EFFECTIVENESS OF BOARDS OF MANAGEMENT IN FACILITATING QUALITY EDUCATION IN SECONDARY SCHOOLS IN KAJIADO COUNTY, KENYA

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E55/CE/24101/2013

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

DECEMBER, 2015
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/ institutional for award

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DEDICATION

This research project is dedicated to Almighty Father for His goodness to me and giving me the energy to complete this task. The work is also dedicated to my dear husband James Nyabuto and my two daughters Sylvia and Irene and two sons Samuel Collins and Ian John, who bore my absence while undertaking this course.

Thank you for your understanding, moral and spiritual support.

May God bless you abundantly.
ACKNOWLEDGEMENT

The fulfillment of a man’s dream never occurs in an isolated land. A lot is contributed by other people and so will be to this research study. The writing of this research project has benefitted and continues to benefit me from immense contribution of my two supervisors, Dr. George Onyango and Dr. Joseph Mungai both of School of Education Kenyatta University, who are working tirelessly to make sure that I produce scholarly work and the provision of materials that act as a guideline on how to write a project and thank you for your understanding and patience.

This project could not have come to fruition without financial and emotional support of my parents John and Abigael Ongesa.

I am especially indebted to my husband James Nyabuto among those who contributed immensely towards this noble endeavour, I acknowledge my sons Samuel and John, my daughters Sylvia and Irene, who taught me that an idea once conceived must be born.

I thank my head teacher Mr. James Mugo and all other teachers in my School who gave me a peace of mind and especially when they were to run the school during the holiday remedial classes in my absence.

I also appreciate the support from my colleagues in the master of Educational administration class for their source of inspiration strength and for being resourceful to me. To all those who contributed in one way or another in actualizing this project, I say thank you. I take responsibility of any other error(s) and/or omission (s) in the project.
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**LIST OF ABBREVIATIONS AND ACRONYMS**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>AGM</td>
<td>Annual General Meeting</td>
</tr>
<tr>
<td>BOM</td>
<td>Board of Governors</td>
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<tr>
<td>BOM</td>
<td>Board of Management</td>
</tr>
<tr>
<td>CBE</td>
<td>Curriculum Based Establishment</td>
</tr>
<tr>
<td>CC</td>
<td>County Commissioner</td>
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<tr>
<td>CDE</td>
<td>County Director of Education</td>
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<tr>
<td>CEB</td>
<td>County Education Board</td>
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<tr>
<td>CEO</td>
<td>County Education Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>TIVET</td>
<td>Technical Industrial, Vocational and Entrepreneurship Training</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organization</td>
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ABSTRACT

The study analyzed major functions of Board of Management in facilitating quality education of public education secondary schools in Kajiado North District, Kenya. The study examined the effectiveness of Board of Management as a salient prerequisite to success of the schools in all areas of operations so as to create enabling environment to cater for efficient school management which would improve academic standards and provide quality education. The study was mainly guided establishing the effectiveness of BOMs in management of school finances, effective provision of physical facilities and staff personnel discipline, curriculum and instruction, implementation of education policies, school community relations and recruitment of the staff in Kajiado County. The study adopted descriptive survey design in which it targeted a population of 161 members of the BOM, 23 schools, two head teachers in the 23 schools, two teachers from each school and DEO; who were selected by use of both purposive and simple random sampling methods. A sample of ten schools was picked through random sampling with two BOM members in every school, 10 principals, two teachers from the sampled schools and DEO. All the ten head teachers in the ten sampled schools were included in the study. Data was collected from BOM members, teachers and head teachers by use of questionnaires, interviews and analysis guide schedules. A pilot study was also undertaken to test the reliability of the instruments used. Descriptive statistics was used to analyze data and information generated was tabulated by use of frequencies and percentages. The study found out that most of the BOM members were not effectively involved in financial management. However, it was believed that their effective participation in the provision of Physical facilities and material resources in the schools has improved learning conditions in the schools. Regarding the management of the student discipline and staff personnel, the BOM members were effective in roles such as counseling sessions in school, motivating teachers and non-teaching staff and finances teachers to attend refresher courses. The study recommend that the bureaucratic procedures in dealing with the students’ discipline need to be reviewed in an effort to have more control in managing this aspect to enhance school performance, BOMs be both trained on school management policy making and BOM employees be appraised annually and though the BOMs participated in recruitment of the staff, they were not effective due to lack of enough training. The government should provide the BOMs with training so as to enhance their skills in recruitment and selection of the staff so as to ensure that the schools attract only the best talents.
CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

The chapter outlines the following subtitles; background of the study, statement of the problem, objectives of the study, research questions, and significance of the study, assumptions of the study, limitations and delimitations of the study, scope of the study, theoretical framework, conceptual framework and definition of operational terms.

1.1 Background of the Study

School’s board of management is the collective name given to the individuals who oversee the operations of an education institution directly serving the public interest (Basic Education Act 2013), Effective management is an integral competent factor for running successful organizations. The management of educational institutions in Kenya by the board members is therefore critical because they play an effective role in the performance of the school goals and objectives.

The school board of management (BOM) is the central policy making organ for each education institution in the United States. In Britain however, the school Board of management is found from 8th grade up to the 12th grade whose sole task is to effectively assist the principal in managing the institution Van (2001). Van indicates that the school Board of management chairman and school managers appointed by the government in United States and United Kingdom are highly qualified and experienced to serve in such tasks. If a school is not effectively managed, parents have authority to petition for removal of the boards of management so that it can give way for a new board Keith (2001).
MetLife (2007), states that many times, the types of unit amongst USA teachers and the school administrators involved teachers meeting jointly as a group to discuss ways of mitigating problems facing students from achieving the school set goals and the teacher beginners are allowed to work with expertise teachers. The survey report explains that the teachers were not effectively supervising one another in the classroom situation and giving the outcome to the authority concerned. Therefore this indicated that those who performed highly worked together as a team.

In Malawi and South Africa, the school board of management is selected from prominent members of the society who have excelled in their areas and considered as role models in their line of specialization Dawson,(2008). In Zimbabwe, the government has laid down rules and regulations regarding recruitment and duties of school board of management in primary schools. In Zimbabwe, the minimal level of education for qualification is a secondary school certificate Aduda (2001).

The administration of secondary schools like other learning institutions such as middle level colleges and Technical Industrial, Vocational and Entrepreneurship Training (TIVET) is vested in school Board of management (BOM) and the head teacher as its secretary and chief executive officer. According to the Ministry of Education Science and Technology MOEST, (2005), it states that, it is the responsibility of the BOMs to effectively manage the human personnel and physical and material resources for smooth running of institutions and for better results.
In Kenyan case, management of secondary schools by Board of management (BOM) came into place after independence following recommendation of the Ominde Report on education matters Republic of Kenya, (1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. The Education Act 2013 and the sessional paper No. 1 of 2005, States that for better running of the schools, the BOMs must carry out their responsibilities effectively by balancing all areas that is human and other material resources. In the sessional paper No. 6 of 1988 shows that the government accepted the recommendations of the Presidential working party on manpower training that the Board of management and school committee to be appointed from among individuals who have qualities of commitment, competence and experience which would enhance effective management and development of educational institutions MOEST,( 1988). It is important to point out that school governing bodies and parent teachers association are all volunteers but the former has legal mandate.

According to the Education Act 2013 the board of management appointed by the county Education Board consist of 13 members who include: six persons representing parents or local community, a nominee of the county Education Board, one representative of teaching staff, three representatives of sponsors, one representative of special interest group and a representative of a person with special needs ROK (2013). The BOMs are supposed to work together to manage the school without any bias either to their own interest or to the interest of the people who appointed them to the post in order to bring development to the school. Based on this the research aimed to establish the effectiveness of BOMS in facilitating quality Education in Kajiado North District, Kajiado County, Kenya. The government of Kenya (GOK) 1988 and Kenya Education staff
Institutes (KESI) both in agreement offered to have in-service training courses for the BOMs and principal of the institutions to uplift their leadership skills. Further the KESI Mandate was to diversify both serving and potential school leaders.

The BOM contributes a lot towards uplifting educational development in their various schools in a number of ways, monitoring curriculum delivery, develop institutional policies, promote quality education, provide adequate facilities and encourage community relations in their schools. James, (2010) argues that in England, board of management of schools give great contributions to the education system while in Kenya their contributions are highly hidden from the public view. The role of the board include, decision making, monitoring of infrastructural development, financial issues as well as overseeing the delivery of educational programs and monitoring educational standards ///MOEST (2005), others are the recruitment and selection of employees both teaching and non-teaching MOEST (2005). The task of educational management entails prudent utilization of funds and equipment to enhance efficiency in delivering of quality Education ///ROK (1999).

