

**FACTORS INFLUENCING BOARD OF MANAGEMENT MEMBERS'  
EFFECTIVENESS IN HUMAN RESOURCE MANAGEMENT IN PUBLIC  
SECONDARY SCHOOLS IN MOUNT ELGON SUB-COUNTY,  
BUNGOMA COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Award of Degree of Masters of Educational Administration  
University of Nairobi**

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## **DECLARATION**

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

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## **DEDICATION**

I dedicate my work to my loving late parents Philip Chebonya and Rael Chemenjo.

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## ABBREVIATIONS AND ACRONYMS

<b>BOG</b>	Board of Governors
<b>BOM</b>	Board of Management
<b>CDE</b>	County Director of Education
<b>DC</b>	District Commissioner
<b>DCC</b>	Deputy County Commissioner
<b>DEB</b>	District Education Board
<b>DEO</b>	District Education Officer
<b>EFA</b>	Education For All
<b>GoK</b>	Government of Kenya
<b>GPE</b>	Global Partnership for Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KNUT</b>	Kenya National Union of Teachers
<b>LEAs</b>	Local Education Authorities
<b>MoE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>MP</b>	Member of Parliament
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>NCST</b>	National Council for Science and Technology
<b>NEPAD</b>	
<b>CDE</b>	County Director of Education
<b>PTA</b>	Parents Teachers Association
<b>SDP</b>	School Development Plans
<b>SGB</b>	School Governing Bodies
<b>SDGs</b>	Sustainable Development Goals
<b>SMC</b>	School Management Committee
<b>SPSS</b>	Statistical Package for Social Sciences
<b>SWAP</b>	Sector-Wide Approach to Planning
<b>TIVET</b>	Technical Industrial Entrepreneurship Training
<b>TIQET</b>	Totally Integrated Quality Education and Training
<b>TSC</b>	Teachers' Service Commission

## ABSTRACT

The purpose of this study was to investigate factors influencing BOM members' effectiveness in management of human resources in public secondary schools in Mt. Elgon Sub-County, Bungoma County. The study sought to: determine the extent to which BOM members' academic qualifications, professional experience, training in management skills influence management of human resources. Also, the study sought to determine how BOMs' role in recruitment of teachers and positions held currently and previously affect Human Resources Management. Besides, the study was to establish challenges encountered by BOMs' in management of human resources. Issues that prompted this study were that most BOM members are aware of workshops on school management but they felt that there should be increased access to training of the BOM members through decentralization of such training to schools instead of offering it at KEMI. This research was anchored on the Herzberg's theory of employee motivation (Michael, Syptak & Marsland, (1999) supported by equity theory of motivation. The investigation was conducted using the descriptive survey design. Target population consisted of the 24 public secondary schools and 312 BOMs in Mt. Elgon Sub-County. Three (3) head teachers and 3 BOMs were used for piloting study. The researcher used a sample size of 12 public secondary schools. For the BOM members, the researcher calculated the sample size basing on Mugenda and Mugenda (2003) who proposes a sample size of 20 percent of the total population. For this study, therefore, sixty one (61) BOM members were appropriate. Both descriptive and inferential statistics were used in the analysis. From the findings, it was established that BOM members' positions held currently or previously contribute greatly to competence and performance. Besides, head teachers' and BOM members' age is crucial hence BOM should be appointed carefully to ensure that they are experienced to operationalize management processes effectively and efficiently. Also, BOM members have failed in their responsibilities due to challenges like political interference, unqualified and incompetent BOM members, and that some members have vested interest in procurement of supplies. Basing on the challenges still, the study established that a majority of BOMs had no degree or any public accredited profession. Therefore, most of the BOM members endorsed the decisions of the principal hence making the education level of the BOM not significant when handling human resources in schools. The study suggested that there is need to carry out a study on factors affecting Kenya Education Management Institute in training and development of BOM members' administration and management skills. There is also need to carry out a study on the influence of ICT on BOM members' effectiveness in management of human resources. The study recommended that management of educational institutions has to be effective and efficient by appointing BOM carefully to ensure that they are experienced. Given the scope and limitations of this study, the researcher recommends a replica of the study to be performed in other public secondary schools in Kenya.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Education and its provisions are an important enabling factor for development. Education increases social options and provides the means towards social mobility and socio-economic advancement (NEPAD, 2009). Investing in education is the single most effective way of reducing poverty. Education helps people work better and can create opportunities for sustainable and viable economic growth now and in future. As a sector, it should be well managed because it is here that the young are nurtured and humanized for future roles in the society (GPE Report, 2013). Based on these assertions, the Rio + 20 Conference in 2012 brought together world leaders and participants from governments, the private sector, NGOs, and other groups to develop a set of Sustainable Development Goals (SDGs) The SDGs follow and expand on the MDGs and aim to respond to new challenges and coherent with the post 2015 development agenda.

These massive educational expansions witnessed in recent years and the rapidly changing times and needs of society demand that school administrators, practicing classroom teachers and other personnel perform decisively to match these changed circumstances (Barasa, 2007). All organizations, schools are no exception, cannot do without human resources. School administrators must

therefore plan their programmes in such a way that they use their human resources well. They must also ensure that the school's workers feel needed, important and happy (Barasa, 2007). According to Hersey and Blanchard (1977) cited in Barasa (2007), management is a process of working with and through individuals and groups of people to accomplish organizational goals. The situational or contingency theory of management asserts that when managers make a decision, they must take into account all aspects of the current situation and act on those aspects that are key to the situation at hand.

Basically, it is the approach that "it depends" (Dixon, 2003, Koontz & Weihrich, 2012). According to the contingency approach, the style of management and the structure of an organization should reflect and change with changes in that organization's environment. In contrast to all the other management theories, contingency theory does not support the idea that there is only one best way of management, and that the principles of this can be applied under all circumstances. Instead, contingency theorists perhaps have a more realistic approach – that the most appropriate style of management will change over time, as the circumstances of the organization change, and that the right management approach for a particular problem will not necessarily be the correct approach for a different problem (Cole, 2002). To be really effective, managers should use whatever approach is best for the organization at that particular time (Koontz & Weihrich, 2012).

Different countries have adopted different methods of governing their secondary schools, but their aims remain the same, a well managed secondary education system. In the United States, secondary schools are managed by local school boards which are agents of and responsible to the state (Gitau, Rwantabagu & Makatiani, 2010). The secondary education system is divided into two: junior high (2 years) and senior high (2 years). The powers of the local authorities include: power to generate revenue, to maintain schools, purchase sites and buildings, purchase materials and supplies, organize and provide a programme of study and employ the necessary personnel, admit and assign students to schools and control their conduct. This is unlike the situation in Kenya where all these duties are left to the central government through the ministry in charge of education.

In England, Scotland and Wales, secondary schools are managed by the Local Education Authorities (LEAs) established by the Education Act of 1902 (LEA, 2007). The LEAs are involved in determining the overall policies, objectives and ethos at the school. The boards have a special duty to promote good relationships between the school, its parents and the community. They also have the responsibility to form a channel for the flow of information between these groups.

In Uganda, the local BOGs and PTAs have unclear and sometimes competing roles and usually lack the capacity and information to effectively manage school budgets (Government of Uganda, 2008). The government has recommended that the BOGs and PTAs might be more effective if they were to have clearly

delineated and strengthened roles, be given training to improve their governance capacity, and be provided the information they need to hold schools accountable, possibly in the form of school report cards that allow schools to assess their relative performance. Tanzania has one of its aims to build capacity of heads of schools, School Board Members, school Management Teams, Managers of Non Government Schools and Ward Education Coordinators in an effort to improve the quality of Education (The United Republic of Tanzania, 2010). A study conducted in Nigeria on conflict management in secondary schools (Okotoni & Okotoni, 2003) found that poor training of secondary school administrators in conflict management is one key source of conflicts in secondary schools in Osun State, Nigeria. The study consequently recommended the training of managers on conflict resolution and management.

In Kenya, the management of secondary schools by BOMs (formerly Boards of Governors) began after independence as a result of recommendations passed by Kenya Education Commission Report (Republic of Kenya, 1964). These bodies are charged with the responsibility of management of human, financial and material resources so as to carry out smooth operations, infrastructure, development and the provision of teaching and learning materials (Republic of Kenya, 2005, Okumbe, 2001). Boards of Management have to be appointed from among people who have expertise which would enhance the management and development of educational institutions (MOEST, 1988). In view of the many emerging issues pertaining to the management of secondary schools in a fast changing socio-economic environment, it has become necessary that ministry

gives policy directions on the constitution, membership and operations of the BOMs (MOEST, 2004). The Education Act 2012 of the laws of Kenya Section 10 shows that local professionals have to be appointed to provide critical services and advice to the school (Republic of Kenya, 2012). Selection and appointment of BOM members should target people with experience and suitable expertise as well as reflect community diversity (OECD 2008). Empirical evidence shows that the appointment of BOM members in several secondary schools falls below the stipulated standards in the law and policy frameworks. Some BOM members do not meet required qualifications and therefore, lack the capacity and skills to render effectively their mandated role (Opot, 2006 & Kindiki, 2009). Besides, for the last three decades since KEMI's inception there has been lack of capacity building due to inadequate staff, financial constraints thus inadequate funding to KEMI, lack of full time training, venues that are not conducive for staff attending training and what is learned is not applied effectively (Republic of Kenya, 2005 & Otunga, 2008). In most public secondary schools it is affected by political leaders who usually manipulate the process to gain their interest regarding such conditions. In such schools, BOMs lack the power and competence to make independent decisions in the interest of schools. Also, without adequate expertise BOMs cannot effectively check manipulation of school management, pertaining human resources (Kogan, 1984 & Kindiki, 2009). The Koech report (1999) also emphasized concern regarding political influence on the selection and appointment of BOM members, alongside factors such as low academic levels and lack of commitment, leading to weak academic institution. Lack of

management and supervisory skills among BOM members, together with unclear roles and responsibilities as well as tension between BOM chairpersons and principals, are some of the factors hindering the effectiveness of secondary BOMs in developing countries (OECD, 2008). Professional experience of BOM members, role of BOM members' in recruitment, positions held currently or previously by BOM members, and challenges encountered by Boards of Management members in Human Resources Management are also some of the factors hindering the effectiveness of secondary BOMs in public secondary schools in developing countries.

A research carried out by Dawson (2008) established that BOM members are largely incompetent in their mandated role due to low levels of education and inadequate experience in managing learning and teaching activities. The investigation also highlights the importance of appointing well educated individuals and given inductions and proper training to promote effectiveness in the management of students, teaching staff and support staff members. There is need for regular training for BOM members on the management of school affairs, as well as their roles and responsibilities to enhance professionalism in fulfilling their stipulated mandate (Republic of Kenya 2005).

Although the 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 constraints and lack of clear policy on their training. In view of this, BOM members have not been exposed to adequate management training. As a result, many BOM members lack capacity to

oversee and account for the utilization of human resources under their docket (Republic of Kenya, 2005). In this regard, there is no doubt that lack of training opportunities paralyzes effectiveness of BOM members in overseeing the management of secondary schools and offering adequate policy guidance (Dawns, 2008). 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 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. Their effectiveness can be measured in terms of how often they interact with school management, teaching staff and support staff members, learners and community members within their operational area (OECD, 2008). According to Dawns (2008), understanding issues affecting learners and staff members is critical for swift action to prevent vulnerable negative occurrences such as unrest. Also important is the mutual and supportive relations with school management. Poor relations between BOMs are likely to constrain roles of the whole school community (Dawson, 2008). Trust and collaborative relations 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). Mt. Elgon Sub-County, Bungoma County is among the areas where most secondary schools have BOM members who lack capacity to oversee and account for the utilization of human resources under their docket. In this regard, there is no doubt that lack of training opportunities paralyzes effectiveness of BOM members in overseeing the

management of secondary schools and offering adequate policy guidance. These reckon the need for this research to investigate factors affecting BOM members' effectiveness in Human Resource Management in public secondary schools in Mt. Elgon Sub-County, Bungoma County, Kenya.

