MANAGEMENT CONSTRAINTS
CONFRONTING BOARD OF GOVERNORS IN
DAY SECONDARY SCHOOLS IN KANDARA
DIVISION, MARAGUA DISTRICT, KENYA

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E54/0081/03

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL
OF EDUCATION IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF
EDUCATION OF KENYATTA UNIVERSITY.

AUGUST 2005
Ndirangu, Waweru
Management constraints
DECLARATION

This is my original work and has not been presented for any of the study programme in any university.

WAWERU PETER NDIRANGU

This project has been submitted for examination with my approval as the university supervisor.

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-2005-
DEDICATION

This project is dedicated to my sister Lucy Wanjiru Waweru

whose love and tears nourished my tree for University Education.
ACKNOWLEDGEMENT

I wish to sincerely thank Dr. John A Orodho for devoting his time to guide and supervise me during this study.

I thank the District Education Officer, Maragua District, Education Officers, all Board of Governors and Principals who were involved in this study.

I am also grateful to Kaina D. Ndambiri (Deputy Principal) and Jane N. Mwangi (Secretary) for the assistance they accorded me in my work place.

I sincerely appreciate the encouragement, love and support from my parents, brothers and sisters and my wife.

Above all, I thank the Almighty God for granting me favour to undertake this study.
ABSTRACT

In most African countries, the responsibility for overseeing the management of schools is entrusted to a school Board of Governors or a Management Committee. In order to ensure that governing Boards operate on some common principles, every Board has a constitution which provides basic guidelines and the legal framework for its operation. The constitution is usually approved by the Minister for Education and it provides the blue print for a Board’s operation as a large entity. The constitution of a Board of Governors usually derives its powers from an Education Act or similar legislation. In Kenya, the Education Act was passed in Parliament in 1968 to govern all matters pertaining to education in Kenya. In part II section 6(b), 10, 11 and 12 it stipulates the composition and responsibilities of Board of Governors in the management of schools in Kenya.

However, the Board of Governors have remained quite insignificant in the management of most public day secondary schools. To this end, the purpose of this study is to find out management problems confronting Boards of Governors in Day Secondary Schools in a bid to find ways for the improvement of such schools. The study will be based on the public day schools in Kandara Division of Maragua District in Central Province. The study will adopt a descriptive survey design of public secondary schools in Kandara Division, Maragua District, Central Province, Kenya. The random sampling technique will be used to select 4 out of 16 schools in urban areas and 6 out of 24 in rural areas. The questionnaire and interview schedule will be used as instruments of data collection. The questionnaire will be pre-tested to a selected sample similar to the actual to be used in the study. The researcher will personally collect data from the field and thereafter use basic descriptive statistics to analyse the data. The study may help policy makers understand the existing challenge of management of the day secondary schools.
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ABBREVIATIONS

AEO - Area Education Officer
BER - Bureau of Education Research
BOG's - Board of Governors
DEO - District Education Officer
GOK - Government of Kenya
KCSE - Kenya Certificate of Secondary Education
MOEST - Ministry of Education, Science and Technology
PDE - Provincial Director of Education
PS - Permanent Secretary
PTA - Parents Teachers Association
CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Access to education is regarded as a fundamental right all over the world. The Kenya Education Report of 1964 regarded the expansion of secondary education the most immediate concern of the time. Due to the cost involved, the missionaries noted that:

The basic assumption is that most new secondary schools will be day schools though some boarding facilities may have to be provided for sometime.
(GOK, 1964: 57)

Since independence rapid growth of secondary school education has been realised. At the time of independence in 1963, there were a total of thirty one thousand (31,000) students in Kenyan public schools. Out of this lot, twenty three thousand (23,000) were in government aided schools while eight thousand (8,000) were in unaided schools.

By year 2003 student’s enrollment had increased by about 1.3 million i.e. from 5.9 million in year 2002 to 7.2 million since free primary education was decreed at the beginning of year 2003. The education budget is up by more than ten billion shillings i.e. from 61 billion shillings in year 2002 to 71 billion shillings. In deed this is the single largest vote to any ministry. Other than giving a bigger allocation to free primary education of shillings 9
billion, secondary school bursary is awarded shs. 770 million as significant increase from shs. 550 million in year 2002. The big allocation for bursary is an indication of the government’s desire to cushion children from vulnerable backgrounds and enable them access to quality education. This is a conspicuous landmark of the new political dispensation of the NARC government’s renewed focus on education, which is seen, and rightly so as the vehicle for developing human capital that is critical for economic recovery, wealth creation and participatory political governance.

These are strong indicators of the financial resources the government is prepared to commit to the education sector. How to manage and translate them into tangible benefits is a challenge to the management of schools. Boards of governors have a critical role in determining the intellectual health of our nation through their personal management styles, provision of effective leadership and utilization of the resources at their disposal.

The need for efficient management of schools has placed much more emphasis on the nature and role of the BOG as the manager and its effective use of resources such as the human, financial and material. Schools whether private or public institutions have a number of stakeholders. Their governance is therefore done through a coalition of interests working together, but performing different functions all aimed at enabling each school to operate and to achieve its aims and objectives.

Public schools have a number of stakeholders, yet it is not possible for all stakeholders and the public to be there to see the running of a school. To
represent the interest of stakeholders and the way each school is run, a Board of Governors or a Management Committee is set up.

The influence of the larger community in which the school is situated is becoming increasingly important in the way a school is operated, thus the community bear a part in the governance of the school. To ensure that the interest of these stakeholders are brought to bear upon the management of the schools, local schools Boards, Management committees and Board of Governors are set up to exercise control over the management of schools. The responsibilities of overseeing the management of schools are entrusted to the school Board of Governors or Management Committee in most African countries. Every board has a constitution which provides the basic guidelines and the legal framework for its operation. In Kenya, the constitution of the Board of Governors derives its powers from the Education Act chapter 211.

The Education Act stipulates clearly the composition of the membership of the Board, constitution and functions of Board of Governors and the powers and the seal of the Board.

The nomination panel is constituted three months before the expiry of the life of the existing board. The panel comprises, the area member of parliament, one local Councillor, local Chief, PDE/DEO or representative who is the convener and chair of the panel, the sponsor and the Head teacher who is the secretary.
The panel identifies and forwards ten nominees for the appointment by the Minister for the time, being in charge of education. The nominees represent the local community (3 nominees), voluntary bodies or organizations or the sponsor (4 nominees), special interests that include the local professionals who will provide critical services and or advice in the school (3 nominees).

Initially, one needed not be an educationist to be appointed. Any adult, literate, would qualify for membership of the school Board provided he is a citizen of the country and of voting age, he is a resident in the community or district in which the school is situated and that he is a member of the religious body if he/she is to represent the religious body to which a school is affiliated.

The panel may nominate educationists. Sometimes these professionals have no time for meetings and due to chronic absenteeism, their membership is revoked and they are placed with locals who may be available but not learned. In some instances, professionals may not want to be associated with small district and day schools that do not perform well in examinations and other areas. They want to associate themselves with big provincial and performing schools. When left with the semi-illiterate members of the board, they keep conflicting with the Principal. Schools therefore need to be managed by educated and learned professionals.

In essence, then in June 2004, the MOEST released revised policy guidelines for appointment and operations of the BOG for secondary schools. This is in a bid to streamline the management of Secondary schools.
The nomination process remains the same; that it will be done three months before the expiry of the life of the expectancy of the existing board. The panel members remain the same. It will still identify 10 members for appointment by the Minister. The representation remains the same, but this time emphasis is put on gender sensitivity. The panel should ensure that a third (1/3) of the nominees are women. The tenure also remains to be three years of service.

In the guidelines, the ministry’s required qualification is Form 4 level or its equivalent. The chairman of the board should be preferably a university graduate or a professional of high integrity. Members should not have any vested interest.

Emphasis has been put on the fact that all members of parliament and councilors should attend all BOG meetings of all schools in their area of representation as ex-officio members.

Other changes are that the chairman of the BOG will serve for a maximum of three terms in a given school and that no one should be appointed chairman of more than two boards or appointed to serve in more than two boards.

These guidelines have given parents more say in the management of their schools. During the inaugural meeting, members would co-opt three members who would be the PTA chairman, PTA treasurer and one PTA member, who should be a woman nominee. This way, parents will
participate in the running of the schools. Maybe this will help minimize the many conflicts that there are between the schools’ BOG’s and PTA’s.

The operational guidelines put emphasis on teamwork. The spirit of collective responsibility must be seen to prevail where all members are expected to abide by decisions reached at board meetings. The sponsor is also given mandate to appoint from its four representatives a chairman of the BOG. Full board meetings will be held at least three times a year.

Day schools, however, have suffered from a negative reputation due to lack of adequate resources which hinders effective learning and teaching. For instance it is common to hear teachers and students saying that they teach/learn in ‘that ka-school’. Parents also caution their children to work hard in primary school lest they be forced to go to that ‘ka-school’. This stigma surrounding the day schools should be overcome since a large proportion of the Kenyan secondary school children are learning in the so called ‘little’ or ‘up coming’ schools.

It is generally accepted that negative psychological factors affects human motivation. Low motivation levels in turn undermine performance. The belittling of the day schools can have negative psychological effects in both BOG members, teachers and students in this category of schools. No Board member wishes to be a “belittled” manager.