According to the Taskforce on student discipline and unrest the appointment of unqualified and incompetent BOM members had a bearing on the quality of management of schools hence recommended that BOM be appointed from persons of integrity with a minimum qualification of form four levels of education ///ROK (2001). Further the task force suggested need for induction of BOMs on code of management and policy to be implemented on their training to enlighten on roles of board ///Kindiki (2009), Mumo (2004), Ondieki and Makori, (2013), Otieno,(2013). Kindiki, (2009), found in his study that the school boards assisted the schools in
acquisition of physical resources and promote discipline initiatives that eventually helped the school in achieving proper implementation initiatives.

The BOM also has the responsibility of teacher management and staff and student’s discipline which would be realized if BOM members are conversant and well educated on educational programs and management tasks as pointed out by Koech commission ROK (1999). The working relationship of the BOM and teachers was also examined since effective implementation of the curriculum depended on the teachers to a larger extent any BOM infringement on teachers would create tension and thus negatively affect a smooth running of educational programs and also a student performance. However, when there is constant consultation among the teachers and sometimes BOM members who are very useful to the schools, the level of managerial efficiency in school can be uplifted.

According to the Education for All, First Track Initiative (1990), training of head teachers and BOM members is a pre-requisite for quality education and management. Therefore to be competitive in the labor market, secondary schools in Africa need more qualified head teachers and BOM who are equipped with modern knowledge and better managerial skills.

Abagi and Olweya,( 1999) noted that the BOM members closely monitor the students and report any indiscipline cases to the teachers and the head teacher and this has led to the establishment of proper discipline among students in many secondary schools in Kenya. The BOM plays a critical effectiveness in organizing and purchasing of physical facilities and material resources for the purpose of teaching and learning in public secondary schools in Kenya. Eshiwani (1993), has
underscored the fact that adequate and proper learning materials which are one of the major roles of the BOMs are pre-requisite in many learning institutions.

The effectiveness of any school programs entirely lies on the hands of overall commitment of all stakeholders in Education. The board of management is responsible for the management of the personnel and resources for effective operations, infrastructure, development and provision of teaching learning resources. MOEST (2005). The BOMs are lawfully mandated by the Ministry of Education, Act 2013 to manage the secondary schools in Kenya. The BOMs has been mandated to carry out the planning and development of physical facilities in the schools in Kajiado North district like; sourcing for funds to undertake infrastructure improvement in the school, monitoring and supervising physical projects in the school and proper use and maintenance of physical facilities and material resources such as; classrooms, library, lab equipment, labs, fields and classroom textbooks. Mumo, (2004). The BOMs’ effectiveness in facilitating quality education include; financial management, staff and students’ discipline, management of curriculum and instructional programs and management of school community relationship. Okumbe, (2001). These management roles delegated to the BOMs by the Minister are enormous. Therefore, the board is expected to be conversant with the management process whose general functions are planning, organizing, staffing, budgeting and evaluating.

The BOM act as an agent of the MOE and TSC and has been authorized to carry out the role of recruitment of teachers by identifying staff shortage and then declare the vacancy to the DEO who in turn informs the TSC. The BOM have a responsibility
of receiving the application forms, select the qualified candidates by forming an academic sub-committee which then does the interviews. The recruitment criteria must be adhered to and the guidelines from the Ministry of Education on recruitment, selection, appointment, and training must be implemented to the letter or the boards to be effective. This will ensure that those recruited into the school’s management are people of integrity, who are qualified.

The BOM contributes to educational developments in that they ensure learning takes place without availing things such as lack of teaching and non-teaching staff, lack of adequate classrooms, and lack of motivated teachers and students. According to Kamba (2010), states that the involvement of BOMs in management is greatly recognized in both developing and developed countries. The better performance at large in various schools is as a result of the parents effectively being involved in the school activities.

Masey (1993), states in support of parental effectively getting involved in the schools, that it is a mistake to underrate the willingness and capability of many parents who are working with the schools.

Despite the expectations on the Board of Management regarding their effectiveness, their performance has been greatly criticized to the effect that their performance is below expectations. The report of the task force on student discipline and unrest in secondary schools, (Republic of Kenya, 2001) observed that there was too much political interference in the appointment of BOMs. The commission of inquiry into the education system of Kenya, Republic of Kenya, (1999) also observed that management of educational institutions was found to be ineffective because most
BOM members lacked quality management capabilities. There is an outcry everywhere regarding the performance of BOMs’ effectiveness in facilitating quality education in secondary schools, to establish the effectiveness of BOMs in facilitation of quality education especially in Kajiado North District.

**Table 1.1 Kajiado County K.C.S.E Performances between Years 2009 – 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score</td>
<td>4.3228</td>
<td>4.2599</td>
<td>3.9856</td>
<td>5.1848</td>
<td>4.5674</td>
<td>4.4641</td>
</tr>
</tbody>
</table>

Source: Sub-County Education Office- Kajiado North District (2014)

The data in table 1.1 shows that Kajiado County has been recording low performance in K.S.C.E as it has only managed an average mean score of 4.4641 compared to national mean of seven Nyaboga (2011), poor examination performances leads to high wastages rate due to finances invested in education. This is despite the fact that every public secondary school has a BOM which is mandated to oversee its development including curriculum implementation and studies have been done on influence of BOMS’ contribution to development of public secondary schools. Ondari and Makori, (2013) and Otieno (2013).

**1.2 Statement of the Problem**

It is the right of every child in Kenya to have, not only basic education but also quality education regardless of gender, religion, ethnicity or geographical region. This quality has to come with better management in schools. However, the problem of proper school management especially in Kajiado County has not been adequately addressed. Managerial problem have been heightened with the introduction of free primary education without a corresponding expansion of resources in secondary
schools. Similarly, Kajiado County being arid and semi-arid land (ASAL) has some unique problems which have affected the running and management of schools. These problems, for instance lack of good managerial skills, among others, therefore, need to be examined because they have a profound effect on the quality of education and performance of secondary school students within Kajiado County as well as effective management of the schools. Because of the remote nature of some areas of the county no specific studies have been done to explore the effectiveness of BOMs in facilitating quality education in Kajiado County. This problem therefore needs to be addressed urgently.

1.3 Purpose of the Study
The purpose of the study was to establish how effectively BOMs are facilitating the quality of education in Secondary schools in Kajiado North District, Kajiado County.

1.4 Objectives of the Study
The study aimed at achieving the following objectives:-

i. To determine the effectiveness of BOMs in the schools’ financial management in Kajiado County.

ii. To find out the effectiveness of BOMs in management of physical facilities and material resources in Secondary schools in Kajiado North District.

iii. To determine the effectiveness of BOMs in management of students’, teachers’ and staff discipline in Secondary schools.

iv. To establish how effectively BOMs have been involved in curriculum and instruction management in Kajiado North District.
v. To establish the effectiveness of the BOMs in the implementation of educational policies in Secondary schools in Kajiado north district.

vi. To determine the effectiveness of BOMs in recruitment of secondary school teachers and soliciting support for the school from the community.

1.5 **Research Questions**

The study was guided by the following questions;

i. How effective are the BOM members in the management of schools’ financial?

ii. How effective are the BOM members in the management of physical facilities and material resources?

iii. How effectively are the BOM members in executing the management of students, teachers and staff discipline?

iv. To what extent have BOMs been effectively involved in curriculum and instruction management in Kajiado North District?

v. How effectively are BOMs involved in the implementation of education policies in schools in Kajiado North District?

vi. To what extent have BOMs been effectively involved in School community relations management and recruitment of the staff?

1.6 **Significance of the Study**

The research findings were hoped to help the policy makers at government level, Education stakeholders and the government to make any required changes which could enable BOMs to have an effective influence on school management. The study findings could also enable to minimize problems facing the schools like;
financial management, student and personnel discipline for better performance in schools in Kajiado County. The findings of the study may be important to the principals of the schools in getting the correct and visionary leadership for the schools to help in improving the academic standards which may benefit the parents and students. The study findings may add to the pool of knowledge in the area of educational administration.

It has served as a repository of knowledge for researchers and education administrators for further reference including nomination panels for BOMs.

1.7 Research Assumptions

All sampled schools have legally constituted Board of Management, all BOMs in the sampled schools hold regular meetings, every sampled school has a TSC appointed head teacher and respondents will honestly respond to the questions in the instruments.