## **1.2 Statement of the problem**

The criteria established by the education act for the selection of BOM members has not yielded a significant impact on the effective and efficient human resource management of secondary schools as evidenced by the initiation of in-service training by the Ministry of Education through the Kenya Education Management Institute (KEMI). The commission of inquiry into The Kenyan Education System (TIQUET, 1999) and a task force appointed to look into students discipline and unrest in secondary schools (The Report Task Force on Students Indiscipline and Unrest in Secondary Schools, 2001) revealed similar conclusions. A study by Ongaki (2001) to establish assessment of secondary schools Boards of Management training levels and their influence on management competence in public secondary schools in Kisii Central District found that most BOM members are aware of workshops on school management. The study indicated that BOMs in public secondary schools feel that there should be increased access to training of the BOM members through decentralization of such training to schools instead of offering it at KEMI. This hampers efficiency and effectiveness in management since many BOM members lack managerial skills and experience. Mt. Elgon Sub-County, Bungoma County is among the areas where most secondary schools

have BOM members who lack capacity to oversee and account for the utilization of human resources under their docket. In this regard, there is no doubt that lack of training opportunities paralyzes effectiveness of BOM members in overseeing the management of secondary schools and offering adequate policy guidance. It is within this context that this study will investigate the factors affecting BOM members' Human Resource Management in public secondary schools in Mt. Elgon Sub-County.

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

The purpose of the study was to investigate factors influencing Board of Management Members' effectiveness in Human Resource Management in public secondary schools in Mt. Elgon Sub-County, Bungoma County, Kenya.

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

The following specific objectives were used to guide the study:

- i. To determine the extent to which Board of Management members' academic qualifications influence Human Resources Management in public secondary schools in Mt Elgon Sub-County.
- ii. To establish the influence of professional experience of Boards of Management members on Human Resources Management in public schools in Mt. Elgon Sub-County.

- iii. To establish whether the training in management has influence on BOM members' management of Human Resources in public schools in Mt. Elgon Sub-County.
- iv. To determine the extent to which BOM members' role in recruitment influence Human Resources Management in public secondary schools.
- v. To explore the extent to which positions held currently or previously by BOM members influence Human Resources Management in public secondary schools.
- vi. To establish challenges encountered by Boards of Management members in Human Resources Management.

### **1.5 Research questions**

The following research questions guided the study:

- i. To what extent do Board of Management members' academic qualifications influence Human Resources Management in public secondary schools in Mt Elgon Sub-County?
- ii. To what extent does professional experience in education influence BOM members' management of Human Resources in public schools in Mt. Elgon Sub-County?
- iii. To what extent does management training in influences BOM members in management of Human Resources in public schools in Mt. Elgon Sub-County?

- iv. To what extent does BOM members' role in recruitment influence Human Resource Management in public secondary schools?
- v. To what extent do positions held currently or previously by BOM members influence their Human Resources Management in public schools in Mt. Elgon Sub-County?
- vi. What challenges do BOM members encounter in Human Resources Management in public schools in Mt. Elgon Sub-County?

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

This research would generate new knowledge to widen horizons of existing knowledge concerning the boards of management that could help them improve their managerial techniques that facilitates results based on informed decisions in liaison to governance and controlling resources.

The study would be useful to BOM members, Education officers and head teachers to be more effective in management of schools. The findings of this investigation may be useful to the Ministry of Education, particularly the Kenya Education Management Institute in designing training programmes, induction courses and manuals on the operations of BOMs members. Finally, the study would add to the existing literature on BOMs and secondary school management issues.

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

The respondents may be unwilling to answer the questions or may give untruthful answers due to fear of victimization. The researcher mitigated this by assuring

them of the confidentiality of their identity and the use to which their answers would be put, which would be the research only.

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

The study was delimited to public secondary school in Mt. Elgon Sub-County that have Boards of Management already nominated and appointed by the Cabinet Secretary of Education. The study confined itself to public secondary schools that have registered candidates for Kenya Certificate of Secondary Education (KCSE) for at least three years and are registered by the Ministry of Education and therefore are run by Boards of Management. Generalization to other public schools should be done with caution as some may not meet the used criteria

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

The study based on the following assumptions:

- i) The BOM members' effectiveness determines Human Resource Management in public schools.
- ii) The principals will allow the researcher to access the human resource management records for the past five years.
- iii) The respondents will be willing to answer research questions honestly.

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

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

**Effectiveness** refers to the 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.

**Evaluation** refers to the act of accomplishing managerial tasks quickly aiming at educational goals.

**Human Resource Management** refers to the function within an organization that focuses on recruitment of, orientation training of management of, and providing direction for the people who work in the organization.

**Influence** refers to any effect, whether anticipated or unanticipated, positive or negative in the management of human resources by board of management members BOMs

**Recruitment** refers to the process of locating, identifying and attracting capable applicants to fill vacancies in the teaching service.

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

This study is organized into five chapters. Chapter one consists of the introduction or background of the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, the basic assumption for the study and definition of the significant terms. Chapter two on the literature review

includes an introduction, concept of management in secondary schools, the extent to which BOM members' academic qualifications influence Human Resources Management in public secondary schools, the influence of professional experience of BOM members on Human Resources Management in public schools, whether training in management skills influence BOM members in management of Human Resources Management, the extent to which Board of Management members' role in recruitment of teachers influences Human Resources Management in public secondary schools, the extent to which positions held currently or previously by BOM members influence Board Members' management of Human Resources Management in public secondary schools, and challenges encountered by BOM members in Human Resources Management in public secondary schools of Mt. Elgon District, Kenya. Besides, the study focuses on summary of literature review, theoretical and conceptual frame work.

Chapter three will consists of, introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four will consist of data analysis, findings and discussions. Chapter five will consist of summary of findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review in this chapter focuses on the concept of management in secondary schools, BOM members' academic qualifications and management of human resources, professional experience of BOM members and management of HRM, training of BOMS in carrying out their duties, role of BOMs in recruitment of teachers, positions held currently or previously by BOM members and HRM in schools, challenges encountered by BOM members in secondary schools, summary of literature reviewed, theoretical and conceptual frame work.

#### **2.2. The concept of management in secondary schools**

Different countries have adopted different methods of managing their secondary schools, but their aims remain the same, a well managed secondary education system. In the United States, secondary schools are managed by local school boards which are agents of and responsible to the state (Giatu, Rwantabagu & Makatiani, 2010). The secondary education system is divided into two: junior high (2 years) and senior high (2 years). The powers of the local authorities include: Power to generate revenue, to maintain schools, purchase sites and buildings, purchase materials and supplies, organize and provide a programme of study and employ the necessary personnel, admit and assign students to schools and control their conduct. These are unlike the situation in Kenya where all these

duties are left to the central government through the ministry in charge of education.

In England, Scotland and Wales, secondary schools are managed by the Local Education authorities (LEAs) established by the Education Act of 1902 (LEA, 2007). The LEAs are involved in determining the overall policies, objectives and ethos at the school. The boards have a special duty to promote good relationships between the school, its parents and the community. They also have responsibility to form a channel for the flow of information between these groups.

In Canada, the strategic role of the boards of a grant-aided school is to fulfill its functions in relation to the school with a view to promoting the achievement of high standards of educational achievement. The vision and aims set for the school, the school ethos, and the plans and policies agreed for the school all have the potential to contribute to the raising of education standards. In addition, the Board of Governors should work with the school principal in monitoring and evaluating the school's performance and to promote self-evaluation as a means to achieve school improvement ([www.deni.gov.uk](http://www.deni.gov.uk)).

A study conducted in Nigeria by (Okotoni & Okotoni, 2003) found that the secondary schools in Nigeria operate within the guidelines provided by education policies to enable managers assess the situation of the school and identify goals of the organization, develop strategies to achieve such goals, assemble the required resources, organize, direct and control activities of others and motivate people to work. In order to enable managers perform their roles effectively there are some

strategies for human resource management for effective public secondary schools. They include: manpower planning, formulation of good human resource policies, staff training and development, and routine staff and student maintenance.

The Kenyan government has not been left behind. It has always placed education as a priority at all levels, promoting it as a key indicator 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 quality education and training and research for development (MOE, 2007). The TSC Act 2012 places the management of public secondary schools in the hands of Boards of Managers. The duties of the boards are stated as being subject to the Education Act, the Teachers Service Commission Act, and any regulations made under the Education Act and to any limitations that may be imposed by the order (Republic of Kenya, 2012). The BOMs are charged with the responsibility of policy making and implementation, discipline, upholding high academic standards for the schools, promoting the public image of the school, recruiting members of the teaching and non-teaching staff, controlling finances and initiation of development projects in the school (MOEST, 2002). According to Okumbe (2001), effective management of personnel requires that a comprehensive effort is made by the management to ensure an efficient and effective teaching and learning environment. The Board of Governors ( Now Board of Management) have the following functions: Preparing annual budgets of the school, receiving fees, grants, subscriptions, donations and other revenue, incurring expenditure on the various activities of the school in

accordance with the approved budget of the school, paying salaries of employees, other than teachers employed by the Teachers Service Commission, determining the amount of fees, levies and other charges, awarding bursaries to the needy students of the school, recruiting and hiring school employees, other than teachers employed by the TSC, ensuring that discipline is maintained among students and staff, and ensuring provision and proper maintenance of school buildings, teaching and learning facilities, and other educational resources (Republic of Kenya, 2013).

### **2.3 BOMs academic qualifications and management of human resources**

In Saskatchewan (2010), being a school board member is both a privilege and a responsibility. It is a privilege because it deals with shaping the future. The decisions made about education today influence the contributions that young people will make to society tomorrow. The knowledge, skills and attitudes that young people learn in school affect their power to participate in their communities, their ability to create healthy families, and their participation in the labour force for the rest of their lives. School board members are, therefore, required to have quality academic qualifications accompanied with knowledge and skills to appropriately govern well – issues in education that are complex and multifaceted. School board members, individually and collectively, require knowledge and skills to govern effectively (Handbook for School Board Members, 2009).

Since the overall management of secondary schools and colleges is vested in the Boards of Governors (now Boards of Management), it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management (Okumbe, 2001). Whilst it would be difficult to appoint all people with these qualities into the boards, it, however behoves the educational management to put in place machinery which will upgrade management skills of the board members. This would be done through inservice training, seminars and workshops organized either by the school or by the ministry of education.

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). These include the Education Act, the TSC Act, The BOM Management Code, The Children's Act, and Procurement Act among others. As a result, the then MoEST (Now Ministry of Education) put completion of secondary education as the minimum requirements for one to be appointed to a school boards (MoE, 2004). Since it is not possible to appoint all members of a board who are well qualified, it is important for the ministry of education to put in place mechanisms for upgrading their skills through in-service training, seminars and workshops (Asiago, 2010). According to the Education Act 2012, no person shall be appointed to or co-opted to the Board of a secondary school without a minimum of a degree or its equivalent from a recognized university or equivalent institution.

## **2.4 Professional experience of BOM members and management of HRM**

Globally the management of learning institutions has been bestowed to the central government that directly controls the operations of institutions especially the public institution. However, the degree of centralization within organizations has been an issue since the early days of organization theory with both Weber (1947) and Fayol (1930) for example, prescribing highly centralized structures in the interest of organizational effectiveness and the most efficient use of resources. This system of centralized management of organizations has been challenged in recent past. According to Gaynor, (1998), many countries are decentralizing the financing and administration of educational services to regional, local or school levels. Therefore, decentralization in organizations has found much more favour, especially with corporations growing in size. It is against this background that there has been growing interest in the decentralization of human resources management function (Purcell & Ahlstrand, 1994; Marginson, 1998; and Hall, 1995).