This is why the negative societal attitudes towards day schools need to be addressed and hopefully reversed. This is particularly needful because the
day schools have been recommended as the most tenable avenue of secondary school education. (National development plan year 2002-2008).

1.2 STATEMENT OF THE PROBLEM

The key to success in our secondary school education lies in effective management and efficiency of the day schools since we have the bulk of our students and teachers in these schools. Yet the problems related to management of the day secondary schools have not been systematically investigated and documented. For instance, the recent (2003) introduction of free primary education brought about more students graduating from primary schools than ever before. Massive expansion and prudent management of secondary education is required to meet the imminent immense demand. However, strategies to meet this increased demand have not been put in place, especially those related to management of exponential numbers! Effective management goes along way to determine the overall success of an institution. Day schools though easy to manage from the outside do present special challenges, which need to be defined and addressed. The crux of the matter is that if quantity and quality education in day secondary school is not realized, then there may arise greater disparity between those who get access to quality secondary education and those who do not.

Secondly, day schools are reputed to lack adequate resources and to achieve poorer results in KCSE when compared to other categories of public schools.
These schools are usually started through the initiatives of the local communities and usually lack experienced teachers and functional BOG's. This trend started immediately after independence and the Ominde Commission (1964) stated that:

In the past eighteen months (18) communities have established secondary schools in considerable numbers. We recorded the opening of not less than fifty (50) of them in 1964 and we are informed that at least thirty (30) more have come to existence in 1965 (GOK, 1964: 602).

This trend has continued unabated due to the persistent hunger for education. It is note-worthy that day schools constitute the bulk of the unaided schools. This in turn translates to management constraints faced by BOG's in their management endeavours.

As pointed out earlier, one major factor, which contributed to expansion of day secondary schools, is the scarcity of funds. The government has increasingly shifted the cost of secondary education to the parents even though it has been noted that education takes the giant share of recurrent government expenditure. The World Bank (1996) noted that Kenya allocated about 40% of its recurrent expenditure to education. Onyango (2001: 1) points out that:

Education has therefore become a gigantic enterprise or business, in public and private expenditure.
To streamline expenditure in public schools, the government has formulated various policies.

On 5th September, 2002, the Minister for Finance issued a Legal Notice No.161 under the Exchequer and Audit Act (cap.412) and published on 20th September, 2002 in the Kenya Gazette supplement No. 95. In exercise of the powers conferred by section 5A of the Exchequer and Audit Act, the Minister for Finance made the regulations pertaining public procurement. For the public secondary schools, the crucial posts of the Chairman and Deputy Chairman of procurement committees are clearly stated to be for the BOG members who should equally not be public officers.

This translates into a vital need for the BOG to be well versed with the public procurement procedures. However, the academic and professional qualifications of the members needs to be addressed for the policy to be effectively implemented.

To shoulder the immense costs of secondary education, the government introduced the cost – sharing policy in 1980s. The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (1988) recommended the cost sharing to be intensified. It stated that:

The growing demand for expansion of education and training at all levels and the corresponding higher costs has made it difficult for the government to finance education entirely from the budgetary provisions without adversely affecting other areas of development. For this reason and in order to maintain development and expansion of education, training, there will be need to sustain and enhance exiting partnership between the
government, communities, parents, individuals and organizations in financing education and training (GOK, 1988:15).

However, due to the general economic decline, communities rarely come up with boarding institutions. The normal practice is to start secondary school that inherits initial classrooms from ‘parent’ primary school and eventually force the government arm to provide teachers and administrative personnel. This is how almost all day secondary schools have ‘sprouted’ all over the countryside and even in the towns.

The government in turn supports this community effort by supplying the schools already started with government teachers and appointment of BOG’s to manage them. The facts above indicate that we still have very serious management problems confronting Board of Governors in day Secondary Schools. BOG's members are expected to work for the improvement of schools they manage but they lack the resources to streamline the management.

1.3 PURPOSE OF THE STUDY

The purpose of this study was to investigate the management problems confronting Board of Governors in public day secondary schools in Kandara Division.
1.4 THE OBJECTIVES OF THE STUDY

1. To investigate the composition in terms of academic qualification of members of the Board of Governors.
2. To find out type of management skills which the members of BOG have.
3. To find out management styles used by BOG in critical issues in schools (finance, discipline, development).
4. To provide appropriate mechanisms of revitalizing the appointment and composition of BOG for effective management of day schools.

1.5 RESEARCH QUESTIONS

1. What is the composition of BOG's in day secondary schools in terms of gender, academic and professional qualification?
2. What do the BOG's in day secondary schools posses in terms of skills?
3. What is the criterion used for nomination of the B.O.G members?
4. How do the BOG members relate with fellow members and the principal?
5. What problems do the BOG members encounter in school's management?
6. How do BOG's solve their management problems?
7. Did the BOG members undergo any training in management or leadership?
8. How often are the BOG meetings held?
9. Do BOG members appreciate serving in day schools or they feel it’s a waste of time?

1.6 SIGNIFICANCE OF STUDY

The study may significantly help policy makers understand the existing challenges of management of the day secondary schools. It may give a challenge to the managers of the existing day secondary schools to improve on their performance and provide indicators as to the kind of contribution the day secondary schools make in the local community. Moreso, the study may reveal whether day secondary schools in Kandara Division are performing to the expected standard.

1.7 BASIC ASSUMPTIONS OF THE STUDY

(I) that a substantial population of secondary school students is currently learning in day secondary schools.

(II) That the respondents to be contacted will freely provide the information as required.

1.8 LIMITATIONS OF THE STUDY

For a more conclusive result, the entire Maragua District should have been studied. However, this was not possible due to limitation of time and financial constraints. It was not possible to cover all the BOG members in the Division because tracing them would have required considerable time, resources and other logistics.
1.9 DELIMITATIONS OF THE STUDY

The study confined itself to BOG members and Head teachers in public day secondary schools. Secondly, the BOG members included in the sample were those still legally serving their term in office in the respective institutions by the time of the study. Those whose term had legally expired were not included in the sample even though they would have had inputs. Finally, there may have been several other constraints confronting BOG’s but this study only focused on the management factors.

1.10 CONCEPTUAL FRAMEWORK

According to Orodho (2004), the conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows the relationship graphically or diagrammatically. In this context, the conceptual framework is a hypothesized model identifying variables that affect the performance management of BOG’s. The purpose of this conceptual framework is to graphically depict the proposed relationships.
The conceptual framework shows there are various factors which affect performance management of the BOG’s. It therefore tries to illustrate factors interrelated to ensure the success or failure of the BOG in management. Such factors include age, sex, professional and academic qualifications, marital status and personality of BOG members. Other interrelated factors include attitude of BOG to day schools, population/size of the school, attitude of the community and available physical facilities in the school.

All these are major variables that affect the performance management of BOG’s and thus pose various management constraints confronting BOG’s in day secondary schools.
1.11 OPERATIONAL TERMS

**NARC** – National Rainbow Coalition Government.

**Aided schools** – schools, which were sustained through government subsidies.

**Unaided schools** – schools, which did not receive any support from the government.

**Matatu** – public service commuter vehicles.

**Principal** - designation for Head teachers of secondary schools in Kenya used interchangeably with head teacher in the Study.
CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter examines the literature that is related either directly or indirectly to the study. The literature review will focus on the provision and importance of secondary school education in other parts of the world. Finally the relevant information from the national development plans of the republic of Kenya and the various commissions of enquiry on education (since independence) will be examined. Thereafter, a summary of literature review will be made.

2.2 REVIEW OF PREVIOUS RESEARCH AND OPINION

In England and Wales, secondary education for all children of secondary school age was already a priority by mid twentieth century. Passow, (1959) comments that:

In 1900, secondary education for all was very hazy ideal, something not achieved even at the elementary level; in 1994, a doctrine of secondary education for all was accepted by all parties (Passow 1959: 19).

In the 1950s in England, the public school and the general education system commended that:
The opportunities of the public schools – type education be made available to all children who could profit from it, regardless of parental income. (Passow 1959: 16)

In pursuit of secondary school education for all in England the education act of 1944 abolished fees in public secondary schools. This was done in a bid to ‘increase the intellectual force of individuals’.

In order to accommodate all children of secondary school age, the education was further structured into a system referred to as ‘tripartism’. Schools were then classified under the following categories:

(a) Grammar schools – to cater for children of high intellectual ability
(b) Technical schools – to cater for children who learnt more effectively through visual and practical approaches.
(c) Modern schools – these offered a good general education on non specialist lines but with excellent education opportunities

In both England and Wales, by mid 20th century, secondary education had become a basic requirement for all children of secondary school age. In 1959, Geoffrey Lloyd, the minister of education called for massive enlargement of educational opportunities at all levels Passow (1959: 271). The massive expansion of education was considered an essential condition for British leadership (Passow 1959 pg 271). Passow in the study above
noted that there was concern as to whether boarding institutions were suitable for all social classes. He noted:

The difficulties of poorer boys adjusting to boarding schools, the increased cleavage among social classes, the supposed economic and social advantage which accrue to the public school boy, and the lives of other classes (Passow, 1959:101).