1.8 Limitations of the Study

The researcher anticipated difficulty of respondents due to their busy teaching and learning schedule. This was mitigated by early booking of appointment with the BOM members and adjustment of time for data collection where necessary so as to ensure that all the respondents have time to respond to the question concerning, some respondents may conceal information which they consider personal. The researcher overcome this by assuring the respondents that the data being collected was for research purpose only and their identity would not be disclosed. The members of the Board are away from the schools a condition that made their availability to respond to the research difficulty. The researcher mitigated this by
making prior booking with the principal on the date the BOM members would be present in the schools.

1.8.1 Delimitations of the Study
The study was conducted in Kajiado North District, Kajiado County and was restricted to public secondary schools. The study only involved principals, teachers, BOMS and DEO locking out other main contributors to education like private schools.

1.9 Scope of the Study
The scope of this study is all public secondary schools in Kajiado North district, Kajiado County. Kajiado County is located at the southern tip of the former Rift Valley Province. It is bordered by Tanzania to the southwest, Taita Taveta County to the southeast, Machakos County to the East, Nairobi County to the Northeast, and Narok County to the West. The target population of this study was all public secondary school head teachers within Kajiado County. The study narrowed down to only government owned (public) schools in the county and focus mainly on the heads and BOM’s of these schools.

1.10 Theoretical Framework of the Study
The theoretical framework of this study is based on the classical management theory which espoused by Henri Fayol (1841 – 1925). Henri Fayol of France emphasizes how management and supervisors relate to their organizations in the knowledge of its goals and believed that management is a Universal function that can be defined and understood in terms of the various processes that a manager performs. Fayol’s principles of management, a group of suggestions that provides guideposts for
successful management, evolved from this conviction. This theory is relevant to the study of board of management’s role in public secondary school in facilitating quality education since it stresses on the need for the Boards to apply the general principles of management. Skills that benefit the school in facilitating quality education led to better performance. The Board as shown by the theory should understand that every school is a complex structure with its own distinctive characteristic which impinges upon the way it functions. Some of the qualities Fayol examined were those related to physical and mental capabilities, moral standards and educational background. The theory seeks to understand the relationship between the parts and the whole system in an organization. In other words the role of BOM in schools is very crucial to work in harmony with principals in managing the school and this will bring about better performance in the schools.

According to Fayol (1841-1925), the proponent devised a 14 point model of management in France. This comprised of the following discipline, division of labor, authority, unit of command, remuneration and centralization scalar chai order and equity, initiative, monitoring the curriculum delivery, provide adequate quality physical facilities and develop institutional policies.

In order for the organization to measure a considerable degree of accuracy measurement of ways and processes its rationale approach to the work will enable tasks and procedures to provide the important information on which to base improvements in work methods plant design. The improvement of work methods resulted to increases in productivity. This theory is applicable in the study in the sense that the BOM members in secondary schools in Kajiado North District could
be compared to workers in an organization whose involvement should lead to quality and effectiveness in operation of the organization. The BOMs being considered as the main governing arm of the school should have uncontrollable relationships with the school administration, teachers, students, parents and the whole community for quality and effectiveness in running the school.

1.11 Conceptual Framework of the Study
This conceptual framework identifies various variables and how they interact on the effectiveness and facilitating quality education of BOMS. This is based on the management theory of Henry Fayol (1841 – 1925) of France that attempts to explain and clarify the effectiveness and facilitating quality Education of BOM in carrying out their duties. Two relationships between the variables is illustrated in Figure 1.1
Effectiveness in management

The conceptual framework of the study was based on the fact that the performance of BOM members in management of public secondary schools is influenced by their level of education and training, principals leadership styles, financial policy and instructions, religious authorities, if instructions and religious authorities if these factors are conducive, they will create a good environment for the BOM to perform their management duties. This will result into effective duty performance by BOM on effective management of finances, human resource, physical facilities, curriculum and instruction, community and School relations.
1.12 Operational Definitions of Terms

An effect refers to something that regularly happens

**Basic Education Act**: refers to laws of Kenya cap 211. This section deals with education management.

**Board of Governors (BOM’s)**: refers to the body that has been appointed by the minister to carry out the school activities on behalf of the minister.

**Board of Management (BOM’s)**: refers to members nominated to manage the schools on behalf of the community, the sponsor and the parents of those particular schools.

Effectively—it’s a way that work well and produces the results you intended

**Effectiveness of management**- these are methods used to examine the achievement of the work done. Something is deemed effective if the intended outcome has been achieved. It is measured by comparing the planned objectives with end results.

**Governor**: a member of board appointed to manage a secondary school.

**Management**: refers to the activity of planning, organizing, directing, inter alia and activities of a school as carried out by principals and BOMs

**Principal**: the head of school or college.

**Quality**: refers to something of high standards

**Role effectiveness**: means how best are the areas of response

**Role**: means responsibility or tasks assigned to BOMs

Responsibility assigned to BOM utilized in proper quality education management in schools.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter examines the existing literature that is related either directly or indirectly to the study. The chapter is intended to bring to the fore the management of quality education concept in schools by Board of Management which, is the subject under the study. In this section a review of role effectiveness played by the board of Management in school management was presented based on the various administrative tasks, school heads, management of finance, management of physical and material resources, management of student personnel, role effectiveness and school community relations.

2.2 Effective School Governance and Management

According to Mintz (2001), states that the effective governance of schools has become increasingly significant factor, as Education stakeholders have started to recognize how important it is to empower the contributors in any educational advancement and attainment of quality education in schools. In the process decisions are made by using all leaders and participants who are working in facilitating quality education. One of the participants entrusted with school governance are the BOMs. According to Leue (2003), the major roles of a school BOM is to ensure proper planning, organizing, directing and controlling of the administrative task areas to ensure the effective and transparency in use of resources in the rendering of education in public secondary schools. These functions are intertwined with the key work of school boards which is a framework of eight Interrelated action areas to focus and guide school boards in their work.
Mintz (2001) indicates that the main important areas that the BOMs have to focus for continuous improvement of the quality education are; monitoring curriculum delivery, development of institutional policies, promotion of quality education, provision of adequate facilities, encourages community relation, accountability, alignment, standards and vision. Therefore, it is the responsibilities of BOMs to effectively preserve democracy, to nurture students to be productive citizens and improve the lives of the communities surrounding the schools Miller (2000).

According to Miller (2001), states that the school board of management majorly focuses the changes of democracies of the communities they serve as representatives. The BOMS are being guided by authority and power that they derive from state, and also the school board formulates their own “law” and policies by which the local schools are directed by. The BOMs are considered to be chief and state law permits supreme educational powers for their communities.

Martin (2006), explains that the school board of management works as an oversight in education and represents effectiveness in involvement in the provision of a structure for public accountability as a way of paving way for parents and the community to facilitate vital policy factors affecting schools in times of social economic, geopolitical turbulence and technological. The BOMs still stands the true and tried government for equity and delivering excellence in public education for all our students.

According to Gatto (2008), Boards of management have been crucial for the performance success in uplifting the school governance to aid effective free secondary education in Africa. The free secondary education is being guided by
budget work which is used to ensure that the government policies are provided adequately like financial and human resources so as to facilitate students’ access to quality secondary Education. The decentralization of funds by government to local level aims at accelerating service delivery and increase community participation in facilitating quality education. This indicated that the communities were to be greatly needed to understand the budget processes and to have skills to plan and facilitate quality Education expenditure. This has been attained by training communities on how to monitor Education policy and budget implementation and by working to attain good governance structure in schools, lobbying of activities has led to a change in basic Education Act to highlight effectiveness and function of schools’ management committees and financial management.

2.2.1 Overview of Board of Management

Until of recent, the heated debate on management of school principals and teachers and Boards of Management for effective implementation of curriculum to yield high quality educational output has received top priority not only in most sub-Saharan African countries but also in Kenya Oketch and Ngware, (2012; Orodho,( 2014). Quality of education measures using academic and no-academic indicators in secondary education in Kenya is neither achievable nor sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by school systems in the country. Demand for educational quality is also increasing, as the Government of Kenya views the satisfactory performance of her basic education systems not only instrumentally but also strategically in relation to economic development and international competitiveness Republic of Kenya/UNESCO,( 2012). The Basic Education Act 2013 gives the Boards of
Management responsibilities to run schools under their area. According to section 59(a-f) of the New Education Act, the functions of the Board of Management (BoM) include:

Promotion of the best interests of the institution and ensure development; promote quality education for all pupils in accordance with the standards set by the Act or any other law; Ensure and assure the provision of proper and adequate physical facilities for the school; determine causes of pupils indiscipline and make a report to the County Education Board; facilitate and ensure the provision of guidance and counseling to all learners; encourage the learners, teachers and no-teaching staff and others, parents and community, and other stakeholders to render voluntary services to the institution, amongst others.