In education sector, the management of schools is bestowed to various bodies which in some countries are known as School Governing Bodies (SGBs) like the case of Switzerland, USA, and Britain (Hall et al, 1998). Globally, all School Governing Board Members must possess management experience (Gaynor, 1998). For the execution of these roles the BOM members should have administrative experience. According to Dawson (2008) administrative experience has an effect on job satisfaction of teachers. This implies that long

serving BOM members might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of secondary schools where there is management of human resources. As the BOM members get satisfied with doing what they know best due to accumulated experience, the repertoire of skills is used to manage teachers who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school (Dawson, 2008).

In Kenya, the functions of BOM members on management of secondary schools are spelt out in the Kenya Education Act (KEA), cap 211. Kamunge Report (Republic of Kenya, 1988) acknowledges that the role played by the BOMs in the management of educational institutions is crucial and therefore boards should be appointed on time and members carefully selected to ensure that boards have committed members (Ministry of Education 2004). According to Republic of Kenya (2012), management of educational institutions is crucial hence BOM should be appointed carefully to ensure that they are experienced. To operationalize these management processes effectively and efficiently, Kimemia (1990) reveals that BOM members need technical skills to apply skills and use techniques from education, training and experience, human professional experience is necessary to work effectively with the people and conceptualize and analyze school complexities. The Sessional paper No 1 of 2005 emphasized the need to train BOM members on the management of school affairs and their roles and skills to enhance professionalism in fulfilling their management mandate (RoK, 2005). According to the Education Act 2012, no person shall be appointed

to or co-opted to the Board of a secondary school without a minimum of at least seven years experience and meets the requirements of chapter six of the constitution on integrity.

Empirical evidence reveals that BOM members in some secondary schools are largely incompetent in their oversight role because of low levels of education and inadequate experience in managing learning and teaching activities (Dawson, 2008). The study highlighted the need to appoint well-educated individuals, inductions and proper training to enhance efficiency in the management of students, teaching and non teaching staff, financial and physical resources. This study therefore sought to establish the professional experience of Board of Management members in public secondary schools in Mt. Elgon Sub-County.

### **2.5 Training of BOMs in carrying out their duties**

According to Monappa (1996), training is the teaching/learning activities carried out for the purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. Training is any learning activity that is channeled towards the acquisition of specific knowledge and skills for the purpose of improving an occupational task (Cole, 2002). On training, many governments of the world recognize that effective and efficient human resource is a major factor in enhancing timely and cost effective service delivery. In order for the human resource to play this role effectively, training and capacity building are of high priority in the government's human resource development agenda. Induction is a process and a fundamental

requirement in setting officers into a new work environment. It is intended to effectively introduce the officers to work procedures, rules and regulations.

Training of school boards is vital to help them understand and discharge their duties effectively. This is the responsibility of the MoE in any country. In Northern Ireland for example, education and library board (ELBs) have a legislative responsibility to provide governors' training across schools, irrespective of their management types, where attendance of the training is not mandatory. A comprehensive range of training courses is provided which focuses on the freedom of information, special education needs and disability, financial management, human rights awareness and anti-bullying, misuse of drugs, health and safety and child protection matters. In England and Wales governors are offered training and support by either the central government, Local Education Authority (LEA) or other organizations (Republic of Northern Ireland, 2005). Banks (2002) carried out a research in Scotland and found that inadequate training of board members is an obstacle to their role in school management. In Canada, the Ontario government recommends that all school administrators should receive more training. This should be priorities for all school administrators to accurately assess and help to improve teacher effectiveness. To achieve this, administrators must receive ongoing, rigorous training that equips them to render fair, accurate and consistent assessments of teacher performance. This, in turn, will enable administrators to provide useful feedback to teachers and to design professional development programs that meet their needs. It will also instill greater confidence among teachers in the validity of their evaluations (Maharaj, 2014).

Van Wuk (2001) focusing on factors influencing implementation policies in post-apartheid South Africa states that 37 per cent of school boards are illiterate and that government bodies performance is seriously affected by lack of adequate training of board members. According to Mullins (2002), training has a major influence in the success of any organizations. It ensures sustainable economic returns and effective performance. Mbamba (1992) argues that, educational management is relatively young in the African continent. Professional educators or managers have for a long time managed their education, but they have very much depended by and large on their educational background and on the job experience out of which, they are expected to acquire knowledge, skills and attitudes needed to manage the educational systems effectively and efficiently.

According to studies carried in Kenya, training of workers in an organization is important because it enhances job motivation and satisfaction and increases the employees' productivity. Hence, there is need for adequate professional training for secondary school administrators and managers. According to the Republic of Kenya (1998), institutional heads are appointed from among serving teachers, most of whom had no prior training of institutional management. Lack of such training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training. The in-service programmes need to be provided regularly to the managers, administrators, teachers and curriculum implementers. Secondary education can only be improved by identifying and training the right people. Head teachers and other managers have to be appointed based on institutional management and

training and, qualification. According to Sessional Paper No1 of 2005, BOM members are responsible for the management of human and material resources. KEMI has offered management training for principals since 1980 but rarely to BOM members (Sessional Paper No 1 2005). This study sought to establish whether the BOM members were trained in institutional management.

## **2.6 How BOMs role in recruitment influences HRM**

According to USA government, acquiring and retaining high-quality talent is critical to an organization's success. As the job market becomes increasingly competitive and the available skills grow more diverse, recruiters need to be more selective in their choices, since poor recruiting decisions can produce long-term negative effects, among them high training and development costs to minimize the incidence of poor performance and high turnover which, in turn, impact staff morale, the production of high quality goods and services and the retention of organizational memory. At worst, the organization can fail to achieve its objectives thereby losing its competitive edge and its share of the market (Gary, 2000). In Canada, although school boards can sometimes play a useful role in pre-screening eligible candidates, hiring decisions are best left in the hands of the school principal. Indeed, much international evidence indicates that students tend to perform better when schools have autonomy in personnel decisions (Clark, 2005; Esekeland & Filmer, 2007; Robin & Sprietsma, 2003; Wößmann, 2003). The Ontario government's recent policy change requires principals and School Governing Board members to hire human resources for long-term assignments

based on merit for effective management of human capital in schools (Maharaj, 2014).

Government of the Republic of Trinidad and Tobago also recognizes recruitment as “the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organization can select each other in their own best short and long term interests.” The recruitment process provides the school board members with a pool of potentially qualified job candidates from which judicious selection can be made to fill vacancies. Successful recruitment begins with proper employment planning and forecasting. In this phase of the staffing process, school board members formulate plans to fill or eliminate future job openings based on an analysis of future needs, the talent available within and outside of the school, and the current and anticipated resources that can be expended to attract and retain such talent (Richardson, 2012). School managers have to be prepared to employ in order to identify and select the best candidates for its developing pool of human resources. School board members to be involved in seeking recruits for base-level entry positions often require minimum qualifications and experience. These applicants are usually recent high school or university/ technical college graduates many of whom have not yet made clear decisions about future careers or are contemplating engaging in advanced academic activity. At the middle levels, senior administrative, technical and junior executive positions are often filled internally. To obtain the scarce, high-quality talent, most BOM members have to utilize both

mechanisms to effect recruitment to all levels. Hence, the need to determine the role of BOM members in recruitment of HRM.

## **2.7 Current or previous positions for BOM members and HRM in schools**

BOM members' positions held currently or previously contribute greatly to competence and performance. Basing on the Ontario government, Canada, Maharaj (2014) notes that performance appraisals are conducted more frequently basing on the skill level or experience of the school board members. Previous experience on school management enables school managers to understand teachers' need and hence appraising them accordingly. More frequent evaluations enable better personnel decisions; they also help teachers grow as professionals, recognizing that a teacher's effectiveness and developmental needs may evolve over time. At a minimum, teachers should be evaluated every two years. Maharaj (2014) further more states that among other benefits, this helps to ensure that they receive timely help with their challenges and regular recognition of their successes.

According to Okumbe (2001), in a public secondary school, competence and performance of BOM members in management of human resource would be demonstrated basing on the position held currently or previously by the BOM member.

## **2.8 Challenges encountered by BOM members in HRM in secondary schools**

Smolley (1999) carried out a research on the effectiveness of school boards in the

State of Delaware, USA. The objectives of the study were to find out the level of effectiveness of school boards in the state of Delaware. The study also sought to find out what strategies could be used to improve boards' performance. The target population of the study was all the members of the school boards in the area. A sample of 45 board members was randomly selected. Questionnaires were used to collect data. The study revealed that the ineffectiveness of BOM was as a result of improper decision making process. This was attributed to difficulties in accessing and use of relevant information that would facilitate decision making process. There was lack of proper deliberations during board meetings, ignoring the alternative action to the one agreed and, lack of consensus. Lack of skills in deliberations and decision making during board meetings indicated that there existed a gap in the induction and training of BOM in the State of Delaware U.S.A.

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

The World Bank (1996) conducted a study in Kenya on management of education. The study revealed that one of the major causes of problems with public schools management is the "management capacity of educational managers". It further noted that, decentralization of educational management has shifted responsibility that has put demand on the management capacity of schools. The study found out that very few managers of educational institutions have had formal training in basic management skills, including even some head teachers. In response to the above problems, the World Bank study recommended that the Ministry of Education requests KEMI to particularly mount urgent training for the entire BOM management. However, this recommendation has not been fully implemented and hence, most BOMs have not so far been trained for effective management of public secondary schools in Kenya. According to Koech (2009), many secondary schools in Kenya have had conflicts among PTA, the sponsor and the BOM over appointment of head teachers and has even resulted to school closures. According to Smolley (1999), Political pressure affects positive work relationship between head teachers and BOM members. Furthermore, a report of the task force on the discipline and students unrest of secondary schools in Kenya (2001) states that some of the challenges of school management stem from BOM roles. BOM members have failed in their responsibilities due to challenges like political interference, unqualified and incompetent BOM members, some members have vested interest in procurement of supplies, some BOM members are sidelined by head teachers in BOM meetings and that there is a conflict between BOM members and head teachers over management of funds. The Task

Force emphasizes that the appointment of unqualified BOM members is a challenge on the quality of management hence there is need to study to determine the challenges encountered by BOM members in the Management of human resources.

## **2.9 Summary of literature reviewed**

Being a school board member is both a privilege and a responsibility. It is a privilege because it deals with shaping the future. School board members are, therefore, required to have quality academic qualifications accompanied with knowledge and skills to appropriately govern well – issues in education that are complex and multifaceted. Since the overall management of secondary schools and colleges is vested in the Boards of Governors (now Boards of Management), it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management. Head teachers and other BOM members have to be involved in important areas in school administration which include the curriculum, leadership and human relations, community relations and working relations. They must strive to enforce traditions for efficiency, effectiveness and quality. In order to achieve this, school board members must have adequate academic and professional qualifications, a full knowledge of the methods and techniques of educational practice, sound knowledge of school influence, ability to understand the needs of the teaching staff, pupils, parents and the support staff. Empirical evidence reveals that BOM members in some secondary schools are largely incompetent in their oversight role because of low levels of education and

inadequate experience in managing learning and teaching activities. This study therefore sought to establish the need to appoint well-educated individuals, inductions and proper training to enhance efficiency in the management of students, teaching and non teaching staff, financial and physical resources.

On training, many governments of the world recognize that effective and efficient human resource is a major factor in enhancing timely and cost effective service delivery. In order for the human resource to play this role effectively, training and capacity building are of high priority in the government's human resource development agenda. Inadequate training of board members is an obstacle to their role in school management. The recent education policy change requires principals and School Governing Board members to hire teachers for long-term assignments based on merit for effective management of human capital in schools.