The issue of social class and its impact on secondary school children is also pointed out by hurtling (1971). In his books, education for the middle school years, he notes the great social pressure exerted in secondary children and the all pervading drive to achieve this pressure, he noted comes from both parents and society - he notes that children from the lower classes are disadvantaged by the competitive nature of modern society. He asserts that:

Research shows that middle and upper seek to instill in their children a greater motivation to achieve, which is an important factor in their growth. Often children from a lower social-economic status are sensitive because of their dress, speech or habits, which may differ from some of their peers (Hertling, 1971: 2).

Further to above, the writer points out that due to population explosion colleges hold that they must be very selective. Therefore, teachers and parents preach continuously about grades and accumulating knowledge so as students can make high scores on college entrance examinations.

Bradley-M-Sue of Arizona state university (1996) notes that:
All schools want to be successful, however; “what is success?” Or “what is effectiveness?” even if a school is considered successful or not at a given time, conditions are constantly changing (Bradley-M-Sue, 1996: 170).

He further points out that:

The process employed through management, organization and leadership principles to foster school improvements can influence results. (Bradley-M-Sue, 1996:170).

He also queries as to:

How does a school using strategic factors such as management, organizational and leadership efforts ensure continued student and school’s success? (Bradley-M-Sue, 1996: 28).

Hoover (1972) notes that as man interact with his environment, he follows a recognizable pattern of need fulfillment; first he recognizes a need or desires to accomplish a given task. This, he further argues, is usually followed with some considerations of the benefits to be derived from goal achievement. If the reward seems worthy of anticipated effort, he proceeds to device a means or method of achieving the goal. This kind of strategizing should be applied in the process of educational managements (Hoover 1972).
2.3 The National Development Plans, Since Independence

At the eve of independence in Kenya and all through the seventies, education was largely perceived to be the panacea for all the problems the young nation was confronted with. The nation was geared up for the development and the leaders then had declared war on poverty, ignorance and disease (KANU Manifesto of 1963). Education was seen as the key to success in all sectors. The National Development Plan of 1966-1969 declared that:

Education and national development are so closely related in developing the country that it is almost impossible to speak of one without the other. Schools and colleges are developing the human resources that will shape the pattern of future national life. The increased availability of educational facilities at all levels will also enhance the potential earning power of our citizens (GOK, 1966: 305).

At this time it was envisaged that as the development of the nation proceeded, incomes would be improved and resources would be more effectively used. It was hoped that the expected national growth would also:

Provide more resources for the further expansion of educational opportunities (GOK, 1966: 305).

Education, in these early days was seen more as an economic than a social service. The second development plan (1970-1974) was equally full of
enthusiasm and hope. At this time, the country’s vision was to expand enrolment at all levels to meet social and economic needs of the society for its general development (GOK 1970: 456).

The government was using a lot of money to fund education at this time. yet demand for education was hardly satisfied. At this time, communities started coming up with day harambee schools then referred to as “unaided schools”). By 1968 the total enrollment of students in harambee schools very nearly equaled total enrollment in maintained and assisted schools. The joined effort in the expansion of secondary education (i.e. from the government and the communities) eventually culminated into the need for a clear government policy on the management of schools. The Education Act was formed by parliament to provide for the regulation and progressive development of education. It’s commencement date was 4th April, 1968. Consequently, on 6th February, 1969, the Minister for education published a code of management for secondary schools for the purpose of Board of Governors order.

A major management burden that manifested itself quite early was the issue of high cost demanded by secondary education. This is precisely what made BOG’s to plan ahead of the government by starting to put up physical facilities which the government did not have the capacity to meet. This issue is pointed out in the 6th development plan (1984-1988). The plan stated that:

Government spending on formal education rose from k pounds 6 million in 1963-k pounds 194 million – arise from 18% of the national recurrent budget to around 30% in 1983. (GOK 1984: 148).
Due to the economic constraints, the government deliberately shifted more of the burden of school management to the communities through the BOG’s and the parents.

This is explicitly put in the 5th development plan (1984-1988)

According to the government report:

The increase in demand for secondary education places is expected to be met by harambee and private schools while the development of physical facilities and boarding cost will be the responsibility of local communities and parents. (GOK 1984: 151).

In the current development plan (2002-2008) this stand is further strengthened.

It is stated that:

During the planned period, priority attention will be given to improving access, quality, relevance, and management of secondary education (GOK, 2002: 57).

According to the plan, the following strategies will be employed towards achieving the laid out goals.

- Encourage the establishment of more day secondary schools.
- Enhance school inspection and audit services.
• Review the education act so as to streamline the secondary school management.
• Encourage private sector participation in provision of education.
• Expand and rehabilitate existing secondary schools.

2.4 The Government Commissions of Inquiry on Education

The education system in Kenya has been under constant government review since Kenya attained independence in 1963.

Due to great need for secondary education, harambee schools were built in great numbers. By 1971, they were more in number than government schools and formed an integral part of the education system. The Ndegwa commission (1971) pointed out that the secondary education helps the government to meet needs for both middle and high level manpower. When these manpower needs are not met, the commissioners pointed out that:

National economic development is retarded and continued assistance by over seas donors will be necessary. (GOK 1971: 152).

The commissioners pointed out that the many harambee school, which had come up, were poorly planned and managed. According to the commissioners:

It was not planned rationally on a national basis and the success or failure of each venture depended on the financial resources of the community concerned (GOK 1971:155).
The recommendation of the commissioners was that the government should assist the communities in proper planning and management of schools to ensure quality learning.

The Report of the National Committee on Education Objectives and Policies (Gachathi committee 1976) pointed out the achievement education planners had made within the first ten years of independence. These were:

- Breaking away from restriction to broad expansion at all levels.
- Rapid expansion at all levels.
- Rapid expansion of educational opportunities at primary and secondary school in rural areas.
- Producing more teachers to man the education system.
- Facilitating national unity.
- The government had also offered free education after the ‘O’ levels.

The ‘problem’ of harambee schools was pointed out again as a thorny issue. For one, the committee noted that the schools of these caliber were poorly staffed and ill equipped and thus concentrated on the art subjects.

It was recommended that the harambee schools be integrated into the national education system. This was done with a view to:

Improving the quality of education offered there (GOK: 1976:XVIII).
The committee commended the community for their role in secondary school management but warned that:

Unless this effort is adequately guided, controlled and supported, it is likely to constitute a major waste of National resources. In the long run, there is going to be vicious accumulation of social frustration which might cost the country more heavily to correct at a later date. (GOK, 1976: XVIII).

The commission recommended that the government improve on the "Harambee package".

However, this recommendation was not honored. Two main recommendations were made concerning harambee schools.

These were:

1. To integrate harambee secondary schools into the national education system.
2. To advise, guide and control the development of harambee schools with particular reference to better management of physical facilities by providing for genuine manpower needs and provision of help by school supervisory services (GOK, 1976).
The Kamunge Report 1988 went on to emphasize the need for relevant education with a focus to rural development. The commissioners asserted that:

The translation of national philosophy into educational philosophy is, therefore, realized through an educational and training system that develops an egalitarian society by availing equal education opportunities to every Kenyans regardless of race sex or creed. Education and training creates awareness in cultural, social, economic and political values and also aims at developing an individual who is committed to national, political and democratic values and the creation of a nation united in purpose (GOK 1988: 10).

The committee emphasized that secondary education is very important as it formed the second cycle of the system of education and the transmission stage between elementary stage and higher education. The committee appreciated the role played by parents and communities to maintain and expand quality and relevance in secondary education. The committee recommended the expansion of day schools:

The working party however, notes that day schools are cheaper to develop and maintain and therefore proposes that communities and parents should be encouraged to develop day secondary schools and to provide them with adequate facilities. (GOK 1988: 28).

It was viewed that the establishment of such day schools is a more cost effective way of promoting expansion of secondary education the committee
further recommended that day schools be established within reasonable working distances and as far as possible developed on the precincts of the existing primary schools in order to share common facilities. In order to achieve quality and relevance in the provision of education, it was recommended that harambee schools be provided with appropriate physical facilities and equipment to improve quality and relevance of teaching and learning (GOK 1988: 29) the committee also pointed out that since parents, communities and the government were already in partnership in provision of secondary education, the terms harambee, maintained or assisted be done away with, instead it was recommended that:

Secondary schools which are developed, equipped and provide with staff from the public funds by government, parents and communities be designated public schools (GOK 1988: 20).

It was further recommended that the government should continue to provide educational administration and professional services which included educational administrators, supervisors and other professional personnel, development of the curriculum and the management of examination. This was crucial in the maintenance of quality and high standard and therefore was to be shouldered by the government.
2.5 Summary

Both the National Development Plan and the reports of various Commissions of Inquiry on education in Kenya reveal important facts on the management and expansion of secondary school in Kenya.

Firstly, from the onset of independence, both government and communities pursued expansion of secondary education aggressively. The government however was too burdened by other concerns to keep pace with the demand. As a “stopgap” measure, the government delegated the management and development of secondary schools to communities through Board of Governors. The academic, professional and management skills of the members were not emphasized. This has raised concerns as to the management capability of the BOG’s.

Despite their great zeal for expansion of secondary schools, the communities were not able to effectively manage and provide sufficient teaching / learning resources. The learning of science education particularly suffered due to this lack. The government was also slow in provision of trained staff for the community – initiated schools. This further complicated the role of BOG’s in managing learning resources and their ability to raise and manage financial resources.