From the foregoing citation, it is clear that the Government of Kenya recognizes the critical role of the Board of Management by prescribing very critical functions that are central to facilitating the academic development of the school and quality academic output. Thus, it is arguable that management and leadership styles are very important for the running of the various organizations. In line with this argument, Ball, (1987) identified the following leadership and management styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to “sound out ideas” and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all.
Ball (1987), pointed out that this type of leadership style is particularly effective at satisfying teacher’s individual needs, and that grievances and staff turnover tends to remain low. On the other hand, he continues to argue that head teachers with managerial styles adopt a leadership style that parallels that of a manager in an industry: Nonetheless, it is imperative to note that the use of management techniques involves the importation into the school structures, types of relationships and processes of organizational control from the factory. The managerial head is chief executive of the school, normally surrounded by a Senior Management Team (SMT). The head teacher relates to the staff through this team and through a formal structure of meetings, Board of Management (BoM) and various school committees Nsubuga, (2008).While Oyetunyi (2006), observes that participative style of management is the most effective. He further indicates that coercive management style is the least effective in most situations, as workers are always emotionally affected by intimidation and therefore, the school climate is affected negatively. Naturally when the climate is negative, teaching and learning is impaired and hence the resultant academic performance is poor. Ball’s (1987) research revealed several deficiencies of a managerial leadership style including a sense of exclusion from decision-making on the part of those teachers who are not part of the SMT, the creation of a “them and us” hierarchically-based division, and teachers’ derision for the management structure and its processes. The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Improved students’ learning and achievement is strongly related to the way in which schools are managed. When the BoM functions well, the school is well supervised and performs well. The BOM is important in the governance and management of the school for several reasons which include, but are not limited to, the following:
liaising with the head teachers in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school’s staff and learners, soliciting support for the school from the community and developing the quality and standards of education Nsubuga, (2008).

Although some aspects of management such as instructional, administrative, democratic and bureaucratic leadership and management styles are always good, coercive and authoritative management styles are always not conducive. It is against this background that this study was prompted and delved into an examination of the effectiveness of Board of Management in facilitating quality education in secondary schools and their KCSE performance in Kajiado County in view of the different managerial styles and skills of the Board members.

2.3 Financial Management

Van (2001) did a study in South Africa to investigate on why effectiveness of boards differed from school to school, and district to district. The study revealed that 37 percent of the parents in School Governing Boards (SGB) were illiterate, which hampered their active participation in decision making in the boards. Some of the weaknesses identified in this research are that the researcher did not justify why she used purposive sampling. This study will therefore fill the research gap left by the study by investigating the effectiveness of BOM level of education on financial management. According to Clarke, (2008) the governing body of every public school must ensure that there are proper policies and procedures in place for the effective, efficient and economic management of the schools finances and the school
governing body must also have systems in place to monitor and evaluate the correct implementation of the policies and procedures and to report thereon. The finance policy is arguably one of the most important policies that a school governing body has to put in place. Robbins, (2007) states that one of the main purposes of the schools financial policy is to put in place a system of controls (checks and balances) to ensure that the schools finances are safeguarded and correctly managed. In an education organization, its financial administration activity means bringing all possible input from staff, parents, students and the community together to render the service of quality education Bisschoff, (1997). In this respect, organizing of school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the Treasurer; and coordinating activities Kruger 2005; Ntseto, (2009).

Mwiria (Daily Nation July 28th 2004) attributed poor management of school resources to level of education of the BOMs where majority were illiterate and lacked capacity to plan and implement school policies. Planning is a vital component of effective school financial administration Du Preez, Grobler, Loock, and Shaba, (2003). Kimando, (2011) found out that the head teachers rated the BOM’s level of education highly in regard to their effectiveness in budgeting and monitoring of school expenditure in secondary schools. Ngugi (2004) analyzed the effectiveness of BOMs in Kajiado District and noted political interferences, illiteracy and the manipulation of the BOMs by the principals as being rampant. In a policy statement on BOMs for secondary schools dated 16/6/2004, the Ministry of Education (MoE) observed that in the past some schools had nominated illiterate
persons and had them appointed to the BOM. Such members had failed to advise and guide the schools, particularly on issues of quality education and proper financial resource management. Ikiugu (2006) carried out a study in Meru Central District on BOM competence in financial management. According to Clarke (2008), Mestry (2006), and Bisschoff and Mestry (2004) the schools finance policy should, as a minimum requirement, comprise of the following: Cash Management - which includes but is not limited to: safe storage of cash; daily banking of monies received; proper accounting records; financial transactions supported by source documents and monthly reconciliation of the cash book with the bank statement Internal Controls - which includes-internal checks (checking of one person’s work by another); segregation of duties; internal audits; functioning Finance Committees (FINCOM); establishment of audit committees. Audit trails - that is the ability to check every stage of any transaction. This study investigated the influence of level of education of BOM on financial management in secondary schools.

**Board of Management administrative experience and financial management**

Glassman and Sullivan (2008) point out that Board of Management members do not always poses the required management experience. Robbins (2007) pointed out that lack of financial management administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that the best way of improving Board of Management members in their financial management role is to strictly consider their administrative experience and education levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with financial management skills.
Training of Board of Management whether in government, business or education, equips them with relevant administrative experience necessary for financial management Iravo, (2002). Normally people are promoted to positions of financial management and as such this poses new challenges that one was not accustomed to at the lower level. Again even at the financial management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations Okumbe, (2001).

Republic of Kenya, Koech report of 1999 attributes weak performance by Board of Management to lack of administrative experience. The Ministry of Education (2003) agrees with the argument that Board of Management members are weak and can hardly manage their mandates. In a sector review report, the Ministry said, the School Management Committee which includes Board of Management has inadequate managerial skills leading to poor implementation of decisions. It continues that the situation is further exacerbated by insufficient legal authority to enable them carry their mandate effectively. These studies have shown that the Board of Management administrative experience influences financial management in secondary school. This study therefore sought to investigate effectiveness of Board of Management competence in financial management.

Okumbe (1999), states that financial management in the education sector is concerned with the cost of education, source of income and spending in an objective manner to achieve the education objectives. He says that this remains a principal function of BOMs. Some officers were accused of corruption and lack of knowledge on some policies and guidelines. Head of schools are still not transparent on some issues especially finances, student admission and usually give BOM members...
blackout, until when a problem arises like student unrests. This poses a bigger problem because there is mistrust between the administration and managers who should be working in harmony.

### 2.4 Staff Personnel Management

In Britain, school boards are as old as the country’s democracy Beckett, Elizabeth and Camarata (2000). The boards are charged with duties and mandates to represent parents, staff community and the interest of the church with the school. Campbell, (1970) observes that there are approximately one hundred thousand Americans appointed and serving on school boards in United States. Their role is to make decisions that guide and influence the livelihood of millions of young learners in different schools. Smolley (1999) carried a study about the operation of BOMs in the state of Delaware, United States of America. He carried the study with intention of evaluating the effectiveness of BOMs in management of the state schools in Delaware. The study geared towards arriving at strategies that could be put in place to improve the effectiveness and governance in operation of BOMs. He engaged a sample of 45 members (representatives of the whole number of BOM members in Delaware) in an interview in order to assess the extent to which BOMs were effective in executing their duties. From the interview the roles and practices of different boards were analyzed and classified into respective categories eventually in the view of the research the majority of BOMS were in effective largely because of poor decision making process. In the developing Countries, school board of management have been recognized for their significant contributions in the teaching-learning process in secondary schools. They have been acknowledged for contributing to students’ progress, improving schools and raising standards Ranson,
et al.; (2005). School managing bodies are known by different phrases or names in various countries, for instance, in Kenya they are known as board of management (BOM) Onderi and Makori, (2012); Republic of Kenya, (2008); in South Africa they are called school governing bodies (SGB), in Nigeria they are known as school boards and in the UK and elsewhere they are simply known as school management Okendu, (2012); James et al., (2010). Regardless what they are called, their roles are more or less similar and that is contributing to the child’s education.

According to the deputy principal in a rural school in Gauteng province in South Africa, training makes a difference in school management Bush and Heystek, (2003). Without training school Management members cannot exercise their governance responsibilities successfully. Therefore training of school Managers remains a priority in South Africa, a number of educators felt that SGB lacked confidence and also were not sure about their duties James, (2010) and therefore depended on the principal who uses his or her professional power and information advantage to the SGB. This made them less effective in discharging their duties.