Many secondary schools have had conflicts among PTA, the sponsor and the BOM over appointment of head teachers and has even resulted to school closures. Lack of knowledge among BOM members is a great challenge to their role in school management. Empirical evidence reveals that some BOM members always gang against the heads and interfere with the day to day running of the institutions. Decision making is not approached as a corporate venture and either the BOMs would oppose the head teachers' recommendations or the heads would reject the advice of the school boards. It also reveals that the role conflicts between the head teachers and BOM are mainly because the BOM members are

not adequately knowledgeable of their duties and powers. BOM members in Mt. Elgon Sub-County, Bungoma County lack capacity to oversee and account for the utilization of human resources under their docket. In this regard, BOM members lack effectiveness in overseeing the management of secondary schools and offering adequate policy guidance. It is within this context that this study will investigate the factors affecting BOM members' Human Resource Management in public secondary schools in Mt. Elgon Sub-County.

### **2.10 Theoretical framework for the study**

The study is anchored on Herzberg's theories of employee motivation (Michael, Syptak & Marsland, 1999). Employee satisfaction and retention have always been important issues for scholars who have realized that high levels of staff turnover can affect the bottom line of quality education. Managers in schools and organizations have made job satisfaction a top priority. Satisfied employees tend to be more productive, creative and committed to their employers.

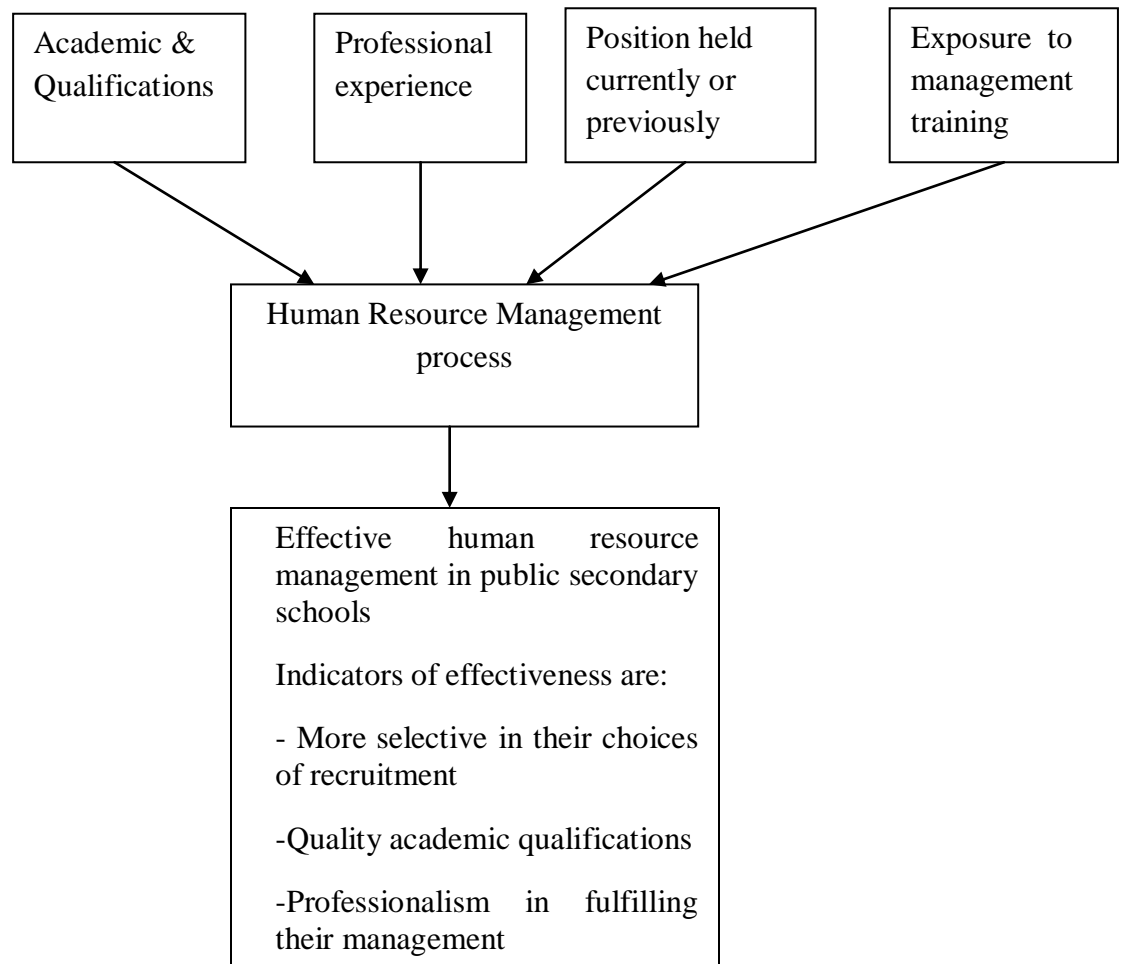
Recent studies like Okumbe (1998) have shown a direct correlation between staff satisfaction and effective management of HRM. Boards of Management (BOMs) who can create work environments that attract, motivate and retain hard-working individuals will be better positioned to succeed in a competitive educational environment that demands quality and cost-efficiency. What's more, BOMs may even discover that by creating a positive workplace for their employees, they've increased their own job satisfaction as well. This theory is supported by equity theory, most popularly known as the equity theory of motivation, which was first

developed by John Stacey Adams, a workplace and behavioral psychologist, in 1963 (Cole, 2002). Adams' theory of equity is based on the premises of the belief in fair treatment by the organization in terms of equally rewarding all employees doing equal amount and equal level of work.

## 2.11 Conceptual framework

The conceptual framework is shown in figure 2.1.

**Figure 2.1** Conceptual framework for the study



**Source:** Adapted and modified from Seidman, A., Lonnie. M. & Loretta ,S. (2005).

When members of a school Board of Managers are well-educated, possess relevant professional experience in education, are well trained in resource utilization, adhere to procurement guidelines, participate in monitoring and evaluation of the use of resources, participate in fair recruitment of teachers and when the process of decision making is consultative and done in a professional manner, the result is good management of human resources in secondary schools. However, poor management of HRM in schools can be encountered if the BOMs are not well educated and with relevant professional experiences in education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the overall approach to research design. It comprises of research design, target population, sampling techniques, research instruments, validity of instruments, reliability as instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

According to Ogula (1998) a research design is the plan, structured and strategy of investigation conceived so as to obtain answers to research questions and control variance. A research design sets up the framework for study and the blue print of the research. Descriptive survey design describes respondents' characteristics such as abilities, opinions, attitudes, beliefs and or knowledge. Therefore, this study will aim at capturing respondents' opinions on human resource management. This study will adopt descriptive survey design, which is considered appropriate for the study since it has the broad theoretical framework which will be used to study factors influencing of Boards of Management members' Human Resource Management in public secondary schools in Mt Elgon Sub-County.

### **3.3 Target population**

This refers to the total number of cases in the researchers' universe who were going to respond to researchers' questions. Mugenda and Mugenda (1999) define target population, as all members of a real or hypothetical set of people, events or subjects to which the researcher will wish to generalize the results of the research. In this study the target population of the study consists of a total of 24 public secondary schools in Mt Elgon Sub-County. The study, therefore, targets a population of 24 public secondary school head teachers and 312 BOM members given that each school has an average of 13 BOM.

### **3.4 Sample size and sampling procedure**

In arriving at a sample size, this study focuses on the sample strategy intended to deal with an optimal size. Three (3) schools, hence 3 head teachers and 3 BOMs were used for piloting study. Kombo and Tromp (2006) observed that a sample size of at least 10% of the target population would be representative for a pilot study. Based on this premise, 60 percent of the remaining 21 public secondary schools were adequate for the purpose of this research study. The researcher used a sample size of 12 public secondary schools. For the BOM members, the researcher calculated the sample size basing on Mugenda and Mugenda (2003) who proposes a sample size of 20 percent of the total population. For this study, therefore, 20 percent of the remaining 309 BOMs would be appropriate. Hence, sixty one (61) BOM members were appropriate. The sample frame is shown in Table 3.1.

**Table 3.1: Sampling frame**

	<b>Target population</b>	<b>Sample size</b>
Head teachers	24	12
BOM Members	24 schools times 13 BOG members per school	20 percent of total BOM members =61

### **3.5 Research instruments**

The researcher used a variety of research instruments which to a greater extent facilitated the collection of data. The research instruments that were employed by the researcher to obtain data for the study were questionnaires and document analysis guide. According to Manson and Bramble (1997), a questionnaire is a carefully designated instrument (written typed or printed) for collecting data directly from people. A typical questionnaire consists of questions and statements. Questionnaires are the commonly used instruments to collect important information about the population. Therefore each item in the questionnaire should be developed to address specific objectives, research questions or hypotheses of the study. The researcher must know the level of literacy of the anticipated respondents.

The questionnaire were developed by the researcher and administered to head teachers, Board of Management members within the 14 sampled schools. In

constructing the questionnaire the researcher kept in view the two broad categories of questionnaires thus the structured or closed ended questionnaire and the unstructured or open-ended questionnaire. The use of questionnaires helped to save time, cost and reduce biasness of interviews leading to honest answers because there was no identification needed according to Mugenda and Mugenda (1999). So respondents were likely to give answers without fear.

### **3.6 Instrument validity**

Validity is the degree to which a test measures the variables it purports to (Mulusa, 1990). The researcher will ensure that both construct and content validity prevails. Mugenda and Mugenda (2003) say that content validity is a measure of the degree to which data obtained from an instrument meaningfully and accurately represents a theoretical concept. Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of a particular concept. The questionnaires were appraised by lecturers who are experts in the area of education administration and also the supervisors for the project. Instrument validity was also done during the pilot study with a few secondary schools picked randomly. This intended to help researcher to identify items that were adequate in eliciting the relevant information.

### **3.7 Instrument reliability**

It is regarded reliable when it can produce the expected results (Mulusa, 1990). According to Orodho (2004) reliability is the degree to which a particular

measuring procedure gives similar results over a number of repeated trials. Once the questionnaire had been finalized, it was tried out in the field. This was called pre-testing or piloting questionnaire.

To check on reliability of the instruments the test-retest technique was used in this study. The reliability  $r$  guided the researcher on the magnitude and direction of the relation. It varies from -1.00 to 0 showing negative association and 0 to 1.00 showing positive association. A reliability of 0 shows no relation while that +1 or -1 shows perfect positive or perfect negative reliability respectively. The formula is shown below

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

Where  $r$  = degree of relationship between odd and even numbers

$\sum x$  = sum of odd number scores

$\sum y$  = sum of even number scores

$(\sum y)^2$  = square of  $\sum y$

$(\sum x)^2$  = square of  $\sum x$

$\sum x^2$  = sum of square of  $x$

$\sum y^2$  = sum of square of  $y$

$\sum xy$  = sum of product of  $x$  and  $y$

$N$  = number of paired odd and even numbers

The spearman Brown prophecy formula was used to calculate reliability ( $Re$ ) of the test as shown below.

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

Where

$Re$  = reliability

$r$  = Pearson's reliability

From piloting results, the reliability of the instrument was established and their suitability for the study.

### **3.8 Data collection procedures**

Before the research instruments were to be administered, the researcher applied for a permit from National Commission for Science, Technology and Innovation (NACOSTI) after acquiring an introductory letter from the University of Nairobi. Thereafter authority was also obtained having paid a courtesy call to the District Education Officer (DEO) and sub-county commissioner SCC) Mt. Elgon Sub-county. The questionnaires were administered by the researcher himself to all head teachers and boards of management members (BOMs) and head teachers in the 12 selected public secondary schools in Mt Elgon Sub-County. This was to ensure high return rate of questionnaires.

### **3.9 Data analysis techniques**

After data collection, the researcher checked the questionnaires for completeness, accuracy and uniformity of the information obtained. Different forms of data were expected to be collected. Both descriptive and inferential statistics was used in the analysis. Frequency distribution tables were used to represent the demographic information of all respondents in Part A of each questionnaire. Analysis of Part B was used to answer rest of the questions on factors influencing Board of Management members' Human Resource Management in public secondary schools in Mt. Elgon Sub-County, Bungoma County, Kenya. Then the processed data was presented in form of percentages and tables, upon which the data findings were interpreted easily without strain. All this were done along the specific objectives of this research study.

