4.03</td>
<td>0.221</td>
</tr>
</tbody>
</table>

From the findings respondents agreed that the BOM members in Dagoretti Sub County were very effective as they could ensure the curriculum is implemented through effective supervision of teachers (mean=4.71), and provide teaching and learning resources (mean=4.55). In addition the respondents agreed that the BOM members in Dagoretti Sub County were moderately effective as they could review the school academic performance (4.28), motivate teachers and students (mean=4.03), hold regular BOM meetings (mean=3.91), procure goods and services as per laid down regulations (mean=3.64), develop and maintain a school strategic plan...
(mean=3.52), and supervise school projects (mean=3.50). This depicts that BOM members in secondary schools in Dagoretti were very effective in ensuring the curriculum is implemented through effective supervision of teachers. This is in agreement with a study by Kimondo (2011) who found out that the principals ranked the BOMs highly in regard to their effectiveness in managing and monitoring the human resources in Secondary Schools through supervision of teachers.

4.8.2. Sourcing, recruitment and management of staff

The respondents were required to indicate the extent to which sourcing and management of school finances influenced the effectiveness of board of management members. The responses were rated on a five point Likert scale where: 5=very effective, 4= moderately effective, 3=effective, 2=fairly effective, 1=ineffective the findings of adequacy of instructional materials are summarized in table 4.13.

Table 4.14. Sourcing, recruitment and management of teaching staff

<table>
<thead>
<tr>
<th>Human resource management practice</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment and selection</td>
<td>4.54</td>
<td>0.156</td>
</tr>
<tr>
<td>Motivation of teachers</td>
<td>4.12</td>
<td>0.456</td>
</tr>
<tr>
<td>Staff development</td>
<td>3.88</td>
<td>0.324</td>
</tr>
</tbody>
</table>
From the findings respondents indicated that the BOM members in Dagoretti Sub County were very effective in recruitment and selection of human resource. (Mean=4.54). In addition the BOM members were moderately effective as they could motivate the staff (mean=4.12), and do staff development. (Mean=3.88). This depicts that BOM members in secondary schools in Dagoretti Sub County were very effective in recruitment and selection since they had adequate education to be able to effectively motivate and develop their staff. This agrees with a study by Okumbe (2001), who suggested that board members need not to be persons with good education but must also have integrity, people with good knowledge and good managerial skills to be able to manage their human resource effectively.

4.8.3. Selection and discipline of non-teaching staff

The respondents were required to indicate the extent to which selection, appointment, and discipline of non-teaching staff is influenced by the effectiveness of board of management members. The responses were rated on a five point Likert scale where: 5=very effective, 4= moderately effective, 3=effective, 2=fairly effective, 1=ineffective the findings of adequacy of instructional materials are summarized in table 4.15.
Table 4.15. Selection and discipline of non-teaching staff

<table>
<thead>
<tr>
<th>Level of effectiveness in recruitment/selection</th>
<th>Level of effectiveness in staff orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td>Level of education</td>
<td>Male</td>
</tr>
<tr>
<td>Secondary</td>
<td>0</td>
</tr>
<tr>
<td>Level</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Bachelors</td>
<td>2</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
</tbody>
</table>

From the findings the respondents indicated that the BOM members in Dagoretti Sub County were very effective in recruitment and selection of staff (mean=4.65), orientation and maintenance of staff (mean=4.61), and Staff discipline (mean=4.52). In addition the respondents indicated that the BOM members in Dagoretti Sub County were moderately effective in staff development, and Staff motivation (mean=3.82). This depicts that the BOM members were very effective in recruiting, appointing, and disciplining non-teaching staff as they had the required knowledge. This is in agreement with a study by Bisschoff, (1997), who argues that in an education Institution, its...
human resource management means bringing all possible input from staff, parents, learners and community together to render the service of quality education.