Their lack of effectiveness was attributed to lack of interest in the school, low levels of literacy and lack of training James, (2010). In Kenya, in 1988, in an effort to develop capacities for Management bodies among other school leaders, the government established the „Kenya Education Staff Institute” (KESI) to provide in-service training to serving leaders and potential school leaders. The intended benefactors were the principals, deputy principals, and heads of departments, school committees and boards of management. Evidence indicate that the institution has been in existence for over two decades but it has not been able to provide in-service
programs successfully due to inadequate funding and lack of full time training facilities Kindiki, (2009). Perhaps that may partially explain the reasons for lack of capacity among school Managers in Kenya.

Issues of lack of capacity have also been echoed in the Koech report Republic of Kenya, (1999) which noted that management of educational institutions in Kenya was found to be weak due to the fact that most of the boards of management lacked quality management capacities. Also Kindiki (2009) reports that secondary school boards of management in Kenya have not been exposed to adequate management training. Also majority of them lack adequate supervisory competencies to utilize available information for educational management purposes. Kindiki (2009) further observes that if the government has failed to deliver training through KESI, school administration should organize workshops and in-service training courses for their BOM and teachers to enlighten them on the changing trends and approaches in curriculum implementation.

In Kenya there is no clear government policy on training of BOMs and as such many schools sideline their training. This is similar to what Price Water House Coopers, (2008) reports on training of school Management bodies- that training is not compulsory but management are strongly encouraged to take up available training particularly induction training in order to improve their effectiveness in their roles and responsibilities. Other issues linked to training include lack of government commitment in their budget for training as a result there is inadequate funding for training programme; timing of training- it is important to provide sufficient time for training; relevancy of training- training should address management specific needs in relation to their roles and responsibilities; encourage
ownership of training; consideration of choice of language of training materials when dealing with heterogeneous group of school management, it is important to consider different training strategies, for instance, using oral presentation, posters, and story-board all tailored to the needs of the participants, it is also important where possible to have people from outside the school, for instance, education department officials rather than using principals to deliver training and finally it is important to spread the training reasonably where possible James, (2010).

The secondary schools BOMs in Kenya have not been exposed to management training. Also majority of them lack adequate supervisory competencies to utilize available information for management purpose. As such many secondary school principals lack of capacity to oversee and account for the utilization of resources under them. The inquiry of Koech Report Republic of Kenya, (1999) pointed out that management of educational institutions in Kenya was found to be weak because most the BOMs lacked quality management capacities. These challenges sometimes lead to poor performance in national examinations and indiscipline in schools. According to Desseler (2008), training is the hall mark of good management and a task that managers ignore at their peril. In addition, BOMs should undergo training on courses such as communication, employee selection and separation, student achievement and general leadership in the community. According to Gaynor (1998), many countries are decentralizing their financing and administration of education services to regional, local or school levels. The Sessional Paper No. 1 of 2005 emphasizes the need for regular training for BOM members on the management of school affairs, as well as their roles and responsibilities to enhance professionalism in fulfilling their oversight mandate (Republic of Kenya, 2005). Although the Kenya
Education Staff Institute (KESI) was established to provide in-service training for heads of educational institutions. BOM members have not benefitted from the facility due to resource constraints and lack of clear policy on their training. In this regard, the Sessional Paper notes that BOM members have not been exposed to adequate management training. As such, many BOM members lack capacity to oversee and account for the utilization of resources under their watch. Republic of Kenya, (2005). In view of this, there is no doubt that lack of training opportunities constrains the effectiveness of BOM members in overseeing the management of secondary schools and offering appropriate policy guidance. Dawson, (2008). As noted by the OECD (2008), effective BOMs can contribute greatly to the success of their schools by improving the learning and teaching environment, which in turn, will lead to better performance in national examinations. Nonetheless, BOMs can only be effective if they are well prepared in terms of clear roles and responsibilities through appropriate induction and training. The effectiveness of board members can be gauged in terms of how often they interact with school management, staff members, learners, and community members within their catchment areas. (OECD), (2008).

Bell and Rhodes equated to a school Board and said that the selection and appointment of teachers and administrators is a vital responsibility of the local board of education. Secondary school board of management in Kajiado County has not been exposed to adequate management training. Above all majority of the BOMs lack adequate supervisory competencies to utilize available information for management purposes. Such like issues may lead into conflicts which can easily bring down the school performances more so in Kajiado County.


2.5 Curriculum and Instruction Management

Paisley (1992), says that school Management has a direct responsibility for the quality of education provided in the school. It can certainly be argued that members of the board are not external to the institutions but in reality they are Management often less confident in expressing their views in curriculum.

Bell and Rhodes (1996) say that following the 1988 educational reform Act in Britain Management were to ensure that the national curriculum is followed in their schools and also Produce a statement of aims for their school. The Management hence had a more central effective part to carry in the school curriculum, Paisley (1992). on the other hand observes that the Clarendon commission of 1861 and the Tanton commission of 1864 in Britain put content and balance of the curriculum management as clear responsibility of Management, she further says the assumption that the curriculum is a professional preserve is a recent development that arose from the neglects of that responsibility by those who are supposed to exercise it and those who had been responsible since the earliest days, the Management.

Evwrand and Morris (1985) observe that government was expected to exercise greater collective responsibility for the content of the curriculum, the deployment and utilization of resource and the routine decisions which are taken about children and the ways in which they are to be taught, she further says that government will have to be aware of what teachers have to do in order to implement the national curriculum.
2.6 Management of School Community Relations

According to Kaime (1990), states that a school as a social institution is responsible in promoting social motivations and therefore it is the responsibility of the school communities to look after their institution in terms of buildings and furniture as a way of promoting community participation on the effective implementation of educational innovation as a way of meeting their needs. Therefore the larger community is basically built from the components. It entirely depends on the community relations with the school for better results. According to Odhiambo’s Taskforce of 2013 it explains the major significance of the school community relations by focusing that the schools are part of society as the children come from the society and this helps in retaining its identity and its viability. The Taskforce focuses the school as a center of interaction between society’s communities and its teaching and learning institutions. Therefore effective and quality education is a function of the community and school interaction.

Onyango (2001) emphasizes that, it is the responsibility of BOMs to promote school community relations. Dean (1995) emphasizes that the parental behaviors towards the school greatly defines concerns of the student’s achievement. It is the responsibility of the principals who are working with the BOMS to make sure that they have promoted the relationship between the school and the community. He or she should seek to faster a good working relationship with the BOM and parent Teachers Association (PTA).

The BOM constitute members of the school community, among others, is the supreme school management body whose responsibilities encompass management of finances, physical resource, discipline and ensuring the implementation of policy relating to secondary school education.
Onyango (2001), highlights that, Head teachers should get the Management to closely know the school, to share in its expectations, needs, problems and successes similarly also, the head teacher should strive to work closely with PTA.

2.7 Management of Physical and Material Resources

According to Onyango (2001), indicates that the designed, modified and prepared resources are the material resources which help in the teaching and learning process. The material resources include teaching guides, textbooks, journals, prepared charts, maps, magazines and chemicals used in the laboratories. In order to get the quality of materials, the following must be taken into consideration; planning for the material resources, assessing quality in terms of the needs, identity of the resource requirements, determining the cost, establishing criteria for standards and establishing the use of the material either by individuals or groups.

Odali (1984) notes that the work of building classrooms in the school, building of enough toilets, purchasing furniture and putting teachers’ houses has been shouldered to poor parents who cannot afford. As a result of poverty and inflation most parents lack the money that they can contribute in support of the school projects willingly. Due to inability by majority of the parents in financing School projects it has led to the administrators to face financial constraints and therefore students forced to learn in congested classrooms. This means that the BOM has got a major role to play in management of physical and material resource. Dean (1995) notes that, it is the work of the BOM to ensure that there are adequate resources to implement the school curriculum.
Barry (1975) says that some years it has become common practice for school management to allocate money on per capita basis for the purpose of text books, apparatus and other material. This is a major role of BOMs. Mutai, (2002) said that school boards raise local revenues for instructional programs, construction of facilities and provision of textbooks. This remains a major role of BOMs.

2.8 Management of Student Personnel

According to Mbiti, (1984), defines school discipline as way of creating conducive environment for healthy learning, and living. Therefore, it’s the responsibility of the teachers to make sure that discipline is observed in their respective schools by assisting their staff and students to attain unique and individual personalities with support of effective cultural background and group consciousness. The school administrators should actively work hand in hand with students to make choices of life which will help them reasonably live independently through guiding and counseling.

Kochlar (1993), underscore that the students have a very important place in the school system, as it is for them that all educational programs are organized. Onyango (2001), states that the head teacher, who is the chief executive to the BOM, has the overall responsibility of all activities that the responsibilities revolve around organizing and accounting for students, provision of special Services and managing students’ behaviour.