### **3.10 Ethical considerations**

Kombo and Tromp (2006) argue that researchers whose subjects are people or animals must consider the conduct of their research and give attention to the ethical issues associated with carrying out their research. Ethical issues such as confidentiality, responsibility, informed consent, honesty and openness in dealing with other researchers and research subjects, physical and psychological protection, and explanation of the purpose of the study and ‘de-briefing’ subjects afterwards should therefore be considered. The rights of informants or participants in this study will be protected by all means. The principle of voluntary participation will be encouraged and participants will not be coerced into participating in the study. Participants in the study will first consent participation after being fully informed about the procedures to be taken in the study. Those participating in the study will not be put in a situation where they might be at risk of harm as a result of participating. Harm can be defined as physical, psychological and emotional. There will be two standards that will be applied in order to help protect the privacy of research informants. The researcher will also guarantee the informants confidentiality. Anonymity of the participants will be maintained by asking them not to disclose their names in any of the research instruments. They will also be assured that the information provided would not be made available to anyone who will not be directly involved in the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

#### **4.1 Introduction**

This chapter gives a detailed analysis of the research findings on the factors influencing Board of Management members' Human Resource Management in public secondary schools in Mt. Elgon Sub-County, Bungoma County, Kenya. Presented are the findings from the field. The findings are based on the objectives set; how BOMs academic qualifications influence Human Resources Management, how professional experience of BOMs influence Human Resources Management, whether training in management influence Boards of Management members in Human Resources Management, and how BOMs role in recruitment of teachers influences Human Resources Management. Besides, the will base on; how positions held currently or previously by BOMs influence Human Resources Management and the challenges encountered by BOMs in Human Resources Management. Data was analyzed both manually and by use of SPSS computer programme.

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

From the target population of 24 head teachers and 312 BOM members given that each school has an average of 13 BOM members, a total of 12 head teachers' questionnaires and 61 Board of Management (BOM) members' questionnaires were administered to the respondents. All head teacher questionnaires were

returned back, representing 100%. For the BOMs, sixty (60) questionnaires were returned which represented 98.4%, but one went missing. The researcher made a follow up to the respondents by personally going back to the schools to pick the questionnaires. This ensured a maximum return rate. The data collected was tabulated as per the questionnaires systematically covering all the items as per the research objectives.

### **4.3 Demographic data of the respondents**

It was essential for the study to gather data on the head teachers and BOM members' background in terms of gender, age, academic and professional qualifications. These would directly or indirectly influence BOM members' effectiveness in Human Resource Management in public secondary schools. The head teachers' and BOM members' demographic data are summarized as follows:

#### **4.3.1 Distribution of respondents by gender**

Behavioral differences between men and women in human resource planning poses psychological barriers and cultural hegemony against women's ability to manage a diverse body of talent that can bring innovative ideas, perspectives and views in HRM (Manwa & Black, 2002). Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their perspectives. Gender of BOM members was, therefore, considered important in this study because it would directly or indirectly enable the researcher to establish the

reasons why some BOM members and principals adopt some effective management styles in secondary schools. The results are tabulated in Table 4.2.

**Table 4.2: Distribution of BOM members by gender**

<b>Gender</b>	<b>Headteachers</b>	<b>%</b>	<b>BOM members</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Male	10	83.3	35	58.3	45	62.5
Female	2	16.7	25	41.7	27	37.5
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>	<b>72</b>	<b>100.0</b>

Table 4.2 shows that the respondents for this study were predominantly male head teachers and BOM members. Out of 72 respondents, forty five (45) were male head teachers and BOM members representing (62.5%). One gender dominating in a given school can affect students in one way or another especially when it comes to matters of school funds, management of resources, discipline, staff recruitment and appointment, students' admissions, planning and supervising projects, co-ordination and delegation of duties, and guidance and counseling that would call for a male or female or both (Dobbin and Jung, 2007).

#### **4.3.2 Head teachers' and BOM members' age bracket**

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

directive and delegate leadership styles at about the same degree. On leadership behaviour, only idealized influence shows a significant difference between younger and older managers while the other measures show remarkable similarities between the two age groups. Some implications of the findings showed the need to harmonize the positive contributions of both the younger and the older workers and giving respect to the contributions of both groups. According to De Bruin et al (2007) many older people are overconfident regarding their ability to make decisions on management of human resource this inhibits their ability to apply new human resource management strategies while according to Reed, Mikels and Simon (2008) in their research on human resource management revealed that older adults prefer fewer choices than younger adults. Head teachers and BOM members were also required to indicate their age to determine experience and the data collected are in Table 4.3.

**Table 4.3: Distribution of BOM members by age**

<b>Age in years</b>	<b>Head teachers</b>	<b>%</b>	<b>BOM members</b>	<b>%</b>
Below 30	1	8.3	12	20.0
31 – 40	0	0.0	29	48.3
41 – 50	8	66.7	11	18.3
51 – 60	3	25.0	6	10.4
Over 60	0	0.0	2	3.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>132</b>	<b>100.0</b>

From Table 4.3, the results indicate that a majority of head teachers and BOM members were above the age of 30 years. According to Republic of Kenya (2012), management of educational institutions is crucial hence BOM should be appointed carefully to ensure that they are experienced. To operationalize these management processes effectively and efficiently, Kimemia (1990) reveals that BOM members need technical skills to apply skills and use techniques from education, training and experience, human professional experience is necessary to work effectively with the people and conceptualize and analyze school complexities.

#### **4.3.3: BOM members' occupations**

Management of educational institutions has to be done in an effective and efficient manner; hence BOM members should be appointed carefully to ensure that they are experienced. According to Pfeffer (1998), certain HRM practices are associated with excellent organization performance based on BOMs careers. It was therefore imperative for this study to solicit for the information concerning BOM members' occupations besides being part of the school board. Data was as presented in Table 4.4.

**Table 4.4: BOM members' occupation**

<b>Occupation</b>	<b>BOM</b>	<b>%</b>
Business person	5	8.3
Retired teacher	3	5.0
Farmer	32	53.3
Community representative	6	10.0
Public servant officer	3	5.0
Pastor	10	16.7
No other	1	1.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

From Table 4.4, majority (53.3%) of the BOM members stated that they are farmers by profession. However, a smaller percentage (5.0%) of the BOM members are retired teachers and public servant officers. The intensive use of human resources and the variability in professional practice require that leaders in schools manage the performance of people involved in the delivery of services. Effective management requires that BOMs understand the factors that influence performance of their human resources. Managing human resources calls for managerial skills that are based on BOMs career. This influences human resources' to meet future needs of the school (Pfeffer, 1998).

#### **4.3.4: BOM members' areas of representation on school board**

It was also necessary for the researcher to collect data from the BOM members on their areas they are representing in the school board. Data collected was presented in Table 4.5.

**Table 4.5: BOM members’ areas of representation on school board**

<b>Area represented</b>	<b>BOM member</b>	<b>%</b>
Church (sponsor)	7	11.7
School co-opted member	16	26.7
Community representative	20	33.3
Organization of interest in school	7	11.7
Member to give specialized service	3	4.9
<b>Total</b>	<b>60</b>	<b>100.0</b>

Results from the table show that a fairly good percentage was community representative (33.3%) and school co-opted members (26.7%). This could imply that most schools were controlled by community representatives. There is need for proper redistribution of BOMs.

#### **4.4 Distribution of Board members by their academic qualifications**

Academic and professional qualification of head teachers and BOM members was also a factor to consider in this study to establish whether the academic qualification of the BOM members affect human resource management in schools. Kimemia (1990) reveals that BOM members need technical skills to apply skills and use techniques from education, training and experience, human professional experience is necessary to work effectively with the people and conceptualize and analyze school complexities. The Sessional paper No 1 of 2005

emphasized the need to train BOM members on the management of school affairs and their roles and skills to enhance professionalism in fulfilling their management mandate (RoK, 2005). This study therefore sought to establish the professional experience of Board of Management members in public secondary schools in Mt. Elgon district.

**Table 4.6: Distribution of Board members by their academic qualifications**

<b>Qualification</b>	<b>Head teachers</b>	<b>%</b>	<b>BOM members</b>	<b>%</b>
M.Ed	2	0.0	2	3.3
BA/BSC with PGDE	0	16.7	0.0	0.0
B.Ed	4	33.3	16	26.7
Diploma	5	41.7	26	43.3
Form 5-6	1	8.3	4	6.7
Form 4	0	0.0	12	20.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

Results from Table 4.6 show that education level of BOM does not influence the management of human resources in secondary schools. These results contradict the work of Okumbe (2001) who said that BOM members should have academic qualifications which allow them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: The Education Act, TSC Act, the BOM management code, The Children’s Act, Public Health Act among others. This study has shown that since the principal is a graduate, the rest of the members of the BOM endorse the decisions of the

principal hence making the education level of the BOM not significant when handling human resources in schools. In recognition of the challenges facing BOMs in the management of public secondary schools, MOEST is categorical that the minimum academic qualification for BOM members should be secondary level (Kenya Certificate of Secondary Education) and the chairman of BOM should preferably be a degree or a public accredited profession. At least head teachers and BOM members in some public secondary schools in Mt. Elgon district possessed quality qualifications that could positively affect human resource management to improve students' achievement in KCSE.

#### **4.5 Professional experience of BOM members**

Dawson (2008) highlighted the need to carry out inductions and proper training to enhance efficiency in the management of students, teaching and non teaching staff, financial and physical resources. To determine head teachers' and BOM members' professional experience in management, there was need to collect data on: period served as BOM member (years), number of students, teaching and non-teaching staff, school category, and school type they manage.

##### **4.5.1 Period served as BOM member in secondary schools**

The respondents were asked to indicate their management experience. This would enable the researcher to determine how BOMs have been applying skills and techniques to work effectively with people in schools for the period they have been there. The results are as in Table 4.7.

**Table 4.7 Period served as BOM member in secondary schools**

Years served	Headteachers				Board Members			
	Current station	%	Past station	%	Current station	%	Past station	%
0-4	4	33.3	2	16.7	32	53.3	0	0.0
5-9	3	25.0	3	25.0	18	30.0	25	41.7
10-14	2	16.7	4	33.3	6	10.0	35	58.3
15-19	2	16.7	3	25.0	3	5.0	0	0.0
Above 20	1	8.3	0	0.0	1	1.7	0	0.0
Total	12	100.0	12	100.0	60	100.0	60	100.0

As shown in Table 4.7, the results imply that the length of service as a BOM member does not necessarily influence human resource management. This implies that a BOM member who has served for a shorter time may make a bigger impact than the one who has served for many years on matters of human resources.

#### **4.5.2 Distribution of Board members by school category**

Head teachers and BOM members were also required to indicate the category of their school. Data collected is tabulated in Table 4.8.

**Table 4.8: Head teachers' and BOM members' response on school category**

<b>School Category</b>	<b>Head teachers</b>	<b>%</b>	<b>BOM members</b>	<b>%</b>
National	0	0.0	0	0.0
Provincial	6	50.0	31	52.0
District	6	50.0	29	48.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

The table indicates that a majority of public secondary schools in Mt. Elgon District, Bungoma County, Kenya were provincial and district schools as indicated by head teachers (50.0%) and BOM members (52.0%) and (48.0%) respectively. The distribution of schools in the county is satisfactory as per the government policy; however there is no national school.

#### **4.5.3 Type of school**

Type of school was another factor to be considered in this study. The type of school in one way or the other affects BOM members' effectiveness in human resource management in public secondary schools in Mount Elgon district, Bungoma County, Kenya. Data were collected from head teachers and BOM members and results tabulated in Table 4.9.