By the late 1990’s, the government changed policy and stopped subsidizing boarding costs and instead decided to supply teachers and administrators for all schools. This implied that the government took up all former ‘harambee’ schools.
The emphasis was shifted away from the particular schools to the individual child. This implied that fees for boarding schools had to go up of a necessity.

It was resolved that the government would only provide teachers, administrators, and inspectors and provide for the examination machinery. All the other costs in both boarding and day institutions were to be shouldered by parents under the management of Board of Governors. The Boards therefore had an enormous task to solicit for funds and also ensure that the same funds are prudently managed. The critical issue remains on whether the semi illiterate members have been able to follow the accepted financial and accounting procedures and standards. Their ability to handle recruitment of staff and initiation of school development remains a matter of great concern.
CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the procedures used in the study. This includes designs, locale, the target population, sample and sampling procedures, research instruments, data collection and data analysis.

3.2 RESEARCH AND DESIGN

The descriptive survey design was used in the study. According to Wiersma (1985), and Orodho (2004) this kind of design is concerned with gathering facts and obtaining pertinent precise information concerning the current status of phenomenon and wherever possible making conclusion from the facts discovered. It is concerned with generalized statistics that result when data is abstracted from a number of individual cases (Lovell and Lawson, 1970).
3.3 DESCRIPTION OF THE LOCALE OF THE STUDY

The study was undertaken in Kandara Division, Maragua District. There are forty public secondary schools in Kandara Division Central Province of the Republic of Kenya. This assisted the researcher to reduce financial constraints and time since he is a resident of the area.

The Division is divided into two (2) parts for both education and administrative purposes. These are the upper Kandara and lower Kandara.

3.4 THE TARGET POPULATION

The study targeted all Principals and members of BOG in all the 40 public day secondary schools in Kandara Division of Maragua District.

3.4.1 SAMPLE AND SAMPLING PROCEDURES

Orodho (2004) states that sampling is the process of selecting a sub-set of cases from a larger population in order to draw conclusions about the entire set. A sample of the 20% of the total population is considered a good representation.

In this study, 25% of the forty (40) day public secondary schools was taken. This percentage constituted ten schools. The selection of 25% of day secondary schools in the division was determined through stratified sampling based on their rural and urban locations.

Random sampling technique was used to select 5 out of 24 schools located in the rural areas and 5 out of 16 schools in the urban area yielding a total of
10 schools. From each school, each Principal was included in the study. In addition, 7 members of the BOG were purposively selected according to the criteria of gender (equal representation of males and females), educational level and other responsibilities (Chairman, treasurer etc). A DEO and two other MOEST staff were reached. This sampling procedure yielded a total sample of 8 per school and a total sample size of 83 for the study.

3.6 RESEARCH INSTRUMENTS

The study used two types of instruments namely; Questionnaires for Principals, District Education Officer and 2 MOEST staff and a focus group discussion for members of the BOG. The Principals questionnaire comprised of 33 questions that covered a gross section of issues including background of Principals, student enrolment, staffing ratios, curriculum challenges, finance and attitudes towards day schools. The DEO focused on management policies and criteria for nomination of BOG members. The focus group discussion with members of BOG focused on their awareness and preparedness to execute roles as stipulated by the Education Act, for instance management of all funds and discipline of staff and students.
3.7 PILOTING

The data collection instruments were pre-tested to a selected sample similar to the actual sample used in the study. This was in Kandara Division of Maragua District. The procedures used in pre-testing the instruments was identical to those that were used during the actual data collection.

The piloting was done to ensure that instruments were of acceptable reliability and validity. According to Orodho (2004) reliability of measurements concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials. For the purpose of this study, split half or test-retest method was used.

Validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represent that concept. The researcher consulted his supervisor and three other members of BER who are experts in Research works, to ascertain the validity of the data collection instruments. Each of them was given the instruments to make individual comments regarding the validity of the instruments. These comments made were included in the final instruments.

3.8 DATA COLLECTION PROCEDURE

The official authority to collect research was sought from the PS, MOEST. The researcher used this letter to seek permission from the District Education Officer (D.E.O) in Maragua District and Area education officer
(A.E.O) in Kandara Division, to carry out the research in all the public day secondary schools in the division.

The questionnaires were personally issued to the DEO, MOEST staff and Principals by the investigator. He consequently visited the 10 schools in the sample to collect the completed questionnaires.

3.9 METHODS OF DATA ANALYSIS

After data collection, all the completed questionnaires were organized according to given responses. Descriptive statistics such as measures of central tendency (mean, mode, median); measures of validity, (range and standard deviation), frequency tables and percentages were used in the analysis of the data provided.
CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 INTRODUCTION

In this section of the project report, the researcher presents the data that was collected from the field in order to meet the purpose of the study. The purpose of the study was to investigate the management problems confronting Board of Governors in public day schools in Kandara division. The study was guided by the following objectives:

1. To investigate the composition in terms of gender, academic and professional qualifications of BOG members.
2. To find out management skills which BOG members have.
3. To investigate the management problems encountered by BOG’s in day secondary schools.
4. To find out management styles used by BOG’s in critical issues in schools (finance, discipline, development).
5. To provide appropriate mechanism of revitalizing the appointment and composition of BOG’s for effective management of day schools.

In order to attain these objectives, the researcher collected data from head teachers and BOG members from 10 schools as well as the D.E.O in charge of Maragwa District, and MOEST staff. Given below is presentation of the data collected in the study.
4.2 Demographic characteristics of BOG members

4.2.1 Composition of BOG's in Day schools.

The first objective of the study was concerned with establishing the composition of BOG's in day secondary schools in terms of gender, academic and professional qualifications. The data collected concerning this is presented in Tables 4.1 to 4.6:

The head teachers from the ten day secondary schools in the sample were asked to indicate the number of male and female BOG members in their schools. The responses of the headteachers is carried in Table 4.1:

Table 4.1 Number of BOG members in schools

<table>
<thead>
<tr>
<th>School No.</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>69.2</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>76.9</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>76.9</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>63.6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>92.3</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>76.9</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
<td>69.2</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>84.6</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>76.9</td>
<td>3</td>
</tr>
<tr>
<td>Overall</td>
<td>88</td>
<td>76.3</td>
<td>27</td>
</tr>
</tbody>
</table>
In eight of the schools there were 13 members of the BOG. One school had 11 members while one school did not give the number of BOG members. In all the nine schools whose data was given, there were more male than female BOG members. This implies that the MOEST policy guidelines that required a third of the nominees to be women, is not yet adhered to.

4.2.2 Academic qualifications of BOG members.

The researcher interviewed ten BOG members one from each of the ten sample schools. Their Academic qualifications are presented below.

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>O level</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Of the ten BOG members interviewed, 50% had O level qualification, while 50% were diploma holders.

From each of the sample schools, the researcher selected seven BOG members and involved them in a focus group discussion. Below is a presentation of their academic qualifications.
Table 4.3 Academic qualifications of focus group sample.

<table>
<thead>
<tr>
<th>Academic qualifications</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>17</td>
<td>24.3</td>
</tr>
<tr>
<td>Secondary</td>
<td>45</td>
<td>64.3</td>
</tr>
<tr>
<td>University</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the BOG members involved in the focus group discussion N=45, (64.3%) had reached secondary school level.

This was followed by 17(24.3%) who had reached primary level, while the rest, N=8, (11.4%) had reached University.

In a bid to establish how competent the BOG’s were in interpreting and implementing educational and management policies, the researcher sought to specifically know how many BOG members had attained university level education.

The headteachers gave the following as the number of BOG members who had reached University;

Table 4.4 Number of BOG’s with university education.

<table>
<thead>
<tr>
<th>Number</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Two head teachers reported that none of their BOG’s had university education. One head teacher reported that 10 of their BOG members had university education.

The rest of the data is as shown in table 4.4.

These responses by the headteachers and BOG members concerning academic qualifications of BOG’s were consistent with the responses by the education officer, who reported that most of the Board of governor’s members in the schools where the research was carried out had reached the secondary level of schooling.

The BOG members, who were interviewed, asked to state their professions, gave the following:

**Table 4.5 professions of BOG members.**

<table>
<thead>
<tr>
<th>Profession</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business person</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Retired Teacher</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Farmer</td>
<td>2</td>
<td>50.0</td>
</tr>
<tr>
<td>Retired police</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Salesman</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The sample BOG members were businessmen, retired teachers, farmers, retired police officer and salesmen.
4.2.3 Criterion used for nomination of BOG members.

The ten BOG members who participated in the interview were asked to state whether they knew how BOG members are established and nominated. They responded as below:

Table 4.6 Knowledge of nomination procedure by BOG members.

<table>
<thead>
<tr>
<th>Do you know how BOG’s are nominated?</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Seven of the BOG members (70%) reported that they knew how BOG’S are nominated. Asked to state the criterion used for their nomination, they responded as below:

Table 4.7 Criterion used in nominating BOG’s

<table>
<thead>
<tr>
<th>Criterion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To represent community</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>To represent sponsor</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>To represent special interests</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Not clearly understood</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Fifty percent of the interviewed BOG members reported that they were nominated to represent the sponsor while 20% represented the community. A further 30% did not clearly understand the criterion used in their nomination.