The report of the presidential working party on education and manpower training for the next decade and beyond Republic of Kenya (1988), reports that among the function of BOMs are expected to oversee the discipline of pupil and teachers, on
the same note, Becket, (1991), says that Management can choose to advice the head of a school on specific disciplinary matters and the head must take account of this advice, Becket (1991), further says that Management have a role to play in exclusions.

Nandasaba (2001), blamed Board of Management for abdicating their responsibilities of handling Students’ affairs to enhance discipline. Aringo (1987), on the other hand urges secondary school board to exercise complete control over discipline of the schools. He further asserted that board must ensure that teachers and students were disciplined. The report of the task force on indiscipline and unrest in school, Republic of Kenya (2001), blamed Management for abdicating their role in enhancing discipline in schools.

2.9 Effectiveness of BOMs in Recruitment of Staff

BOM is mandated with staffing and sourcing of staff is done through posting advertisement in the newspaper or notice board, then the applicants are interviewed by the BOM recruitment committee. The discipline of students is provided for in education Act Cap 2013 legal notice 4d 1972 part 4-10. It gives the laid down procedure of taking disciplinary measures to students including suspension, exclusion and expulsion. The act further states BOM of the school may take administrative rule to discipline or non-adherence students in their school. ‘The other duty expected of the BOMs is recruitment and disciplining of staff. Cases abound of irregularities in the recruitment process due to not only interference from outside but also incompetence on the part of the BOMs as Daily Nation (1999), writes; BOMs would prefer that teachers in their schools be from their own area
going to an extent where language of communication is the local dialect’. On this, Njathi (2005) proposes that BOMs be inducted on the selection procedures of teachers and be forced to follow this criteria (set by TSC) to overcome the above problem.

Further, Head teachers as secretary to the BOMs are made to work outside their home area to reduce nepotism.

According to Abaal and Olweya (1999), the BOM are directly involved in handling the student discipline. This is where the BOM members closely monitors the students and report any indiscipline cases of the teachers and head teachers and this has led to the establishment of proper discipline among students in many secondary schools in Kenya. The BOM is also mandated to discipline errant teachers and advice the teachers’ service commission for disciplinary action. In regard to organizational roles, BOM members of a school play five major organizational roles in schools mainly by organizing workshops and seminars, organizing in-service training courses, organizing academic trips, benchmarking in other schools and motivation of staffs through award schemes.

Ambucha (2004), conducted a study to establish the effectiveness of BOM in recruitment of teachers in public secondary schools in Taita Taveta District. The purpose of the study was to find out if there were malpractices in teachers’ recruitment. The target population comprised of Teachers recruited by selection panels, head teachers and the BOM members. The researcher's finding indicated that majority of BOM members felt the process of recruiting teachers through the BOM recognized their managerial role in whereby they have a say in choosing who is to
teach in their schools. However, the study revealed that some panel members had vested interest and wanted some candidate of their own choices or from the community to be given undue advantage over others. Similarly the study revealed that some BOM members possessed low academic qualification, in that they did not go beyond primary school levels.

Magiri (2005) avers, he says; BOMs were not effective in articulating / implementing policies due to low academic qualifications among some members and manipulations by Head teachers due to ignorance and personal interests. Further, members had not read the legal document to know the mandate and only thought their role was to ensure school produced God-fearing students and loyalists to the political system of the day, he quips. He further adds policy formulation and implementation posed a challenge to the BOMs. This is partly because policies are either school based or MOE formulated and required to be articulated correctly if goals and objectives of education are to be achieved. Board 21 members also lamented that some head teachers do not guide them well on school policies. Others policies are made by MOE without a proper induction process in place- write. The above studies have focused on the various issues on the management of school by school boards. The studies have not fully focused on how the BOM contributes either positively or negatively towards the development of public secondary schools like that of Kajiado North District, Kajiado County. This is the gap the study is aiming to fill.
2.9.1 Role Effectiveness of BOMs

Every public school must have a functional BOM. Beyond this requirement, a well-informed and well-trained board is absolutely essential. An effective board of Management has a clear understanding of its role and responsibilities. Board members, in effect, own the school. They are the policy implementers and they employ subordinate staff and assist in the recruitment of teachers. It is the work of board of management to execute the following duties in their schools: school development and fundraising, support development and planning and policy development entails detecting the mission and vision of the school that will chart the future achievement and direction of the school. It is usually attained by the boards’ leadership and involvement in strategic planning. The policy development works hand in hand in response to major challenges that are or will in the future have important impact on the school. Also included is monitoring the performance of school programs and service. The second area, community and school development means broadening the organization’s base of support in the community to bring new issues, opportunities and community needs to the attention of schools; maintaining accountability to the public and parents, Sr. Adhiambo (2009).

The third area, fundraising and support development includes giving personal time; developing members support, leading and supporting fundraising campaigns and events as well as maintaining accountability to funders and contributors.

The three areas are closely linked to each other; if the Board is going to make decisions that reflect the true interests and needs of the school; board members must be in turn with those schools and the wider community of which they are part. If the Board is expected to raise funds to support the programs and services of the school,
then board members must be involved in planning and decision making in meaningful ways so as to feel in a strong sense of individual and collective ownership if the school is counting on Board members to raise funds from the communities, then board members need to maintain relationship with individual and institutions in that community.

2.9.2 Appointment of School Board of Management (BOMs)

The establishment of BOMs is provides for in Basic Education Act cap 211 of 2013 of the law of Kenya, Part III section 10 of the Act empowers the minister for education to, by order; establish BOMs to manage public secondary schools. The power to manage schools is vested on the Boards by section 6(b) of the Act which states:-

Every maintained or assisted schools other than a primary school maintained by a local authority shall be managed by a board of Management, or as the minister as otherwise direct.

Following this order, schools boards were established. The board consists of a chairman, three persons representing the community served by the school, four persons representing bodies or organizations that in the opinion of the minister should be represented in the board, three persons appointed by the minister after having consulted with the circumstances applicable to the school and three persons co-opted by the board.

After appointment of the board, an inauguration meeting takes place under the chairmanship of The ministry’s representative in this meeting the secretary chairman and executive committee members are elected in most cases, the principle of the
school is elected as the principle of the school is elected as the secretary of the board being the officer responsible for running the school on a daily basis. The co-option of the three members is also done. The executive committee has delegated power to manage the school on behalf of the BOM while the head teacher has delegate power to administer the school on daily basis. The TIQET report GOK (1999), observed that there is political influence in the appointment of BOMs while some have low level of education.

The management of education institutions was therefore to be weak because most BOMs members lack quality management capabilities. As concerns to Kajiado North district the qualification of BOM members which will affect their capabilities to work is not known necessitating this study to be carried out. The report further, observed that the sessional paper No. 6 of 1988 and Basic Education Act 2013, recommends that members of BOMs and school committee be appointed from among the persons who are committed competent and experienced, as this would enhance the management and development of educational institution. There is no evidence that this recommendation has been implemented. The commission is in full agreement with this recommendation and therefore, reiterates that:-The calibers of persons charged with the management and administration of education is such their qualification match up their duties and responsibilities. The Board of management (BOM) continues to manage secondary schools with representation from the parents Teachers Association where PTA Chairman, Secretary and Treasurer are made of BOM. The local members of parliament and provincial administration be not automatic members of BOM but attend BOM meetings on invitation for advice.
According to GOK: 199 227-228 (2013), state that the board of management is the policy making body which is legally entrusted with determination, supervision, control management and the governance of all the school affairs. The major roles of the school board of management or management committee which ensures that effective and accountability of the use of resources in the provision of public or private education, typically when the major expanded in the following components may be included are:- a) the governing board should make sure that the school is conducted in order to provide educational services in alignment with the provision of the relevant educational laws and regulated that may be in existence or may come into existence from time to time; b) it is required to develop and control the general policy of the school within the given framework of board’s constitution and any by-laws and regulations related to Education; c) meeting of boards should be held regularly and a schedule set by policy to discuss the dispatch of school business; d) the governing board causes the school to hold annual budget to be prepared, submitted to the appropriate education authority for the provision of government grants for the operation of the school in the year; e) It ensures that all the funds of the school are properly managed and accounted for by the head; and f) it causes the school to submit to the relevant education authorities such information, returns and audited accounts as may be required by such authorities from time to time. The government may cause an annual survey of the school to been conducted to verify the physical operation of the school in relation to the financial expenditure incurred during the year. It holds the head of the school responsible for effective operation of the school and for the provision of enable it to be current and make the information available.
2.10 Summary of the Related Literature