**Table 4.9: BOM members’ response on type of school**

<b>Type of school</b>	<b>Head teachers</b>	<b>%</b>	<b>BOM members</b>	<b>%</b>
Boys’ boarding	3	25.0	15	25.0
Girls’ boarding	1	8.0	5	8.0
Boys’ day	0	0.0	0	0.0
Girls’ day	1	8.0	3	5.0
Mixed boarding	1	8.0	11	18.0
Mixed day	6	50.0	26	44.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>60</b>	<b>100.0</b>

From Table 4.9, majority of the head teachers (50.0%) and BOM members (44.0%) indicated that most schools in Mt. Elgon district, Bungoma County are mixed day schools. Besides, Boys’ boarding schools dominated the district as compared to Girls’ boarding schools. Most schools are, however, given boarding facilities to enhance students’ utilization of both human and material resources and participation in secondary education in Mt. Elgon district, Bungoma County. This result implies that boarding facilities could necessarily influence BOM members to be effective in management of human resources, planning and coordinating school programmes, mobilizing resources, proper accountability

though financial book keeping, recruitment of qualified personnel, and admission of students across counties and districts.

#### **4.5.4 Number of students in the school**

To establish the effectiveness of BOM members in the management of human resources, it was necessary for the researcher to collect data on the number of students in schools in Mt. Elgon district, Bungoma County. The supply of teachers also depends on the number of students in school. The proportion of these students can also determine BOM members' effectiveness in the supply of teachers, working conditions, presence or absence of incentives to attract teachers, and winning public perception on teaching as a profession (Siniscalco, 2002). Data collected was then presented as follows in Table 4.10.

**Table 4.10: Responses of head teachers' on the number of students**

<b>Number</b>	<b>Head teachers</b>	<b>%</b>
Less than 200	1	8.0
200-500	8	67.0
501-800	3	25.0
Over 800	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Results from Table 4.10 show that the distribution of the students in schools is fair. There were very few schools with less than 200 students, but a fairly good percentage had students ranging between 200 and 800. This is a good number to determine the BOM members' effectiveness in the management of human resources in school.

#### 4.5.5 Number of teaching and non-teaching staff

To acquire more information on the effectiveness of BOM members' in the management of human resources, it was necessary for the researcher to collect data on the number of teaching and non-teaching staff in public secondary schools in Mt. Elgon district, Bungoma County. Data collected was then presented as follows in Table 4.11.

**Table 4.11: Responses of head teachers on number of teaching staff**

<b>Teaching staff</b>	<b>Head teachers</b>	<b>%</b>
Less than 10	2	16.6
11-20	5	41.7
21-30	5	41.7
Over 30	0	0.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Out of the 12 head teachers interviewed, about 2 indicated that teaching staff in schools was below 10. This could imply that the working conditions, recruitment, motivation, and type of school formulated by the BOM when employing human resources determine a lot the number of teaching and support staff in some schools.

#### **4.6 BOM members positions and HRM**

BOM members' positions held currently or previously contribute greatly to competence and performance. Basing on the Ontario government, Canada, Maharaj (2014) notes that performance appraisals are conducted more frequently basing on the skill level or experience of the school board members. Previous experience on school management enables school managers to understand teachers' need and hence appraising them accordingly. More frequent evaluations enable better personnel decisions; they also help teachers grow as professionals, recognizing that a teacher's effectiveness and developmental needs may evolve over time. At a minimum, teachers should be evaluated every two years. Maharaj (2014) further more states that among other benefits, this helps to ensure that they receive timely help with their challenges and regular recognition of their successes.

##### **4.6.1 Current position of members of Board of Management**

On the current position of the BOMs, the respondents were asked to indicate their professional qualification. The results are as in Table 4.12.

**Table 4.12: Current positions of BOM members**

<b>Current position</b>	<b>BOM member</b>	<b>%</b>
Farmer	17	28.3
Business	10	16.7
sub-chief	1	1.7
Architect	1	1.7
Clerk	4	6.7
Policeman	1	1.7
Clinical officer	2	3.2
Doctor	1	1.7
Accountant	2	3.2
Banker	2	3.2
Lecturer	1	1.7
Nurse	4	6.7
Secretary	1	1.7
Treasurer	1	1.7
Community worker	4	6.7
Pastor	1	1.7
Retiree	1	1.7
Not responded	6	10.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

Results from Table 4.12 imply that on appointment of the BOM anybody can be appointed to be a BOM member. However, experience on school management enables school managers to understand teachers' need and hence appraising them accordingly. More frequent evaluations enable better personnel decisions; they

also help teachers grow as professionals, recognizing that a teacher's effectiveness and developmental needs may evolve over time.

#### 4.6.2 Previous position held in the community

The study also sought to establish the previous position of the respondents. The results are as shown in Table 4.13.

**Table 4.13: Previous position held in the community**

<b>Previous position in the community</b>	<b>BOM members</b>	<b>%</b>
Business	10	16.7
Clinical officer	1	1.7
Farmer	31	51.6
Pastor/church elder	2	3.3
social worker	3	5.0
Councilor	1	1.7
Community health work	3	5.0
NGO committee member	2	3.3
Sub-chief	1	1.7
Clerk	4	6.7
Village elder	2	3.3
<b>Total</b>	<b>60</b>	<b>100.0</b>

Table 4.13 shows that majority of BOM members have experience on school management which could enable them to understand teachers' need and hence appraising them accordingly.

#### **4.7 Board members' management skills and HRM**

According to Monappa (1996) text book, training is the teaching/learning activities carried out for the purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. Training would enable BOM members learn activities that are channeled towards the acquisition of specific knowledge and skills for the purpose of improving an occupational tasks. Many at times, schools are not able to appoint all BOM members who are well educated and articulated in educational management. This calls for a mechanism that will upgrade skills of BOM members. This reckoned the need for this study to collect data from BOM members and head teachers to establish to what extent does the involvement in recruitment, selection and appointment, admission, training and development, motivation, welfare, and discipline of teaching staff, support staff and students affect them in Human Resources Management.

##### **4.7.1 How BOM members' involvement in management affect their Human Resources Management**

Delegation of managerial aspects to the BOMs is another aspect of study that required the researcher to collect data from head teachers. To solicit for more information concerning how involvement in managerial skills influences BOM

members, head teachers in selected schools were to respond to statements given by indicating: (1) NE-No Extent, (2) LE-Little Extent, (3) ME-Moderate Extent, (4) GE-Great Extent, and (5) VGE-Very Great Extent. The data collected was tabulated in Table 4.14.

**Table 4.14: How BOMs’ involvement in management influence their HRM**

<b>Involvement of head teachers in:</b>	<b>NE</b>	<b>%</b>	<b>LE</b>	<b>%</b>	<b>ME</b>	<b>%</b>	<b>GE</b>	<b>%</b>	<b>VGE</b>	<b>%</b>
Teaching staff recruitment.	1	8.3	2	16.7	1	8.3	2	16.7	6	50.0
Support staff recruitment.	1	8.3	2	16.7	0	0.0	3	25.0	6	50.0
Teaching staff selection and appointment.	2	16.7	1	8.3	3	25.0	4	33.3	2	16.7
Support staff selection and appointment.	0	0.0	2	16.7	4	33.3	3	25.0	4	33.3
Selection and admission of students.	4	33.3	4	33.3	1	8.3	2	16.7	1	8.3
Teaching staff training and development.	2	16.7	3	25.0	2	16.7	3	25.0	2	16.7
Support staff training and development.	2	16.7	3	25.0	0	0.0	7	58.3	0	0.0
Teaching staff motivation.	0	0.0	2	16.7	4	33.3	3	25.0	3	25.0
Support staff motivation.	0	0.0	2	16.7	4	33.3	1	8.3	5	41.7
Student motivation.	0	0.0	3	25.0	4	33.3	4	33.3	1	8.3
Teaching staff welfare.	3	25.0	2	16.7	0	0.0	6	50.0	1	8.3

Support staff welfare.	3	25.0	0	0.0	2	16.7	4	33.3	3	25.0
Teaching staff separation.	6	50.0	1	8.3	4	33.3	1	8.3	0	0.0
Support staff separation.	7	11.7	6	10.0	22	36.7	14	23.3	11	18.3
Teaching staff discipline by sacking.	5	41.7	3	25.0	2	16.7	2	16.7	0	0.0
Support staff discipline by sacking.	2	16.7	2	16.7	3	25.0	1	8.3	4	33.3
Management of a student by expelling.	0	0.0	0	0.0	4	33.3	3	25.0	5	41.7

Results from the table indicate that respondents perceived the involvement of the BOM members in management affect their effectiveness in Human Resource Management in advertising for teaching positions in school, conducting interviews, recruiting and deploying qualified teachers and support staff (50.0%). The way BOMs are involved in matters of the school influence their human resources a great deal. BOMs have to deal with major issues in the school but minor issues left to teachers.

#### **4.7.2 Training in management skills and BOMs' management in HRM**

The BOM members were to respond to statements given by indicating: (1) NE-No Extent, (2) LE-Little Extent, (3) ME-Moderate Extent, (4) GE-Great Extent, and (5) VGE-Very Great Extent. The data collected was tabulated in Table 4.15

**Table 4.15: BOMs’ response on how training in management skills affects their management in HRM**

<b>Involvement of BOM in:</b>	<b>NE</b>	<b>%</b>	<b>LE</b>	<b>%</b>	<b>ME</b>	<b>%</b>	<b>GE</b>	<b>%</b>	<b>VGE</b>	<b>%</b>
Teaching staff recruitment.	2	3.3	9	15.0	12	20.0	24	40.0	13	21.7
Support staff recruitment.	4	6.7	5	8.3	13	21.7	28	46.7	10	16.6
Teaching staff selection and appointment.	3	5.0	4	6.7	13	21.7	24	40.0	16	26.6
Support staff selection and appointment.	2	3.3	6	10.0	14	23.3	24	40.0	14	23.3
Teaching staff training and development.	10	16.6	10	16.6	17	28.3	15	25.0	8	13.5
Support staff training and development.	7	11.7	5	8.3	15	25.0	17	28.3	16	26.6
Teaching staff motivation.	2	3.3	4	6.7	16	26.6	20	33.3	18	31.6
Support staff motivation.	1	1.7	8	13.3	21	35.0	22	36.7	8	13.3
Student motivation.	3	5.0	5	8.3	15	25.0	18	30.0	19	31.7
Teaching staff welfare.	2	3.3	7	11.7	19	31.7	16	26.7	16	26.7
Teaching staff separation.	4	6.7	9	15.0	17	28.3	21	35.0	9	15.0
Support staff separation.	7	11.7	6	10.0	22	36.7	14	23.3	11	18.3
Teaching staff discipline by sacking.	6	10.0	4	6.7	26	43.3	12	20.0	16	26.7
Support staff discipline by sacking.	5	8.3	13	21.7	17	28.3	15	25.0	10	16.7
Management of a student by expelling.	3	5.0	4	6.7	16	26.7	26	43.3	11	18.3

The results from the table indicate that majority of the responses from the BOM members incline towards GE and VGE. This means BOM members had

knowledge and clear information that training would enable BOM members learn activities that are channeled towards the acquisition of specific knowledge and skills for the purpose of improving their occupational tasks like recruitment, selection and appointment, admission, training and development, motivation, welfare, and discipline of teaching staff, support staff and students influences them in Human Resources Management.

#### **4.8 Challenges encountered by BOM members in HRM in secondary schools**

The functions of BOM of any education organization include promotion of the best interest of the school, struggling to provide quality education for all students, maintaining transparency and accountability among themselves and supporting the head teacher and other staff members in their performance of their professional functions. BOM members must maintain a good working relationship among themselves and with the ministry of education officials to ensure that any challenge school managers face will be listened to with great concern and any assistance requested will be given accordingly (KEMI, 2007). This study was to find out challenges facing BOM members in the management of human resources in the school.