The 70 BOG members who participated in the focus group discussion were asked to state who they were nominated to represent. They responded as shown below:

<table>
<thead>
<tr>
<th>Who were you nominated to represent?</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sponsor</td>
<td>21</td>
<td>30.0</td>
</tr>
<tr>
<td>Community</td>
<td>19</td>
<td>27.1</td>
</tr>
<tr>
<td>Special Interests</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>P.T.A</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The BOG members reported that they were nominated to represent the sponsor (30.0%) the community (27.1%), special interests (28.6%) and the parents, teachers Association (14.3%). This indicated that the MOEST policy on nomination of BOG’s to represent the various mentioned parties is adhered to. This was further confirmed by the two education officers who participated in the study. They were asked to state the criterion used for nomination of BOG members to which they responded that a panel consisting of the area member of parliament, councillor, chief and the sponsor meet to nominate ten governors to represent the sponsor, community, special interests and the PTA body.
4.2.4 Interpersonal relationship among BOG Members.

The BOG members who participated in the study were asked to state their relationship with fellow BOG members and the Principal.

They responded as shown in the table 4.9 and 4.10.

Table 4.9 Relationship among BOG members.

<table>
<thead>
<tr>
<th>How is relationship among fellow BOG</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Ninety percent of the BOG members reported that the relationship among BOG members was good. Only one of them (10%) reported that the relationship was excellent. Asked the same questions, all the BOG members who participated in focus group discussion reported that the relationship was good.

Asked to rate the relationship between BOG members and the principal, the BOG members replied as given below:

Table 4.10 Relationship between BOG’s and Principals.

<table>
<thead>
<tr>
<th>How is relationship between BOG’s and Principal?</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Ninety percent of the BOG members reported that they had a good relationship with their principals, while one of them (10%) reported excellent relationship.

Asked to state how they related with the BOG members the principals responded as below:

Table 4.11 Relationship between BOG and principal.

<table>
<thead>
<tr>
<th>Principals’ responses:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How is your relationship with BOG members?</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Excellent</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Again here, ninety percent of the principals reported that they had good relationship with the members of BOG, while one head teacher (10%) reported that the relationship was excellent.

When asked to state the relationship among board of governors members, the education officers reported that the relationship was cordial but at times it becomes strained especially when some have business interests in the school, or when some members want to do the duties of the secretary who is the principal.
4.2.5 Problems encountered by BOG members in schools management.

The other objective of the study was to find out what problems the BOG member’s encountered in school management.

The researcher sought to establish the situation of the sample schools in order to identify the problems encountered by the BOG’s in managing schools.

To do this, the researcher collected data from the principals reporting on the adequacy and condition of various school resources and facilities, and personnel. These were classified into:

- Student discipline
- Teaching personnel
- Physical/material resources
- Curriculum issues
- Financial and
- Parents/Local community.

The situation of each of these areas is presented below:

4.2.6 Problems related to student’s discipline.

The principals were asked to rate the level of social evils (e.g. excessive drinking, sexual promiscuity, drugs, insecurity etc) around their schools to which they responded as below:
### Table 4.12 Rate of Excessive drinking and sexual promiscuity around the School

<table>
<thead>
<tr>
<th>Rate</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alarming</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Half of the principals (50%) reported that there was an alarming rate of excessive drinking and sexual promiscuity around the school, while another 40% reported that this was high. Only one (10%) reported low level of social evils around the schools.

Asked to state the impact of the social environment around the school on students’ discipline, the head teachers responded as below:

### Table 4.13 Impact of social environment on student Discipline.

<table>
<thead>
<tr>
<th>Impact</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Effect not felt</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Eighty percent of the Principals reported that the social environment impacted negatively on students’ discipline while 20% reported that the effect was not felt.
The headteachers were asked to state the extent to which parents in their school supported their efforts to enforce discipline among students. Three of the headteachers (30%) reported that the parents were quite supportive while the rest (70%) reported that parents were fairly supportive.

4.2.7 Problems related to teaching personnel

The head teachers were asked to indicate the subjects where they experienced shortage of teachers to which they replied as below:

Table 4.14 Subjects where teachers shortage is felt.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Shortfall</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE/History/Geography</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Maths/Physics/Chemistry/Biology</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Agriculture/Business Education</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>English/Kiswahili</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the data supplied, the areas that are worst hit are Mathematics and the Sciences (40%), the Languages (30%) and the Humanities (20%).

The “Applied subjects” are also understaffed but to a lesser degree (10%).

In 1998, the government put a freeze on teacher employment citing too many teachers and spending too much money on education making other needs suffer. A limited number of teachers have been recruited from 2000 to minimize the
shortfalls in languages, mathematics and sciences. This, apparently has not met the staff needs.

The schools faced with the shortfalls were forced to employ BOG teachers to meet their needs. This had resulted in draining resources thus slowing down the schools physical development. The burden of paying teachers salaries also made it hard for the schools to afford sufficient teaching and learning materials.

It was important also to calculate the student teacher ratio in the sample schools.

The head teachers were asked the enrolment in their schools and the number of teachers appointed by the TSC. Using this information, the researcher calculated the student –teacher ratio and came up with the results given below.

Table 4.15 Students – Teacher’s ratio in the sample schools.

<table>
<thead>
<tr>
<th>School No</th>
<th>Streams</th>
<th>No of students</th>
<th>No of teacher</th>
<th>Students-teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Single</td>
<td>158</td>
<td>9</td>
<td>1:18</td>
</tr>
<tr>
<td>2</td>
<td>Single</td>
<td>142</td>
<td>10</td>
<td>1:14</td>
</tr>
<tr>
<td>3</td>
<td>Tripple</td>
<td>351</td>
<td>15</td>
<td>1:23</td>
</tr>
<tr>
<td>4</td>
<td>Double</td>
<td>338</td>
<td>13</td>
<td>1:26</td>
</tr>
<tr>
<td>5</td>
<td>Double</td>
<td>255</td>
<td>16</td>
<td>1:16</td>
</tr>
<tr>
<td>6</td>
<td>Double</td>
<td>191</td>
<td>7</td>
<td>1:27</td>
</tr>
<tr>
<td>7</td>
<td>Single</td>
<td>168</td>
<td>9</td>
<td>1:19</td>
</tr>
<tr>
<td>8</td>
<td>Single</td>
<td>101</td>
<td>9</td>
<td>1:11</td>
</tr>
<tr>
<td>9</td>
<td>Single</td>
<td>120</td>
<td>9</td>
<td>1:13</td>
</tr>
<tr>
<td>10</td>
<td>Double</td>
<td>280</td>
<td>12</td>
<td>1:23</td>
</tr>
</tbody>
</table>
It was established that the highest student-teacher ratio was 1:26 while the lowest was 1:11.

Five (50%) of the school were single streams with enrolment of between 101 and 158 students, four (40%) double streams with students enrolment of between 191 and 338 and one (10%) a triple stream with student enrolment of 351.

This data therefore reveals that all the schools in the sample are under enrolled. Following the introduction of free primary education, the MOEST stipulated in 2004 Form I intake that enrolment per class should be 45 students to accommodate more; single stream 180 students, double stream 360 students and triple stream 540 students.

The schools in this sample have not met the expected enrolment targets stipulated by the MOEST in a bid to provide enough places for the standard eight candidates.

It is the onus of the BOG’s to “market” and expand their schools so as to fulfill government recommendations.

Asked to comment on the motivation of teachers’ three head teachers (30%) reported that their teachers were highly motivated while seventy (70%) reported that their teachers’ motivation level was average.

Further, the principals were asked to state the proportion of teachers living within easy access of 5 kms to their schools, to which they responded as below:
Table 4.16 Proportion of teachers living within 5 kms to the school.

<table>
<thead>
<tr>
<th>Proportion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Minority</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the head teachers replied that only a minority lived close to the schools. Asked to state the effects of this teachers’ availability to students, the headteachers replied that students and teachers do not interact adequately after classes as they cover long distances and so they leave school early. During the rainy season, some teachers get to school late meaning that students miss some morning lessons. It also means teachers get tired when getting to school and this affects output.

4.2.8 Problems related to Physical and Material Resources.

The head teachers were asked to comment on the state of their laboratories and libraries and responded as below:

Table 4.17 State of libraries and laboratories

<table>
<thead>
<tr>
<th>Libraries</th>
<th>n</th>
<th>%</th>
<th>Laboratories</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State of libraries</strong></td>
<td></td>
<td></td>
<td><strong>State of Laboratories</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well equipped</td>
<td>1</td>
<td>10.0</td>
<td>Well equipped</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Fairly equipped</td>
<td>1</td>
<td>10.0</td>
<td>Fairly equipped</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Poorly equipped</td>
<td>1</td>
<td>10.0</td>
<td>Poorly equipped</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>No Library</td>
<td>7</td>
<td>70.0</td>
<td>No laboratory</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100.0</td>
<td><strong>Total</strong></td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Fifty percent of the principals reported that the laboratories were fairly equipped while 40% reported that they were poorly equipped.

On the same note seven schools 70% had no libraries and thus portrayed a major setback in provision of quality education.

Asked to indicate the ratio of textbooks to students in their schools, the heads responded as given in the table 4.18.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:2</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>1:3</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>1:4</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In most of the schools (70%), three students shared a textbook. In two schools (20%), the ratio was 4 students per book while in one school, two students shared a textbook. This is a clear indication of the inadequacy of instructional materials in the sampled day secondary schools.