4.8.4. Student welfare and discipline

The respondents were required to indicate the extent to which student welfare and discipline influenced the effectiveness of board of management members. The responses were rated on a five point Likert scale where: 5=very effective, 4= moderately effective, 3=effective, 2=fairly effective, 1=ineffective the findings of adequacy of instructional materials are summarized in table 4.15

Table 4.16. Student welfare and discipline

<table>
<thead>
<tr>
<th>Statements</th>
<th>Mean</th>
<th>Std Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a conducive environment for students to learn</td>
<td>4.52</td>
<td>0.167</td>
</tr>
<tr>
<td>Promote leadership qualities for students e.g. through students councils</td>
<td>4.58</td>
<td>0.345</td>
</tr>
<tr>
<td>Provide guidance and counseling services for students</td>
<td>4.70</td>
<td>0.221</td>
</tr>
<tr>
<td>Following right procedure when disciplining students</td>
<td>4.50</td>
<td>0.124</td>
</tr>
</tbody>
</table>
From the findings respondents indicated that the BOM members were very effective in that they could provide guidance and counseling services for students (mean=4.70), promote leadership qualities for students e.g. through students councils (mean=4.58), create a conducive environment for students to learn (mean=4.52), and follow right procedure when disciplining students (mean=4.50). This depicts that the BOM in Dagoretti Sub County members were very effective in maintenance of student welfare and discipline for the betterment of the school. This is in agreement with a study by Kindiki (2009) who stated that academic backgrounds of boards of management have impact in effective human resource management in schools. He further states that board members with high level of education have better skills and knowledge of management as they can also follow keenly the curriculum implementation. Effective BOMs are likely to contribute greatly to the success of their schools by creating conducive learning environment which may finally lead to good performance.

**4.9. Influence of gender on effectiveness of human resource management**

The section aimed at finding out how gender influenced management of human resource. The findings were shown in the subsequent headings

**4.9.1. Gender composition of BOM management**

The respondents were requested to indicate the composition in terms of gender of the BOM management. The findings were shown in the figure 4.5
From the findings the respondents indicated that majority 52 percent of the BOM members were male while 48 percent were female. This was a clear indication that there was gender disparity in the management of human resource which may inhibit the development in the school as women have more contribution to decision making than men. This concurs with a study by Mckinsey & Co(2010) who found out that women are more likely to use leadership skills such as rewards, human development, role models, inspiration and participate in decision making than men.

4.9.2. Gender role distribution of the BOM

The respondents were requested to describe the gender role distribution of the BOM members in their school. The findings were shown in the figure 4.6
From the findings majority 44 percent of the respondents indicated that gender role distribution of the BOM members in their school was skewed in favour of men, 28 percent indicated it was skewed in favour of women, 20 percent indicated it was not considered, while 8 percent indicated the gender distribution was equal. This shows that most of the board members in secondary school in Dagoretti Sub County are male. This showed that there is gender disparity in the management of school human resource hence some weaknesses may be experienced. This concurs with a study by Adams & Funk,(2010) who argued that gender biased boards cannot contribute to better corporate governance for many reasons.
4.9.3. Gender composition of the BOM executive committee

The respondents were requested to indicate the gender composition of the executive committee of BOM in their school. The findings were as shown in figure 4.7

*Figure 4.7. Gender composition of the BOM executive committee*

From the findings majority 56 percent of the respondents indicated that the executive committee of BOM in their school composed of females while 44 percent indicated male. This shows that the senior committee in the BOM in most school in Dagoretti is composed of females as the majority gender which leads to better decision making. This is in agreement with a study by Terjesen, Sealy & Singh, (2009) who stated that women possess a wider range of backgrounds, experiences, perspectives and problem-solving skills. This rich set of experiences and knowledge can be passed onto the top managers and improve the governance of the organization.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and the suggestions for further research in line with factors influencing Board of Management members’ effectiveness in human resource Management in Public Secondary Schools in Dagoretti Sub-County, Nairobi County.

5.2. Summary of the findings

The study aimed to find out the effectiveness of Board of Management’s human resource management on Public Secondary Schools in Dagoretti Sub County, Nairobi City County, Kenya. The researcher singled out four factors believed to be influencing Board of Management members’ in human resource management in public secondary schools in Dagoretti Sub County.

The study targeted 200 teachers, 170 BOM members and the Sub County Education Officer (SEO). The total sample size was 186 respondents from the 10 public secondary schools. Stratified sampling was used to involve teachers from all the sampled schools and purposive sampling was the used to select the Sub County Education Officer. Questionnaires and interview schedules were used for data collection.