##### **4.8.1 Challenges faced by BOM members in recruitment of teachers in their schools**

Recruitment is the process of identifying the prospective employees, stimulating and encouraging them to apply for a particular job or jobs in an organization. The purpose is to have an inventory of eligible persons from amongst whom proper

selection of the most suitable person can be made. Teacher recruitment is school-based in some countries (Bennell, 2004). In Kenya, the members of the BOM are supposed to ensure that the school has adequate number of teachers throughout and in case of any shortage, the BOM should provide solutions that would lead to the employment of new teachers. Many at times, however, there are so many irregularities that follow the recruitment process in their schools. The head teachers were asked to give response on irregularities witnessed in their schools and results are as shown in Table 4.16.

**Table 4.16: Head teachers’ response on conflict with BOMs on recruitment of teachers**

<b>Response</b>	<b>Head teachers</b>	<b>%</b>
Yes	5	41.7
No	7	58.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

Results indicate that there was conflict of views (41.7%) between the principal and the BOM members during recruitment. These results agree with those of Kipsoi and Sang (2008) in a study conducted in Uasin Gishu on teacher recruitment in Kenya, in urban secondary schools, which found out that the teachers and their head teachers agreed that BOM members decisions on teacher recruitment were biased and depended on whether the case or matter involved a relative, friend, clansman or political foe.

#### 4.8.2 Challenges faced by BOM members on induction of recruited teachers

During the induction period, there is need for managers to assist the new employees to go through a well-designed induction program (Council for Education Policy, Research and Improvement, 2003). Table 4.17 shows whether the beginning teachers are inducted in their school.

**Table 4.17: Head teachers' responses on whether or not induction was held for recruited teachers**

Response	Head teacher	%
Yes	9	75.0
No	3	25.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Majority (75.0%) of the head teachers indicated that in their school, induction took place for recruited teachers while 25.0% said that no induction took place. This shows that the teachers are helped to transit well from being the student teachers to a class room teacher.

#### 4.8.3 Head teachers' challenges in carrying out induction to new teachers

A new employee should be assisted to settle down on the job as smoothly as possible (Talbert, Townsend and Bates, 1992). However, there are different challenges facing this process.

**Table 4.10: Head teachers' challenges in carrying out induction to new teachers**

<b>Challenge</b>	<b>Head teachers</b>	<b>%</b>
Lack of time (work overload)	5	41.7
Negative attitude of both the beginning as well as regular teachers	2	16.7
Lack of cooperation among members of staff	1	5.5
Financial constraints	3	25.1
Inadequate skill and knowledge on induction	1	5.5
Lack of induction policy document	1	5.5
<b>Total</b>	<b>12</b>	<b>100.0</b>

A slightly fair percent of the respondents (41.7%) indicated that lack of time due to work overload inhibited the senior teachers and the head teacher from doing proper induction. Twenty five percent (25.0%) of the respondents noted financial constraints as another challenge and 16.7% of them indicated negative attitude of both the new as well as regular teachers. The researcher observed that the teachers who are supposed to carry out induction should have low workload so as to create time to carry out induction on the newly recruited teachers. This will enable the new teacher to have a smooth and fruitful transition from being a student teacher to a class room teacher.

#### 4.8.4 Head teachers challenges in teachers' staff development

Teachers in school	Head teacher	%
Teachers' resistance to change	11	91.7
Teachers' lack of commitment towards learning and training	10	83.3
Seminars only address changes in curriculum but not professional development	8	66.7
Unable to mount staff training due to financial constraints	6	50.0
Teachers' pessimistic attitude	4	33.3
It is hard to choose who to attend the training without sounding biased	3	25.0

In Kenya, Koech (1999) noted that lack of training, adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training. Hence the researcher sought to know the challenges faced by head teachers in in-servicing and developing teachers in the school. The results are as shown in Table 4.11.

#### **Table 4.11: Challenges faced by head teachers in in-servicing and developing**

Majority of the respondents (91.7%) indicated that teachers were resistant to change, while 83.3% of them indicated that teachers lacked commitment towards

learning and training. 66.7% of the respondents indicated that seminars only address changes in curriculum but not professional development. Half of the respondents (50.0%) indicated that they were unable to mount staff training due to financial constraints. The researcher observed that although in-service courses are offered to teachers, they have resisted change and they also lack commitment towards learning and training.

#### **4.9 Key research findings**

The study was to investigate the factors affecting Board of Management members' effectiveness in human resource management in public secondary schools in Mount Elgon district, Bungoma County, Kenya. A good percentage of Findings from Table 4.1 show that the respondents for this study were predominantly male head teachers and BOM members. From Table 4.2, the results indicate that a majority of head teachers were in the age brackets of 41-50 years (66.7%). On the other hand, a majority of BOM members were aged between 31 – 40 years (48.3%). From Table 4.3, a fairly good percentage (53.3%) of the BOM members stated that they are farmers by profession. Basing on academic qualifications, majority of the head teachers (41.7%) and BOM members (43.3%) were Diploma holders. Results from Table 4.6 show that a majority of BOMs had no degree or any public accredited profession. Therefore, most of the BOM members endorsed the decisions of the principal hence making the education level of the BOM not significant when handling human resources in schools. Findings on the type of school indicate that in one way or the other it affects BOM members' effectiveness in human resource management in public

secondary schools in Mount Elgon district. Majority of the head teachers (50.0%) and BOM members (44.0%) indicated that most schools in Mt. Elgon district, Bungoma County are mixed day schools. Besides, the distribution of the students in schools is fair. There were very few schools with less than 200 students, but a fairly good percentage had students ranging between 200 and 800.

BOM members' positions held currently or previously contribute greatly to competence and performance. The results from Table 4.11 indicate that majority of the head teachers (33.3%) had served in BOM for 10 to 15 and above years their former stations. It was an indicator that they at least had an experience in the field of management. Besides, results show that head teachers' and BOM members' age is crucial hence BOM should be appointed carefully to ensure that they are experienced to operationalize management processes effectively and efficiently. Based on the extent to which Training in Management skills affect Boards of Management members in Human Resources Management, results from Table 4.13 indicate that delegation of managerial aspects to the BOMs affects their effectiveness as members of the selected panel to advertise for teaching positions in school, conducting interviews, recruiting and deploying qualified teachers and support staff (50.0%). However, there is a lot of controversy when it comes to school board members' involvement in educational matters that are wanting like; teaching staff separation (50.0%), teaching staff discipline by sacking (41.7%), support staff separation (36.7%), and support staff discipline by sacking (41.7%) as compared to management of students by expelling (41.7%).

Findings from Table 4.15, on challenges encountered by Boards of Management members in managing Human Resources in Secondary Schools indicate that political interference is an impediment to BOM members' management of human resources in school (6.6%). External influences from politicians reduce BOM members' authority in implementing educational policies. Political pressure affects positive work relationship between head teachers and BOM members. Lack of knowledge and skills among BOM members is a great challenge to their role in school management (15.0%). These challenges indicate that there exists a gap in the induction and training of BOM members.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study aimed at investigating data on the factors influencing Board of Management members' effectiveness in human resource management in public secondary schools in Mount Elgon district, Bungoma County, Kenya. This chapter, therefore, provides a brief summary of the study, summary of the study findings conclusions and recommendations basing on the data findings. The study also offers suggestions for further research.

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

The main purpose of the study was to investigate the factors affecting Board of Management members' effectiveness in human resource management in public secondary schools in Mount Elgon district, Bungoma County, Kenya. Presented are the findings on questionnaire return rate and BOM members' Human Resource Management in public secondary schools in Mt. Elgon District, Bungoma County. The study focused on five objectives targeting head teachers' and BOM members' responses on questionnaire which is anchored on the extent to which Board of Management members' academic qualifications affect Human Resources Management in public secondary schools, the influence of professional experience of education of Boards of Management Members on Human

Resources management and whether training in management skills affects Boards of Management members in Human Resources Management. Others were the extent to which positions held currently or previously by Boards of Management Members affect Human Resources Management and the challenges encountered by Boards of Management Members in Human Resources Management. Research questions were also formulated basing on the objectives.

The literature review in the study provided more information from empirical documents to enhance knowledge and clarity of the research questions formulated. The variables of the study were summarized in the conceptual framework that showed their link. Besides, the study used descriptive survey design and simple random sampling technique to select head teachers and BOM members who participated in answering questionnaire items. Data collected was analyzed using mainly descriptive statistics, particularly frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data. The investigation was conducted using the descriptive survey design. Target population consisted of the 24 public secondary schools and 312 BOMs in Mt. Elgon district. Three (3) head teachers and 3 BOMs were used for piloting study. The researcher used a sample size of 12 public secondary schools. For the BOM members, the researcher calculated the sample size basing on Mugenda and Mugenda (2003) who proposes a sample size of 20 percent of the total population. For this study, therefore, sixty one (61) BOM members were appropriate. Both descriptive and inferential statistics were used in the analysis.

### **5.3 Summary of the study findings**

The study was to investigate the factors affecting Board of Management members' effectiveness in human resource management in public secondary schools in Mount Elgon district, Bungoma County, Kenya.

#### **The influence of professional experience of Boards of Management members on Human Resources Management**

Basing on academic qualifications, results from Table 4.5 show that majority of the head teachers (41.7%) and BOM members (43.3%) were Diploma holders. Another slightly fair percentage of head teachers (33.3%) and BOM members (26.7%) had B.Ed degree. Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management. Findings on the type of school indicate that in one way or the other it affects BOM members' effectiveness in human resource management in public secondary schools in Mount Elgon district. Majority of the head teachers (50.0%) and BOM members (44.0%) indicated that most schools in Mt. Elgon district, Bungoma County are mixed day schools. Boarding facilities could enable head teachers and BOM members to be effective in management of human resources, planning and coordinating school programmes, mobilizing resources, proper accountability through financial book keeping, recruitment of qualified personnel, and admission of students across counties and districts. Besides, the distribution of the students

in schools is fair. There were very few schools with less than 200 students, but a fairly good percentage had students ranging between 200 and 800. This is a good number to determine the BOM members' effectiveness in the management of human resources in school.

### **The extent to which positions held currently or previously by BOM members influence Human Resources Management**

BOM members' positions held currently or previously contribute greatly to competence and performance. The results from Table 4.11 indicate that majority of the head teachers (33.3%) had served in BOM for 10 to 15 and above years their former stations. It was an indicator that they at least had an experience in the field of management. On the other hand, BOM members (66.7%) had served in their former stations for less than three years. However, from Table 4.13, a good percentage of head teachers (41.7%) and BOM members had just served for less than three years in the current school. This was a clear indicator that they were still settling and adapting to the trend of their schools in accordance to the strategies they had developed.

### **Extent to which Training in Management skills affect Boards of Management members in Human Resources Management**

Based on the extent to which Training in Management skills affect Boards of Management members in Human Resources Management, results from Table 4.13 indicate that delegation of managerial aspects to the BOMs affects their effectiveness as members of the selected panel to advertise for teaching positions

in school, conducting interviews, recruiting and deploying qualified teachers and support staff (50.0%). However, there is a lot of controversy when it comes to school board members' involvement in educational matters that are wanting like; teaching staff separation (50.0%), teaching staff discipline by sacking (41.7%), support staff separation (36.7%), and support staff discipline by sacking (41.7%) as compared to management of students by expelling (41.7%). Both teaching and support staff recruitment process calls for BOM members who are equipped with effective managerial skills subject to academic qualifications and training on human resources management to guide them in recruitment, selection motivation, discipline, and gender balance that has not been observed in the appointment of qualified staff.