4.2.9 Problems related to curriculum issues

Concerning curriculum issues, the head teachers were asked to state whether the teachers managed to cover the syllabus effectively and on time. Seven of the headteachers (70%), reported that their teachers were not able
to cover the syllabus in time while the rest (30%) reported that the teachers did so.

Asked to state the reasons why teachers failed to cover the syllabus on time, head teachers gave the following reasons:

- The day schools normally admitted students who had been left out by the National, Provincial and District Boarding Schools. They pointed out that the lot admitted in District day schools are those that scored low marks in K.C.P.E. They further argued that this lot of students was mainly composed of ‘slow learners’ who needed more time to cover the syllabus than students in the “higher” category of schools.

- Six (60%) Principals reported that absenteeism due to fees default led to time wasting and poor syllabus coverage.

- Five (50%) Principals pointed out that the 8-4-4 syllabuses was too wide to cover within the given time limit. In day schools, time limit was seen as a crucial factor because the teacher/student contact is normally limited to official lesson time. Failure to cover the syllabus in time no doubt affected student performance. This is because when questions are set from topics not effectively covered, this was bound to lead to poor performance.
4.2.10 Problems Related to School Finances

The head teachers were asked to state the proportion of parents able to pay school fees in time and replied as below:

Table 4.19 Parents able to pay fees in time.

<table>
<thead>
<tr>
<th>Parents able to pay fees in time</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of them</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Half of them</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Less than half</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A total of six (60%) head teacher replied that half of the parents were able to pay fees in time while 40% said less than half of the parents paid fees on time, meaning that fees payment was a problem.

Asked to state the income generating activities in their schools, only one head teacher reported to have been engaged in farming which made a meagre annual income of Ksh 40,000/=, too little to supplement a meaningful income. The rest of the schools (90%) did not engage in any income generating activities.

Further, all the headteachers reported that their schools suffered losses due to fees difficulties, adding that this affected payments to creditors, payment
to BOG teachers and support staff as well as procurement of material resources.

### 4.2.11 Problems related to parents/local community.

Asked to state how P.T.A. meetings were attended in their schools, the headteachers reported as below:

**Table 4.20 Attendance of P.T.A Meetings**

<table>
<thead>
<tr>
<th>Rate of attendance</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well attended (over 3/4)</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Poorly attended (less than ½)</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

P.T.A meetings were well attended in seven schools (70%) and poorly attended in 3 schools (30%)

The head teachers were further asked to state how their schools related with ‘parent’ primary schools. They replied as below:

**Table 4.21 Relationship with ‘parent’ Primary school.**

<table>
<thead>
<tr>
<th>Relationship</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Strained</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>No parent primary school</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sixty percent of the principals reported that they had friendly relationship with parent primary schools while two reported poor relationship.
One of them reported strained relationship while one school did not have a parent primary school.

Asked to state the negative factors touching on the relations, they cited land boundaries and building ownership problems.

The Board of governors members who participated in the study were asked to state the problems that they encountered in school management. In response, they gave the following:

- Lack of finances to pay teachers employed by the BOG's. Due to staff shortage, BOG's employed teachers under their management but poor fee payment, under enrolment and constrained budgets led to financial problems to pay their salaries.

- Inadequacy of facilities. Most of the schools lacked enough textbooks, libraries and laboratory equipment. This affected the performance of students in K.C.S.E.

- Lack of enough land for expansion. Majority of the day schools inherited land and buildings from the parent primary school. Most of them have no further room for expansion of more demands for the secondary school.

- Inability to pay creditors due to financial problems & fees arrears. Due to low enrolments in the day secondary schools and lack of income generating
projects, BOG’s were surviving on credit due to the high cost, inflation and fluctuation of prices of most essential commodities.

- Lack of training in school management and financial management. Since most BOG members lacked management skills, they were managing schools through the trial and error method.

- Strained relations with parent primary schools. Most of the day secondary schools got land from the parent primary school. Some of the primary schools committee members wanted to manage the secondary schools also and consequently strained relations between primary school and BOG members in the day secondary schools.

- Discipline cases forwarded to education office are at times revoked thus frustrating members. BOG members felt that discipline cases of expulsion recommended to the education offices took too long to be deliberated and in some cases ended up reversing BOG’s decision. This frustrated BOG members.

Asked to comment on the same, the Education officers said that BOG’s lacked support from the parents who felt that they should get positions in the board and that many of the members did not have financial and school management skills.
They also reported that some principals used the board to rubber-stamp their decisions, without involving them in making decisions.

4.2.12 Ways of Solving BOG’s Management Problems

The researcher sought to establish how members of the Board of Governors in secondary schools solved their management problems. The members of the board who participated in the study responded as below:

Table 4.22 Ways of solving BOG’s management problems

<table>
<thead>
<tr>
<th>Ways of solving problems</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal to TSC to post teachers</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Encourage parents to actively participate in finances</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Negotiating with parent primary for more land</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Hold fundraising to extra funds</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Have bought land for expansion</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Have applied for constituency Dev. Fund (CDF)</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Ask donations from charitable organizations</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Rely on Bursar, principal, auditor for guidance</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Local church minister, mediates between school and primary</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>P.T.A raises money to pay fees</td>
<td>4</td>
<td>40.0</td>
</tr>
</tbody>
</table>

To solve the problem of paying teachers, (20%) of BOG members appealed to TSC to post teachers to their schools to cover the staff shortage. On issues of finance, a significant (40%) of BOG members encouraged parents to pay fees in good time and to actively participate in financing the schools. Fundraisings were also held to boost revenue and appeals from
CDF were made to assist in development projects by 20% of the BOG members in the sample schools.

The knowledge of bursar and principal was relied on by 30% of the BOG members to understand and effectively manage the schools. This was likely to influence BOG members independent decisions.

Other ways of solving BOG’s management problems included 10% of the BOG members involving the local church minister to mediate with the parent primary schools to mend the strained relations. Also 10% of the BOG members appealed for donations to ease financial problems, bought land for expansion or negotiated with the primary school for more land.

The education officers (N=2) who participated in the study reported that, to solve their management problems the BOG’s sought for dialogue with parents during joint BOG /P.T.A meetings and tried to adjust and cope with the problems.

4.2.13 Training Received by BOG’s in Management

The principals who participated in the study were asked to state whether the BOG members in their schools had undergone any training in school management or leadership. They responded as below:

Table 4.23 Leadership/Management training for BOG’s

<table>
<thead>
<tr>
<th>Have BOG attended training?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>NO</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Only two headteachers (20%) reported that they had BOG’s who had undergone training in leadership/school management. Asked to state how many members were trained, one of the headtechers reported that 75% of the BOG’s in his school had been trained while second reported that only one of the members had been trained.

4.2.14 Frequency of meetings by Board of Governors.

Asked to state the rate at which Board of Governors in their schools met, the principals responded as below:

Table 4.24 Frequency of BOG meetings

<table>
<thead>
<tr>
<th>How often does BOG meet</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a year</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>Thrice a year</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>When need arises</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the principals N=7 (70%) reported that the B.OG meetings were held three times a year.

Two of them (20.0%) reported that the meetings were held when need arises, while one reported that meetings were held twice a year.

Asked to state whether they experienced difficulties in raising quorum during BOG meetings, the principals responded as given in table 4.25
Table 4.25 Difficulties in Raising BOG Quorums

<table>
<thead>
<tr>
<th>Do you experience difficulties raising BOG quorum?</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the principals (70%) reported that they did not experience difficulties raising BOG quorums while 30% reported that they sometimes experienced such difficulties and thus led to postponement of BOG meetings.

The BOG members asked to state how often they met, responded as below:

Table 4.26 Frequency of BOG meetings : BOG members Responses

<table>
<thead>
<tr>
<th>Frequency of BOG meetings</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a year</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Thrice a year</td>
<td>1</td>
<td>10.0</td>
</tr>
<tr>
<td>When need arises</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Sixty percent of the BOG members reported that they met as needs arises while 30% said they met twice a year. One of them said they met thrice a year.
4.2.15 Perceptions of BOG members about their service.

The BOG members were to give their opinions about their service in the schools. They responded as below:

Table 4.27 BOG members response about their service.

<table>
<thead>
<tr>
<th>BOG's opinion</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I waste time attending BOG meetings</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>It is a duty like my other work</td>
<td>2</td>
<td>20.0</td>
</tr>
<tr>
<td>I have a role to help my school excel</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Nothing changes whether I am a member or not</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the BOG members N=8 (80%), reported that they felt they had a role and duty to help their schools to excel. Two of them (20%), reported that they felt serving in the BOG was a duty like any other.

Asked to state whether the BOG members appreciated serving in day schools, the members who participated in the focus group discussion responded as below:

- The BOG’s appreciated but some felt frustrated that there was little they were able to do to help the school.
- Majority appreciated serving in the school and they seemed quite comfortable.
- Some felt that BOG meetings took too long than necessary.
- Though they appreciated being BOG members, most of them did not wish for a second term.
• Some complained that the sitting allowances were too low.

Asked to comment on the same, the education officers reported that:

• Where the day schools were large, members response was very good but most people did not like serving in day schools.