Reliability analysis was done through test – retest method. Validity was ensured through consultations and discussion with experts including supervisors and colleagues. Primary data was collected and analyzed using
quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used.

The study found that the BOM members in Dagoretti Sub County were very effective as they could ensure the curriculum is implemented through effective supervision of teachers (mean=4.71), and provide teaching and learning resources (mean=4.55). In addition the respondents agreed that the BOM members in Dagoretti Sub County were moderately effective as they could review the school academic performance (4.28), motivate teachers and students (mean=4.03), hold regular BOM meetings (mean=3.91), procure goods and services as per laid down regulations (mean=3.64), develop and maintain a school strategic plan (mean=3.52), and supervise school projects (mean=3.50). Thus the majority of the BOM members in secondary schools in Dagoretti were very effective in ensuring the curriculum is implemented through effective supervision of teachers.

The study also found that the BOM members in Dagoretti Sub County were very effective in sourcing and management of school finances as they could prepare and discuss the school budget that prioritize activities (mean=4.54). In addition the BOM members were moderately effective as they could mobilize parents/ stakeholders to source for funds (mean=4.12), and monitor school expenditure (mean=3.88). Thus majority BOM members in secondary schools in Dagoretti Sub County were very effective in sourcing and management of
school finances since they had adequate education to be able to prioritize activities when making their budget.

The study found that the BOM members in Dagoretti Sub County were very effective in recruitment and selection of staff (mean=4.65), orientation and maintenance of staff (mean=4.61), and Staff discipline (mean=4.52). In addition the respondents indicated that the BOM members in Dagoretti Sub County were moderately effective in staff development, and Staff motivation (mean=3.82). This indicated that the BOM members were very effective in recruiting, appointing, and disciplining non-teaching staff as they had the required knowledge. The study also found that the BOM members were very effective in that they could provide guidance and counseling services for students (mean=4.70), promote leadership qualities for students e.g. through students councils (mean=4.58), create a conducive environment for students to learn (mean=4.52), and follow right procedure when disciplining students (mean=4.50). This depicts that the BOM members in Dagoretti Sub County were very effective in maintenance of student welfare and discipline for the betterment of the school.

In addition the study found that majority 52 percent of the BOM members were male. This was a clear indication that there was gender disparity in the management of human resource which may inhibit the development in the school as women have more contribution to decision making than men. It was
also found that majority 44 percent of the respondents indicated that gender role distribution of the BOM members in their school was skewed in favour of men, 28 percent indicated it was skewed in favour of women, 20 percent indicated it was not considered, while 8 percent indicated the gender distribution was equal. This shows that most of the board members in secondary school in Dagoretti Sub County are male. Finally the researcher found that the majority 56 percent of the respondents indicated that the executive committee of BOM in their school composed of females while 44 percent indicated male. This shows that the senior committee in the BOM in most school in Dagoretti is composed of females as the majority gender which leads to better decision making.

5.3. Conclusions of the study

The researcher concludes that BOM members in secondary schools were very effective in ensuring the curriculum is implemented through effective supervision of teachers. The study also concluded that BOM members in secondary schools in were very effective in sourcing and management of school finances since they had adequate education to be able to prioritize activities when making their budget. According to Okumbe (2001), board members need not to be persons with good education but must also have integrity, people with good knowledge and good managerial skills to be able to plan and implement school budget

The researcher further concluded that BOM members were very effective in maintenance of student welfare and discipline for the betterment of the school.
The study also concluded that BOM in most school is composed of females as the majority gender which leads to better decision making. Terjesen, Sealy & Singh, (2009) states that women possess a wider range of backgrounds, experiences, perspectives and problem-solving skills. This rich set of experiences and knowledge can be passed onto the top managers and improve the governance of the organization.