### **Challenges encountered by Boards of Management members in Human Resources Management.**

Findings from Table 4.15, on challenges encountered by Boards of Management members in managing Human Resources in Secondary Schools indicate that political interference is an impediment to BOM members' management of human resources in school (6.6%). External influences from politicians reduce BOM members' authority in implementing educational policies. Political pressure affects positive work relationship between head teachers and BOM members. Lack of knowledge and skills among BOM members is a great challenge to their role in school management (15.0%). Some of the challenges of school management stem from BOM members not even being aware of challenges

affecting their management in schools (15.0%). Besides, BOM members have failed in their responsibilities due to challenges like lack of funds (18.3%), lack of transparency and accountability (15.0%), some BOM members are sidelined by head teachers in BOM meetings (5.0%), and still, some head teachers lack cooperation (11.7%) with BOM members over management. The results reveal that there is ineffectiveness in BOM members' management of human resources. This would lead to improper decision making process as a result of difficulties in accessing and use of relevant information that facilitate decision making process. Besides, ineffectiveness in BOM members would amount to lack of proper deliberations during board meetings, ignoring the alternative action to the one agreed and, lack of consensus. These challenges indicate that there exists a gap in the induction and training of BOM members.

#### **5.4 Conclusions of the study**

From the findings of the study, several conclusions were arrived at:

- i. Ineffectiveness of BOMs is due to external influences from politicians affect the implementation of the educational policies. Political pressure affects positive work relationship between head teachers and BOM members. Lack of knowledge and skills among BOM members is a great challenge to their role in school management.
- ii. Inadequate boarding facilities has made head teachers and BOM members to be ineffective in management of human resources, planning and coordinating school programmes, mobilizing resources,

proper accountability through financial book keeping, recruitment of qualified personnel, and admission of students across Counties and Sub-Counties.

- iii. BOMs poor managerial skills, subject to academic qualifications and training on human resources management, makes them inefficient in recruitment, selection motivation, discipline, and gender balance that has not been observed in the appointment of qualified staff.

### **5.5 Recommendations of the study**

Basing on the already stated findings and conclusions, the study recommends the following:

- i. Management of educational institutions is crucial, hence BOM should be appointed carefully by MoE to ensure that they are experienced to manage human resources. BOM Members are supposed to be acquainted with the management process by KEMI, the functions which consist of new constitutional policies and new trends arising with Information and Communication Technology (ICT).
- iv. Head teachers and BOM members should be on the forefront to ensure proper planning and coordinating school programmes, mobilizing resources, proper accountability through financial book keeping, recruitment of qualified personnel, and admission of students across Counties and Sub -Counties.

## **5.6 Suggestions for further research**

The following are the suggested areas for further research:

- i. Factors influencing Kenya Education Management Institute (KEMI) in training and development of BOM members' administration and management skills. This study could enable researchers to determine the GoK initiative in the development of BOM members by equipping them with effective administrative and managerial skills for management of human resources in schools across the nation to realize quality education.
- ii. The influence of information and communication technology (ICT) on Board of Management members' effectiveness in management of human resources management. This could call for a more qualified head teachers and BOM members or send some of them for in-service courses.
- iii. Given the scope and limitations of this study, the researcher recommends a replica of the study to be performed in other public secondary schools in other Sub-Counties across the country to provide comparison in findings.

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- www.deni.gov.uk – Education standards of guide for Boards of Governors)

## APENDICES

### APPENDIX 1

#### LETTER OF INTRODUCTION

Wycliffe P. Chebonya  
Department of Educational Administration and Planning  
University Of Nairobi  
P.O. BOX 30197  
Nairobi

Dear respondent

**RE: Investigating factors influencing Board of Management Members' effectiveness in Human Resource Management in public secondary schools in Mount Elgon Sub-County, Bungoma County, Kenya.**

I am a postgraduate student at University of Nairobi pursuing Masters Degree in Educational Administration. I am carrying out a research on Factors Affecting Board of Management Members' Effectiveness in Human Resource Management in Public Secondary Schools in Mount Elgon Sub-County, Kenya.

The research is purely for academic purposes and the information obtained will not be used elsewhere beyond this research work. I am kindly requesting you to participate in the study by filling the questionnaires as honestly as possible and to the best of your knowledge. Identity will be treated with the highest confidentiality. You are therefore asked not to indicate your name or any other form of identification. Your co-operation will be highly appreciated.

Yours sincerely,

Wycliffe P. Chebonya

## APPENDIX 2

### QUESTIONNAIRE FOR B.O.M MEMBERS

#### PART A: DEMOGRAPHIC INFORMATION

Please indicate response by ticking (√) in the appropriate box.

1. What is your gender? Male  Female
2. What is your highest academic qualification? Primary   
Secondary  High school  Diploma   
Degree   
a) Others (Specify).....
3. What is the category of your school? National  Extra-County  County ()  
Sub-County()
4. Please indicate your school type  
Boys' Boarding  Boys' Day  Girls' Day   
Girls' Boarding  Mixed Boarding  Mixed Day
5. How many students does your school have?  
Less than 200 students  200-500 students   
500-800 Students  Over 800 students
6. What is your age bracket?  
21-30 years  31-40 years  41-50 years   
51-60 years  Over 60 years
7. (a) How long have you served in your present school?  
0-4 years  5-9 years  10-15years   
16-20 years  above 20 years   
(b) How long have you served in other schools? Please  
specify \_\_\_\_\_
8. What is your occupation beside being a Board of Management Member?  
\_\_\_\_\_
9. What interests do you represent on the school board?  
a) A representative of the sponsor   
b) A member co-opted by the school   
c) Representative of the community served by the school   
d) Representative of an organization with interest in the school   
e) A member to give specialized service to school

f) Others (please specify) \_\_\_\_\_

**Part B: FACTORS AFFECTING BOARD OF MANAGEMENT (BOM) MEMBERS' EFFECTIVENESS IN HUMAN RESOURCE MANAGEMENT**

**Please give your response by filling in the answers.**

10 (a) Have you ever received any training in management?

Yes ( ) No ( )

(b) If Yes, in which areas have you been trained

(c) What other areas would you wish to be trained in for you to be more effective in your responsibilities as a school manager?

(d) If No, what areas of training would you recommend to ensure that you perform your roles effectively? \_\_\_\_\_

11 Kindly read and rate how you perceive the effectiveness of BOM on human resource management in your school. Indicate your response by ticking in one of the boxes provided to the right of each task on month scale 5-1. Give one response for every question. Use the following key: 5 VSE – very large extent 4. L E- Large Extent 3 SE – Some extent 2 LE – Little Extent 1 NE – No Extent

		VLE	LE	SE	LE	NE
i.	Teaching staff recruitment.					
ii.	Support staff recruitment.					
iii.	Teaching staff selection and appointment.					
iv.	Support staff selection and appointment.					
v.	Selection and admission of students.					
vi.	Teaching staff training and development.					
vii.	Support staff training and development.					
viii.	Teaching staff motivation.					
ix.	Support staff motivation.					
x.	Student motivation.					
xi.	Teaching staff welfare.					
xii.	Support staff welfare.					
xiii.	Teaching staff separation.					
xiv.	Support staff separation.					
xv.	Teaching staff discipline by sacking.					
xvi.	Support staff discipline by sacking.					
xvii.	Management of a student by expelling.					

12 (i) what measures does the BOM take to ensure good management of resources? \_\_\_\_\_

(ii) What challenges does the BOM experience in ensuring, good management of the school resources (please state) \_\_\_\_\_

(iii)What action does BOM mostly recommend in case of poor management of school resources (please state) \_\_\_\_\_

13 what challenges do you face in:

(i) Staff recruitment

\_\_\_\_\_

(ii) Staff

induction\_\_\_\_\_

(iii) Staff

motivation\_\_\_\_\_

(iv) Management of students admissions

\_\_\_\_\_

(v) Management of students' discipline

\_\_\_\_\_

**Thank you**

## APPENDIX 3

### QUESTIONNAIRE FOR HEAD TEACHERS

#### PART A: DEMOGRAPHIC INFORMATION

#### INSTRUCTIONS

Please indicate responses by ticking (√) in the appropriate box. Be precise in your responses. Do not indicate your name or that of your school. Your identity will be highly confidential.

1. What is your gender? Male  Female
2. Which of the following age do you belong?  
21 – 30years  31 – 40 years  41 – 50 years   
51 – 60 years  Over 60 years
3. What is the category of your school?  
National  Extra county  County  sub-county
4. Please indicate your school type  
Boys' Boarding  Boys' Day  Girls' Day   
Girls' Boarding  Mixed Boarding  Mixed Day
5. How many students does your school have?  
Less than 200 students  200-500 students   
500-800 Students  Over 800 students

6. How many members of teaching staff do you have?

Males	Females
_____	_____
_____	_____

7. How many members of non-teaching staff do you have?

Males	Females
_____	_____
_____	_____

8(a) How many years have you served in this school?

0-4 years and below ( ) 5-9 years ( ) 10-15 years ( )

16-20 years ( ) above 20 years ( )

(b) How many years have you served in other schools?

---

9. What is your highest qualification? Secondary form 1 -4 ( ) High school form 5 - 6 ( ) Diploma ( ) Degree ( ) Others (please specify) \_\_\_\_\_

10. Indicate your employer? BOM ( ) TSC ( ) volunteer ( )

**Part B Factors affecting Board of Management (BOM) members' effectiveness in Human Resource Management.**

11. How often does the board of management meet in your school?

Once per term ( ) Twice per term ( )

Thrice per term ( ) Once a year ( )

Others (please specify) \_\_\_\_\_

12. In your opinion to what extent do you think that BOM roles can be improved?

Very large extent ( ) Large extent ( ) Small extent ( ) Not at all ( )

13. Kindly read and rate how your perception of the effectiveness of BOG on human resource management in your school. Indicate your response by ticking in one of the boxes provided to the right of each task on month scale 5-1. Give one response for every question. Use the following key: 5 VLE – very large extent

4. L E- Large Extent 3 SE – Some Extent 2 LE – Little Extent 1 NE – No

Extent

		VLE	LE	LE	NE	NE
i.	Involvement in teaching staff recruitment.					
ii.	Involvement in support staff recruitment.					
iii.	Involvement in teaching staff selection and appointment.					
iv.	Involvement in support staff selection and appointment.					
v.	Involvement in teaching staff training and development.					
vi.	Support staff training and development.					
vii.	Involvement in teaching staff motivation.					
viii.	Involvement in support staff motivation.					
ix.	Involvement in student motivation.					
x.	Involvement in teaching staff welfare.					
xi.	Involvement in teaching staff separation.					
xii.	Involvement in support staff separation.					
xiii.	Involvement in teaching staff discipline by sacking.					
xiv.	Involvement in support staff discipline by sacking.					
xv.	Involvement in management of a student by expelling.					

*Thank you*

## APPENDIX 4

### AUTHORIZATION LETTER

REPUBLIC OF KENYA



#### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/1158**

Date: **1<sup>st</sup> July 2013**

Wycliffe Philip Chebonya  
University of Nairobi  
P.O Box 92-0902  
Kikuyu.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **25<sup>th</sup> June, 2013** for authority to carry out research on *"Factors influencing board of management members' effectiveness in human resource management in public secondary schools in Mount Elgon District, Bungoma County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Mount Elgon District** for a period ending **30<sup>th</sup> June, 2014**.

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

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

**DR. M. K. RUGUTL, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Mount Elgon District.

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

# APPENDIX 5

## RESEARCH PERMIT

**CONDITIONS**

**1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**

**2. Government Officers will not be interviewed without prior appointment.**

**3. No questionnaire will be used unless it has been approved.**

**4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**

**5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**

**6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

**GPK60553mt10/2011**

**(CONDITIONS—see back page)**

**PAGE 2**

**THIS IS TO CERTIFY THAT**

**I, Mr. Philip Cheruwayo**

**of Nairobi University of Nairobi**

**is permitted to conduct research in**

**Location: Meru District**

**Topic: Factors influencing school management members' effectiveness in human resource management in public secondary schools in Meru District, Kenya**

**Research Permit No. NCST/RCO/14/013/1/58**

**Date of issue: 17 July, 2013**

**Applicant's Signature: [Signature]**

**Signature of National Council for Science and Technology: [Signature]**

**17 July, 2013**

**KSH 10000**