Further, the education officers were asked to suggest recommendations they would make to help the BOG's in day schools more effective, and they responded as below:

• Involvement of politicians in nomination of BOG's should be avoided to minimize conflicts of interest.

• BOG members should have at least 'O' level education.

• BOG members should go through an induction course in financial and school management.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The main purpose of this study was to investigate the management constraints confronting Board of Governors in Day Secondary schools in Kandara Division. A total of 10 Principals, 70 members of the Board of Governors, 1 District Education Officer and 2 Ministry of Education Science and Technology staff were involved in the study.

The instruments used in this study were questionnaires for the Principals, District Education officer and 2 MOEST staff and a focus group discussion for members of the Board of Governors.

The data that was obtained through the research instruments was then analysed through simple descriptive statistics. The study covered six broad areas namely:

1. Board of Governors composition.
2. The local community, Parents Teachers Association and Board of Governors relations.
3. Curriculum constraints.
4. Availability of resources and facilities.
5. Financial constraints.
6. BOG members attitude towards day schools.
5.2 SUMMARY OF RESULTS

The study established the following findings in the seven broad areas above;

Composition of Board of Governors in Day Schools

(a) In most of the schools, there were more male than female Board of Governors.

(b) Majority of the Board of Governors members (64.3%) had reached secondary school level while (24.3%) had reached primary level and only (11.4%) had attained university level.

(c) Professional composition of Board of Governors members was broad; Businessmen, retired teachers, retired police officers and salesmen, but the majority (50%) were farmers.

(d) Most Board of Governors members (70%) reported that they knew how Board of Governors are nominated. However, (30%) did not clearly understand the criterion used in their nomination.

The local community, P.T.A. and BOG relations

(a) Majority of the Board of Governors members (90%) had a good relationship among themselves.

(b) Majority of the Board of Governors members (90%) also had a good and cordial relationship with their Principals.

(c) Most schools (60%) had a friendly relationship with the present primary schools while (20%) had a poor relationship. Only (10%) had a strained relationship and also (10%) did.
(d) In most schools (50%) there was a high rate of social evils around the school. This had a strong negative impact (80%) on the students discipline.

(e) Majority of the parents (70%) were only fairly supportive in enforcing discipline among students.

**Curriculum constraints**

(a) Curriculum implementation in the schools was not effective since most of the schools (70%) did not manage to cover the syllabus by the time students sit for the Kenya Certification of Secondary Examination.

(b) Most of the schools (70%) experienced shortages both in arts and science subjects.

**Facilities and Resources**

(a) Majority of the schools (70%) had no libraries and only a minority (10%) had well equipped laboratories.

(b) Most of the schools did not have staff houses and thus, majority of teachers (60%) did not live near the schools.

(c) In most of the schools (70%) three students shared a single textbook and thus hampered effective learning.

**Financial constraints**

(a) Majority of the schools, reported poor rate of school fees payment.

(b) Very few schools (10%) had income generating projects.
Board of Governors members attitude

(a) A significant number (20%) of the Board of Governors members did not have a commitment to serve and only saw their membership as a duty like any other work.

(b) A significant number (30%) of the schools sometimes experienced difficulties in raising quorum for Board of Governors meeting and majority of Board of Governors members (60%) met only when need arose.

(c) Some of the Board of Governors members complained that the allowance paid to them was too little and they would not opt for another term as governors.

5.3 CONCLUSIONS

The following conclusions have been made concerning the schools in this sample.

1. Most of the Board of Governors members serving in Day secondary schools had no university education and thus depicted either average or low competence in understanding educational policy matters.

2. Majority of the Board of Governors members had not undergone any training on leadership or school management and thus incompetent managers.

3. The Board of Governors members in the day secondary schools need more understanding and support from the society and more powers vested on them by the government so as to play their role effectively.

4. The communities surrounding the schools had a lot of influence on the institutions. This was mainly felt in school discipline and overall development.
5. The day Secondary Schools studied depicted poor logistical planning since they were numerous but had largely low populations at the individual school level.

6. This poor planning was not economically viable; larger institutions poll more resource from the parents/students populations making them economically more viable.

7. The difficulties caused by poor accessibility and lack of staff housing in the schools were bound to affect the schools’ overall performance.

8. The freeze on the teachers’ employment had adverse effects on the schools with teachers shortage adversely experienced.

5.4 RECOMMENDATIONS

1. Academic qualifications for BOG members should strictly be considered before appointment. All members must have at least ‘O’ level minimum education and the Chairman must be a university graduate.

2. The Chairman of the BOG should be professionally trained in leadership and management.

3. Involvement of politicians and Sponsors in nomination of BOG’s should be avoided to minimize conflicts of interests.

4. BOG members should go through an induction course in financial and school management for example through Kenya Education Staff Institute (KESI) at the District or Divisional level,

5. Recycling of BOG members by appointing incompetent members in the same or alternative schools should be discontinued.
6. Multiple appointments of BOG members to serve in several schools should be stopped. BOG members should only serve in one school to avoid divided attention.

7. The whole process of appointment and mandate of the BOG should be reviewed. BOG’s should be mandated with more powers for example of expelling a student. BOG members should be selected from enlightened and resourceful people who have sufficient knowledge of educational policies and ethical issues in the management of schools.

8. The Ministry of Education Science and Technology should be more involved in planning of Secondary Schools instead of leaving the task entirely to the parents and the local communities. In this way, schools will be more professionally planned.

9. The community should be more sensitized on the importance of day secondary schools as the most affordable avenue for secondary education at present. The community should enhance student’ discipline and uphold and practice acceptable moral values.

10. The freeze on teacher’s employment should be lifted in order to cater for the existing adverse shortfalls.

11. Day secondary schools should be encouraged to initiate income generating projects to strengthen their financial base.

12. Parents should be encouraged to buy more textbooks to improve on the poor textbooks/student sharing rations reflected in the study.
13. The government should re-evaluate the cost-sharing policy with a view to assisting schools in dire need of teaching/learning materials and physical facilities.

14. In conclusion, quantity and quality education in all secondary schools but particularly day schools should be vigorously pursued as a step towards helping the country achieve industrialization by the year 2020 as already envisaged.

Recommendations for Further Research

1. A study should be undertaken to determine possible income generating projects day secondary schools could embark on in order to raise money to strengthen their financial base.

2. A study should be undertaken to find out whether there is any significant difference in commitment, motivation and effectiveness among Board of Governors serving in public day secondary schools and those serving in public boarding secondary schools.


Nyokabi, H.W (2003). Challenges faced by Headteachers in the management of District Day Secondary Schools in Thika District, Kenyatta University


APPENDIX A

The Principals’ Questionnaire

A. General Information

1. Sex
   Male [ ] Female [ ]

2. Marital status
   Married [ ] Single [ ]

3. Age (Tick where appropriate)
   25 – 30 years [ ] 46 – 50 years [ ]
   31 – 35 years [ ] 41 – 45 years [ ]
   36 – 40 years [ ] 51 – 55 years [ ]

4. How many years have you served as a principal in this school?

5. Please indicate current job group

6. Do you live within the school premises. Yes [ ] No [ ]
   (b) If the answer above is No, how far away (from the school do you live?)

7. How long does it take you to reach the school from home?
8. If you live in rented premises how would you rate the house available for you?

(a) Self-contained with electricity and water. [ ]

(b) Self-contained but without electricity. [ ]

(c) House has no water or electricity. [ ]

(d) Other (explain) ____________________________________________

9. What means do you use to get to your place of work?

(i) Walking [ ]

(ii) Public means [ ]

(iii) Private means [ ]

If you get to school via public means, how reliable are the means of transport available.

Very reliable [ ] Unreliable [ ]

Reliable [ ] Very unreliable [ ]

Other (explain) ____________________________________________

B: Pertinent Issues on School Management

(a) Students

1) What is your total enrolment at present?

__________________________________________
2) Indicate the number of streams and the total number of students per class below.

<table>
<thead>
<tr>
<th>Class</th>
<th>No. of streams</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Form 2</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Form 3</td>
<td>__________</td>
<td>__________</td>
</tr>
<tr>
<td>Form 4</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

3) What major factors would you say influence students to enroll in your school?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

71
(b) Teaching Personnel

4) How many TSC appointed teachers does the school have at present? 

5) Indicate subjects where you have shortage of TSC teachers

6) How many teachers are housed within the school?

7) What kind of rental houses are available to your teachers within walking distance (say 2km) from your school?
   (a) Self-contained with running water and electricity [ ]
   (b) Self-contained with running water and no electricity. [ ]
   (c) Houses have electricity but no running water. [ ]
   (d) Mostly single rooms at the local shopping centre. [ ]
   (e) Other (specify) ________________________________

8) What proportion of teachers live within easy access to the school?
   (a) The majority [ ]
   (b) At least a half [ ]
   (c) The minority [ ]
9) How does the housing of teachers affect their availability to students.

10) How would you describe your teachers (on the average) in terms of motivation.

(a) Highly motivated [ ]

(b) Reasonably well motivated [ ]

(c) They seem poorly motivated [ ]

(d) Other (explain)

11) If your teachers indicate low levels of motivation, could you explain why?
12) To what extent would you say your laboratory/laboratories is/are equipped?