5.4. Recommendations

Based on the conclusion, the following recommendations are made;

i. The board members should attend seminars and workshops that teach the importance of having an effective school board. This will enlighten them on their role in ensuring effectiveness in human resource management.

ii. The SEO should arrange for workshops for BOM members to be sensitized of the ways of human resource management in secondary schools.

iii. The board members in the district should arrange for school exchange programs to learn how their colleagues work in terms of managing human resources in schools.

iv. The government should organize workshops and trainings for the board members to make them understand their roles as human resource managers as regards policy formulation and implementation.
5.5. Recommendations for Further research

The recommendations for further studies include;

i. Further study should be done on the influence of other factors affecting effectiveness of the board members management of human resources since this study only focused on level of education, work experience, professional qualification and capacity to interpret policies by board members.

ii. Research should be done on other areas since this was based in public secondary schools in Dagoretti Sub County and therefore the findings might defer.
REFERENCES


APPENDICES

APPENDIX 1: A LETTER OF INTRODUCTION

University of Nairobi

School of Education

Department of Educational Administration and Planning

P. O Box 92

Kikuyu.

RE: PARTICIPATION IN RESEARCH

I am a postgraduate student of University of Nairobi, School of Education, Department of Educational Administration and Planning. I am pursuing a Master Degree in Education in Corporate Governance. I am carrying out a research study on “Influence of Boards of Management Effectiveness in Human Resource Management on Public Secondary Schools in Dagoretti Sub–County, Nairobi County, Kenya”. Your institution has been selected to participate in the study. The information supplied will be used strictly for academic purposes and the identity of the respondents will be treated with utmost confidentiality.

Thank you,

Yours Sincerely,

Omollo Rose Adhiambo
APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

The questionnaire is designed to gather information on the factors influencing board members’ effectiveness in management of human resource in Public Secondary Schools in Dagoretti Sub-County, Nairobi in Kenya. You are requested to tick (✓) the appropriate response or as is relevant. Do not put your name or the name of your School anywhere on the questionnaire. The information will be confidential and will be used for the purpose of the study.

Please respond to all items.

Part A

Background information

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

2. Please indicate your age bracket.
   
   Below 30 years (   )    30 to 40 years (   )    40 to 50 years (   )
   over 50 years (   )

3. What is your highest level of education qualification?
   
   Diploma (   ), B. Ed Arts (   ) M. Ed (   ) others (specify)

4. For how long have you been a teacher……..years?
   
   Less than 5 years (   ) 5-10 years (   ) 11-20 years (   ) More than 20 years (   )

5. For how long have you taught in your current School?
Less than 5 years ( ) 5-10 years ( ) 10-20 years ( ) More than 20 years ( )

6. In a scale of 1 to 4 how do you rate the impact of your management experience in managing human resource? (1 very effective, 2 – Effective, 3 - Fairly effective, 4- Not effective)

Explain briefly your answer

PART B

7. Area of training

Yes ( ) No ( )

Human resource management

Recruitment of teachers

Resource mobilization

Curriculum implementation and supervision

8. How do rate the impact of your training on human resource management effectively?

1-very effective ( ) , 2 -Effective ( ) , 3- Fairly effective ( ) 4- Not effective ( )
9. Explain the measure that could be taken to improve on Board of Management members’ effectiveness in human resource management in Primary schools.

a) .................................................................

b) .................................................................

10. The following statements relate to influence of planning, organizing, directing, monitoring, and supervising of approved school projects and programs. What is Extent of BOM effectiveness in relation to Human Resource Management Practices? Use a scale of 1-5 where 5=very effective, 4=moderately effective, 3=effective, 2=fairly effective, 1=ineffective

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<td>Supervise school projects</td>
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<td>Hold regular BOM meetings</td>
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<td>Ensure the curriculum is implemented through effective supervision of teachers</td>
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<td>Provide teaching and learning resources</td>
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<td>Review the school academic performance</td>
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<td>Motivate teachers and students</td>
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<td>Prepare and discuss the school budget that prioritize activities</td>
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<td>Mobilize parents/ stakeholders to source for funds</td>
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<td>Monitor school expenditure</td>
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<td>Recruit and selection of staff</td>
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<td>Create a conducive environment for students to learn</td>
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<td>Provide guidance and counseling services for students</td>
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<td>Following right procedure when disciplining students</td>
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**Thank you for your cooperation**
APPENDIX III: QUESTIONNAIRE FOR BOARD OF MANAGEMENT MEMBERS