The management of schools has been addressed by various studies by local and international Scholars. Smiley (1999), focused on the effectiveness of school boards in the state of Delaware U.S.A. The literature review sought to investigate how effectiveness of BOMS has facilitated quality education in secondary schools in Kajiado County. The main areas of focus were; financial management, Provision of physical and material resources, student and personnel discipline implementing Educational policies, community relations and recruitment of staff. The foregoing discussion indicates that the government of Kenya is committed to the improvement of education in Kenya. This is evidenced by the formation of a numerous commissions that resulted to restricting of the education in Kenya. The formation of BOMS to govern secondary schools is clear evidence that the government of Kenya is carrying decentralization process that aims at equitably providing education in Kenya. The strength and challenges of each of the indicators have been discussed; the study was aimed at investigating the effectiveness of BOMS in facilitating quality education in secondary schools in Kajiado North district, Kajiado County. Although several studies have been done on BOMs’ management of secondary schools none has been carried out in these operational task areas as managers in public secondary schools in Kajiado North District. Also no study has been carried out to determine the extent to which the co-opted PTA members impact on the BOMs’ effectiveness. Besides, the study seeks to unravel if learners and teachers inclusion into the board is feasible in Kenyan situation. Also the mode of nominating the board members and giving the sponsor the privilege to nominate the chair could be hindering effectiveness. Is it not time other approaches are adopted for instance election of boards? This study was carried out to fill these gaps that have been left by many researchers.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter focuses on an insight into the research methodology that was used in establishing the effectiveness of Board of Management in facilitating quality education in secondary schools in Kajiado North district in Kajiado County. This chapter outlines on research design, location of the study, target population, sampling technique and size, research instruments, piloting data collection, data analysis and logistical and ethical consideration.

3.2 Research Design

The study adopted a description survey design. Descriptive is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals Orodho (2004). Descriptive research design was employed to investigate the effectiveness of board of management in facilitating quality education where the researchers’ primary interest is describing and making interpretations about the research phenomenon without manipulation Jwan, (2010). The study established the effectiveness of board of management in facilitating quality education. A survey was appropriate since this study attempts to collect data on the effectiveness of BOMs in facilitating quality education. This is related to survey where it involves determining the status of a population with respect to one or more variables by use of questionnaires, interviews and observation schedule Mugenda and Mugenda, (2003). According to Kombo (2006), descriptive survey approach was used when collecting data or opinions on a variety of issues. According to McMillan (2006), phenomenological approach, describes peoples’ lived experience of a phenomenon.
Data was collected from individuals to get of their experience on a particular situation. Interviews were conducted with individuals to get their perspective and every day experience with the phenomenon. It was suitable for this study since it was aimed at getting the principals, BOM members, teachers and DEO’s opinion on quality education, training of BOM and their everyday experience on the effectiveness of the process. For this study the researcher had no power to manipulate such variables as resource management, provision of physical facilitates, supervision of approved school projects, student and staff discipline, curriculum and instruction management and management of schools community relations. The study basically sought to investigate in depth the effectiveness of BOMs in facilitating quality education in Kajiado North District.

3.2.1 Research Variables

According to Ingule and Gatumu (1996), a variable is a particular trait which can take a range of values in a population or sample. In this study, the main independent variables in a school set up involved participation of board in promote financial management, promote curriculum and institutional management, monitoring the implementation of educational policies and improve staff recruitment process. All these will facilitate the dependent variables, the education quality which is measured in terms of quality academic performances, high staff motivation, better learning conditions, good community relationship, adequate and qualified staff, quality financial management in the school, quality school infrastructure, improved student and staff discipline and better learning condition which enhanced the BOMs to facilitate the quality of education in secondary schools.
3.3 Location of the Study

The research was conducted in public secondary schools in Kajiado North district which was separated from the main Kajiado County which are now Kajiado North district, Kajiado central and Loitoktok district which made up the previous Rift valley province; Kajiado, North boarders, Kajiado Central, Loitoktok and Trans Mara district. The district is mainly a semi-arid with unreliable rainfall. The economic activities in the district are peasant farming and Nomadic pastoralist. Kajiado North has been chosen because of low performance in KCSE and researcher’s own interest and knowledge of the area.

The main reasons of making the county of Kajiado area of choice for the study were:-

i) The acute poor performance of the secondary schools in the county. It necessitated establishing the effectiveness of BOMs in facilitating quality education.

ii) The distance of the locale for the researcher was convenient as it was a home county.

iii) Considering the studies that have been carried out in the area, the effectiveness of BOMs in facilitating quality education has not been carried out in the county of Kajiado.

3.4 Target Population

The target population was 23 public secondary schools, 23 principals, two teachers from each school, the DEO and 322 BOMS in Kajiado north district, the researcher targeted these because principals, teachers, DEO and BOMS participate in facilitating quality education in the secondary schools in the county.
3.5 Sampling Techniques and Sample Size

The study targeted all 23 secondary schools in the Kajiado north district which has a total of 161 (50%) of BOM members. Due to that population from where this sample is drawn is not homogenous random sampling was used to obtain a representative of the population.

This is due to the fact that the head teachers are the secretaries of the BOMS and therefore have information regarding their effectiveness in facilitating quality education with regard to better performance in the schools. Orodho (2002), States that any statement suggested concerning the sample should be right of the population. The study then used simple random sampling to sample 161 (50%) BOM members, 7 from each of the sampled schools. According to Gay and Airasian (2003), a sample size ranging from 10% and 20% of the total population is representative. Therefore a sample size of more 50% is more than representative of the population.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Category of schools</th>
<th>Number of Schools</th>
<th>Sample size</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>3</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Girls Boarding</td>
<td>5</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>3</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Mixed day &amp; Boarding</td>
<td>7</td>
<td>3</td>
<td>22%</td>
</tr>
<tr>
<td>Mixed day</td>
<td>5</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>10</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
3.6 Research Instruments

The research instruments that were used in this study for data collection included questionnaires for teachers and members of the BOM. These instruments enabled the researcher to collect more information in a short time. The questionnaires assisted the respondents to have unrestricted environment to write their responses without inhibition since they are not being observed. The study adopted interviews schedules for the principals. Interview schedules is a set of questionnaire that interviewer asks when interviewing respondents Orodho (2009). An interview schedule makes it possible to obtain the data required to meet the specific objectives of the study.

3.6.1 Teachers’ Questionnaire

Teachers’ Questionnaire consist two areas. Section A was to seek demographic information on their qualification, experience, subject area, expected work load according to CBE and workload in the station. Section B sought information on the effectiveness of the BOMs in addressing teacher shortage in secondary schools, extent of teacher performance in the schools and make recommendation on how to facilitate quality education can be achieved.

3.6.2 Interview Schedule for Principals

Interview schedule for the principals focused on how effective are the BOMs in facilitating quality education and make recommendation on how to solve the barriers to effectiveness in addressing quality education. It involved direct discussions too. Interview schedules made it possible to obtain the data required to meet the objectives of the study Orodho (2004).
3.6.3 Questionnaire for BOM Members

BOM questionnaires comprised of two sections;

Section A focused on personal information base on gender, level of education, occupation and experience.

Section B sought information on effectiveness of BOMs in addressing facilitating quality education in secondary schools.

3.7 Validity of the Instrument

The type of validity that was considered in this study was content validity. To test the validity to the instruments, the researcher conducted a pilot study to pre-test the instruments in 3 public secondary schools (3 head teachers and 18 BOM Members) was selected using random sampling. Their suggestions were incorporated to make the instruments valid. The validity of the questionnaires and qualitative data that was collected, was determined by a credibility test demonstrated through members’ checks. The researcher then verified data collected with the respondents. They were asked to reflect on the responses they gave to confirm whether that was what they said and make their comments.

3.8 Instrument Reliability

To test the reliability of the instruments the researcher used split-half techniques. This was done by administering the instrument to the total respondents in the pilot study. After they made their responses, the instruments were grouped into two groups using odd and even numbers for the other set. Responses made on each set of the items were scored by the researcher on the basis on the assigned scores. The results were correlated using Pearson’s product correlation co-efficient in Order to
obtain the reliability of the entire instruments, the spearman brown prophecies formula was used. A correlation co-efficient of about 0.8 should be considered high enough to judge the instrument as reliable.