(a) Well equipped [ ]
(b) Satisfactory [ ]
(c) Poorly equipped [ ]
(d) Other (explain)

13) How well stocked is your library (if any)

(a) Well equipped [ ]
(b) Fairly equipped [ ]
(c) Poorly equipped [ ]
(d) Other (specify)

14) Please indicate the ratio of textbooks to students (on average) below.

(a) 1 textbook to 2 students [ ]
(b) 1 textbook to 3 students [ ]
(c) 1 textbook to 4 or more students [ ]
(d) Other (specify) ____________________________
(d) Curriculum Issues

15) Do your students/teachers manage to cover the syllabus effectively by the time students sit for their K.C.S.E.

Yes [ ] No [ ]

(b) If syllabus coverage is not effective in your view, please explain factors that lead to poor syllabus coverage.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

16) Please indicate your school mean grade for the last 3 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>M.S.S</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(e) Finances

17) What proportion of your parents are able to pay school fees in time?

(a) The majority [ ] (b) At least ½ of them [ ]
18) What type of income-generating projects does your school have?

19) Approximately how much money do you raise from your income generating project (if any) per year?

20) Does your school suffer financial losses due to fees defaulters?

(b) If the answer above is ‘YES’ how does this affect your school?

21) To what extent is the area around your school endowed with good social amenities and infrastructure (e.g. good roads, health facilities, clean water, electricity etc)

(a) Highly endowed [ ]  (b) Fairly well endowed [ ]
(c) Poorly endowed [ ]  (d) Other (explain)
(f) Parents/Local Community

22) Tick whichever option below depict attendance of general PTA meetings in your school.

(a) Meetings usually well attended. [ ]

(b) The school imposes a fine to enforce good attendance. [ ]

(c) Attendance to meetings is generally poor. [ ]

(d) Other (explain)

(a) Was your school started on property formerly owned by the neighbouring primary school?

Yes [ ] No [ ]

b) If your answer above is yes, how are relations between the ‘parent’ primary school and the secondary school?

(i) Friendly [ ] (iii) Poor [ ] (ii) Strained [ ]

(iv) Other (specify)

23) Explain any negative factors touching on relations between your school and the ‘parent’ primary school.
24) How would you rate the level of social evils (e.g. excessive drinking, sexual promiscuity, drugs, insecurity, etc) around the school.

(a) High [ ] (b) Average [ ] (c) Low [ ]

Please explain your answer below.

25) (a) How does the social environment around the school impact on student discipline.

(i) Very negatively [ ]

(ii) Negatively [ ]

(iii) Effect not felt [ ]

Please explain your answer (for 'a' above)

26) To what extent do parents in your school support you in your efforts to enforce discipline in students.

They are quite supportive [ ] They are fairly supportive [ ]

They tend to take sides with their children [ ]

Other (explain) ________________________________
(h) Board of Governors

27) (a) Do you experience difficulties in raising quorum during B.O.G. meetings?
    (a) No [ ] (b) Sometimes [ ] (c) Quite often [ ]
    (d) Other (explain)

(b) How often are the BOG meetings held?
    (i) Once a year [ ] (ii) Twice a year [ ]
    (iii) Three times a year [ ] (iv) When need arises. [ ]

28) What proportion of your B.O.G. members reside within close proximity (say within a radius of 5km to the school?)
    (a) Most of them [ ] (b) At least ½ of them [ ]
    (c) Less than ½ [ ]

29) Have B.O.G. members in your school shown interest to supply goods/services to the school? (either directly or through friends or relatives)
    (a) Never [ ] (b) Sometimes [ ]
    (c) A good number of times [ ]
    (d) Other (explain)
30) Would you say clannism/nepotism (i.e. favourism of one’s relatives/clansmen/friends) ever influence B.O.G deliberations in your school?

(a) No [ ]

(b) Sometimes [ ]

(c) Quite often [ ]

(d) Other (explain) 

31) (a) How many of your B.O.G members are university graduates? ________________________________

(b) How many are (i) Men ________ (ii) Women ______

32) Have B.O.G members in your school undergone any training in school management or leadership?

Yes [ ]  No [ ]

(b) If yes, how many members are trained?

33) How would you rate your relationship with BOG members?

(a) Excellent [ ]  (b) Good [ ]

(c) Fair [ ]  (d) Poor [ ]
# APPENDIX B

## FOCUS GROUP DISCUSSION WITH BOARD OF GOVERNORS

1. **Sex:**
   - Male [ ]
   - Female [ ]

2. **Marital Status:**
   - Married [ ]
   - Single [ ]
   - Other [ ]

3. **Academic qualifications:**
   - Primary [ ]
   - Secondary [ ]
   - University [ ]

4. **Professional qualifications:**
   - Certificate level [ ]
   - Diploma level [ ]
   - University level [ ]
   - Other(s) [ ]

5. **Age bracket:**
   - 30-35 years [ ]
   - 36-40 years [ ]
   - 41-45 years [ ]
   - 46-50 years [ ]
   - 51-55 years [ ]
   - 56-60 years [ ]
   - 61-65 years [ ]
   - 66-70 [ ]
   - 70 and above [ ]

6. **Criterion used for nominations:**
   - Representing Sponsor [ ]
   - Community [ ]
   - Special interests [ ]
   - P.T.A. [ ]

7. **How do the Board of Governors members relate with fellow members**
   - (a) Excellent [ ]
   - (b) Good [ ]
   - (c) Fair [ ]
   - (d) Poor [ ]

8. **How do the Board of Governors members relate with the Principal?**
   - (a) Excellent [ ]
   - (b) Good [ ]
   - (c) Fair [ ]
   - (d) Poor [ ]
9. What problems are encountered by BOG members in schools management?

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

10. How do the Board of Governors solve their management problems?

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________

11. How many Board of Governors members have undergone training in management leadership?

Female [ ] Male [ ]

12. How often are the Board of Governors meetings held?

(a) Once a year [ ] (b) Twice a year [ ]

(c) Three times a year [ ] (d) When need arises [ ]

13. Do the Board of Governors members appreciate serving in day schools or they feel it's a waste of time?

________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________________
APPENDIX C

BOG CHAIRMAN'S INTERVIEW SCHEDULE

1. Sex: Male [ ] Female [ ]

2. Marital Status: Single [ ] Married [ ] Other [ ]

3. Age: (Tick where appropriate)
   30-35 years [ ] 36-40 years [ ] 41-45 years [ ]
   46-50 years [ ] 51-55 years [ ] 56-60 years [ ]
   61-65 years [ ] 66 and above [ ]

4. Academic qualifications:
   Primary level [ ] Secondary [ ] University [ ]
   Other [ ]

5. Professional qualification:
   Certificate [ ] Diploma [ ] Degree [ ]
   None [ ]

6. Profession: ____________________________________________________________

7. Have you ever attended a course/training in schools management?
   Yes [ ] No [ ]

8. Do you know how Board of Governors members are established and nominated?
   Yes [ ] No [ ]
9. What criterion was used for your nomination? To represent
(a) Community [ ]
(b) Sponsor [ ]
(c) Special interests [ ]
(d) Not clearly understood [ ]

10. What post do you hold in the Board of Governors?
(a) Chairman [ ] (b) Bank signatory [ ]
(c) Executive Committee member [ ] (d) Ordinary member [ ]

11. How would you rate your relationship with fellow Board of Governors members?
(a) Excellent [ ] (b) Good [ ]
(c) Fair [ ] (d) Poor [ ]

12. How would you rate Board of Governors members relationship with the Principal?
(a) Excellent [ ] (b) Good [ ]
(c) Fair [ ] (d) [ ]

13. What problems does the Board of Governors encounter in the management of the school?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

14. How do you solve these problems? 

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

15. How often are Board of Governors meeting held?
   (a) Once [ ] (b) Twice a year [ ]
   (c) Three times a year [ ] (d) When need arises [ ]

16. What is your opinion as a Board of Governor member in this school?
   (a) I waste valuable time attending Board of Governors meetings [ ]
   (b) It is a duty like any other work [ ]
   (c) I have a role and duty to help my school excel. [ ]
   (d) Nothing changes, whether am a member or not. [ ]

17. Apart from this school, state how many other schools you are a Board of Governor member and position held.
   No. of schools ___________ Position held ________________
This research is meant for purely academic purposes. The information you will give will be held in strict confidentiality.

Please, kindly provide answers to the questions as honestly as possible. Thank you.

1. (a) Sex: Male [ ] Female [ ]
   (b) Current post held ____________________________

2. What is the composition in terms of academic and professional qualifications of most members of the Board of Governors?
   (a) Primary level [ ] Secondary [ ]
   (c) Diploma [ ] University [ ]

3. What is the criterion used for nomination of the Board of Governors members?

4. How would you rate the relationship among Board of Governors members?

5. How would you rate the relationship between Board of Governors members and the Principals?
6. What problems do Board of Governors members encounter in schools management?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. How do they solve these problems?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Do Board of Governors members undergo any training in management or leadership?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

9. How often are Board of Governors meeting held?
   (a) Once a year [ ] (b) Twice a year [ ]
   (c) Three times a year [ ] (d) When need arises [ ]

10. Do Board of Governors members appreciate serving in day schools or they feel it’s a waste of time?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
11. What recommendations would you give to provide appropriate mechanisms of revitalizing the appointment and composition of Board of Governors for effective management of day schools?
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