Section A: Background of respondents.

i. What is your gender?
   Male [ ] Female [ ]

ii. What is your age bracket?
   Below 30 years over 30-35 years
   36-40 years over 40 years

iii. What is your highest level of education?
   Primary level Secondary level
   College level University level

iv. How many years have you served as a board member?
   Below 5 years 5-9 years
   Over 10 years

v. How does board of management level of education influence human resource management in Public Secondary Schools in Dagoretti Sub-County?
   ……………………………………………………………………………………………

vi. How does board members experience influence human resource management in Public Secondary Schools in Dagoretti - Sub – County?
   ……………………………………………………………………………………………
APPENDIX IV: QUESTIONNAIRE FOR SUB COUNTY EDUCATION OFFICER (SEO)

This questionnaire is for the purpose of research of the factors influencing board of management member’s effectiveness in human resource management in public Secondary schools in Dagoretti Sub County. Please indicate your response by placing a tick (✓) in the appropriate box

1. Please indicate your gender. Male (  ) Female (  )

2. Have all your Public Secondary Schools legally constituted BOMs?
   Yes (  ) No (  )
   If No then give reasons……………………………………..

3. For how long have you served as a Sub- County Education Officer in this District?
   ……………………years

4. Do boards of management level of education influence human resource management in Secondary Schools in Dagoretti Sub – County and how?
   ………………………………………………………………………

5. Do boards of management experience in management influence human resource management in Public Secondary Schools in Dagoretti Sub-County and how?…………………………………………………………
APPENDIX V: QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes.

All information will be treated with strict confidence. Do not put any name of identification on the questionnaire.

Answer all questions as indicated by either ticking in the box or filling in the blank.

Section A: Background of the respondents

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

2. What is your age bracket?
   - Below 30 years ( ) 30 - 35 years ( )
   - 36 - 40 years ( ) over 40 years ( )

3. What is your highest level of education?
   - Primary level ( ) Secondary level ( )
   - College level ( ) University level ( )

4. How many years have you worked as a teacher?
   - Below 5 years ( ) 5 - 10 years ( )
   - 10 - 13 years ( ) Over 14 years ( )

Section B: Area of training

6. Have ever received any kind of training on human resource management? Yes ( ) No ( )

7. In a scale of 1 to 4, how would you rate the impact of your training on human resource management effective level?
   (1-very effective, 2-Efficient, 3-Fairly effective, 4-Not effective)
   Explain briefly your answer………………………………………………..
8. Indicate the measures that could be taken to improve on Board of Management members’ effectiveness in human resource management in Secondary Schools

a) ........................................................................................................

b) ........................................................................................................

c) ........................................................................................................

9. Do you think board of management level of education has some impact on human resource management? Yes ( ) No ( )

10. Do you think if board members are trained on human resource management, they will have positive effect in human resource management? Explain..........................................................

11. Male BOM perform better in human resource management. What is your opinion? .................................................................

Thank you for your cooperation
THIS IS TO CERTIFY THAT
MS. ROSE ADHIAAMBO OMOLLO
of UNIVERSITY OF NAIROBI, D-100
NAIROBI has been permitted to conduct
research in NAIROBI COUNTY
on the topic: FACTORS INFLUENCING
BOARD OF MANAGEMENT MEMBERS
EFFECTIVENESS IN MANAGEMENT OF
HUMAN RESOURCE IN PUBLIC
SECONDARY SCHOOLS IN DAGORETTI
SOUTH SUB-COUNTY, NAIROBI KENYA.

for the period ending:
5th July, 2017

[Signature]

Permit No.: NACOSTI/P/16/24063/11799
Date of Issue: 8th July, 2016
Fee Received: KSh 1000

[Signature]

Director General
National Commission for Science,
Technology & Innovation
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Ref No: NACOSTI/P/16/24083/11799

Date: 8th July, 2016

Rose Adhiambo Omollo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Factors influencing Board of Management members effectiveness in management of Human Resource in public secondary schools in Dagoretti South Sub-County, Nairobi Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for the period ending 5th July, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.