The Pearson’s correlation co-efficient (r) formula

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

Where \( x \) = Deviation of x measures from the working mean
\( y \) = deviation of y measures from the working mean

Spearman Brown Prophecy Formula \( \frac{2r}{1 + r} \)

According to Kasomo (2006), the value \( r \) lies between -1 and +1. The coefficient value that are -1 and +1 indicates perfect a positive relationship while the value of 0 or near it indicates no discernible relationship between the variable. The study got a coefficient value of 0.8 which implied that the instruments were reliable.

3.8.1 Piloting of the Study Instruments

Prior to visiting the schools for data collection, a pre-test study was done before the actual study. It was carried out in the districts in 4 schools in order to establish the questionnaires internal consistency and to detect any problems that respondents were likely to encounter when responding to the instruments. Critical friends and colleagues were used to determine the content validity of the questionnaire items. Based on the feedback that was offered by those who examined the questionnaire
the wordings were crosschecked and the entire questionnaires were modified to ensure that it has achieved the requisite validity. This helped in providing the clarity and sustainability of the language to be used.

The purpose of the pre-testing was to establish the weakness and the strengths of the instruments that were reliable and valid for the study.

3.9 Data Collection Techniques

Immediately after researcher obtaining the research permit from National Commission for Science, Technology and Innovation (NACOSTI), to carry out the study, the researcher then contacted County Commissioner (CC) and County Director of Education (CDE) Kajiado County and explained her intentions of carrying out the research. The researcher booked appointment with the schools’ principals. Then the researcher sought permission to distribute the questionnaires to the teachers and conduct interview schedules to the respondents. For the BOM members appointment was booked through the principals when they had meetings in schools. After all the data was collected the researcher appreciated in writing the cooperation of all the respondents involved in the study.

3.9.1 Data Analysis Techniques

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools.

After the questionnaires and other instruments were administered, the mass of raw data collected was systematically organized in manner that facilities analysis. To permit qualitative analysis, data was converted to numerical codes representing
attributes on measurement of variables. Graphical representation of data which is variable supplement to statistical was also used in data analysis. The graph enables the reader to see the distribution more easily than is possible by simply working at numbers in a frequent distribution. Mugenda and Mugenda (1999). As Onyango (2001), observes the statistical package for social science (SPSS) is known for its ability to handle large amount of data and given its wide spectrum of statistical procedures purposefully designed for social sciences, which is also quite efficient. Therefore, all data analysis was carried out using SPSS, data was then interpreted, concluded and recommendations were made.

Data gathered was coded for analysis. This was done after editing and checking out whether all questions had been filled in correctly. According to Mugenda and Mugenda (1999) data obtained from the field in raw form is difficult to interpret, such data must be cleaned, coded, key-punched into a computer and analyzed.

Descriptive statistics was used to analyze data and information generated was tabulated by use of frequencies and percentages. Mugenda and Mugenda (1999), asserts that the purpose of descriptive statistics is to enable the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics.

3.9.2 Logistical Considerations

The researcher sought permission from the relevant authorities like the ministry of Education; got a letter of introduction from the department of education Kenyatta University. The researcher also sought permission from D.E.O of the district and the principals of the selected schools before carrying out the research.
3.9.3 Ethical Considerations

This study adhered to appropriate research procedures and all resources of information were acknowledged as far as possible. Before the questionnaires were administered, consent was sought and given by the respondents. The respondents were told about the truth of the full confidentiality to be observed at the time of handling the questionnaires and the identity of the respondents was to be kept confidential. Demographic information was only to be applied for use of the study and the participants were not to be exposed to any unauthorized source. The respondents were assured of any potential shortcoming to the confidentiality of any outcome.

Personal information was only used for the purpose of the study and the respondents were not be revealed to any other source. Participants were informed of any potential limitations to the confidentiality of any information and anonymity of the participants in all research materials. The participants were allowed to have a look at the results of the study.
CHAPTER FOUR

DATA RESULTS, DISCUSSIONS AND INTERPRETATIONS

4.1 Introduction

This chapter presents the research findings of the study. It includes analysis, presentation and interpretation gathered from the field in an attempt to assess the effectiveness of board of management in facilitating quality education in secondary schools in Kajiado North District, Kajiado County.

The presentation is done based on the research questions which formed the sub headings in the chapter. The first section presents data on demographic characteristics of respondents. The second section presents data on effectiveness of BOMs in the schools’ financial management of secondary schools. The third section presents data on the effectiveness of BOMs in management of physical facilities and material resources in secondary schools. The forth section presents data on the effectiveness of the BOMs in the management of students, teachers and staff discipline. The fifth section presents data on the extent to which BOMs have been effective in curriculum and instruction management and implementation of education policies in secondary schools. The sixth section discusses data on how the BOMs have been effectively involved in school community relations management. The researcher made use of frequency tables, percentages, mean, pie charts and bar graphs to represent the results of the study.

4.1.1 Questionnaires Return Rate

Questionnaire return rate is the proportion of sample that participated as expected in all the research procedures. Questionnaires were administered to twenty BOM
members who took part in the study, two each from the ten sampled secondary schools in Kajiado North District, ten principals and the D.E.O in order to interview them. From the questionnaires distributed to the respondents in question, all were returned, constituting majority return rate. The researcher collected questionnaires from the BOM members, principals and D.E.O. The findings of the study were presented using descriptive, statistics and thematic narratives in connection with the research questions.

The findings of the study were presented using descriptive statistics and thematic narratives in connection with the research questions. The findings are presented in Table 4.1

**Table 4.1: Response Rate**

<table>
<thead>
<tr>
<th>Response</th>
<th>BOMS</th>
<th>140</th>
<th>87%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>18</td>
<td></td>
<td>78.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>BOMS</td>
<td>21</td>
<td>13%</td>
</tr>
<tr>
<td>Head teachers</td>
<td>5</td>
<td></td>
<td>21.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

In this study out of (161) BOM members and 23 head teachers sampled 140 BOM members 87% and 18 head teachers 78.3% returned the Questionnaires. These Percentage return rate were deemed adequate for the study.
4.2 Demographic Background of the Respondents

4.2.1 Demographic information of the principal

In this section the study sought to establish the demographic information of respondents to determine whether there was any link between the respondents’ demographic data and Effectiveness in facilitating quality education. First the study sought to determine the gender of the Respondents. The findings are presented in table 4.2.1

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>82.4</td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>17.6</td>
</tr>
<tr>
<td><strong>Length of service as principals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>8</td>
<td>41.2</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>7</td>
<td>29.4</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Majority 82.4% of the principals were male while only 17.6% were female principals. They had served for mainly 1 – 5 years as principals of the current schools they were serving in.
### 4.2.2 Demographic information of teachers.

**Table 4.2.2: Demographic information of teachers (n= 105)**

<table>
<thead>
<tr>
<th>Demographic information</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 25</td>
<td>23</td>
<td>21.4</td>
</tr>
<tr>
<td>25 – 30</td>
<td>41</td>
<td>39.8</td>
</tr>
<tr>
<td>31 - 35</td>
<td>18</td>
<td>17.5</td>
</tr>
<tr>
<td>36 – 45</td>
<td>18</td>
<td>17.5</td>
</tr>
<tr>
<td>46 – 55</td>
<td>5</td>
<td>3.9</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>48</td>
<td>45.6</td>
</tr>
<tr>
<td>Unmarried</td>
<td>49</td>
<td>47.6</td>
</tr>
<tr>
<td>None committed</td>
<td>8</td>
<td>6.8</td>
</tr>
<tr>
<td><strong>Length of stay graduating before absorbed by TSC (Years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 3 years</td>
<td>35</td>
<td>34.0</td>
</tr>
<tr>
<td>4 - 6 years</td>
<td>32</td>
<td>31.1</td>
</tr>
<tr>
<td>7 - 9 years</td>
<td>14</td>
<td>12.6</td>
</tr>
<tr>
<td>10 and above</td>
<td>15</td>
<td>14.6</td>
</tr>
<tr>
<td>None committed</td>
<td>9</td>
<td>7.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>105</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4.2.2 shows the demographic information of the age brackets of teachers recruited through BOMs in Kajiado County. It shows the age frequency of teacher recruits through the system with their corresponding percentage. It further shows the frequency and corresponding percentage of their marital status. The frequency and percentage of those who remained none committed to disclose their marital is too disclosed.
The table as well shows the length of stay of teachers before being absorbed by TSC since graduation period. The period ranges from one year to 10 years and above.

4.2.3 Demographic background of the BOMs

In this section the study sought to establish the demographic information of BOMs. To determine whether there was any link between the respondents’ demographic data and Effectiveness in facilitating quality education. First the study sought to determine the gender of the Respondents. The findings are presented in Figure 4.1

![Gender of BOM](image)

**Figure 4.1: Gender of BOM**

The findings revealed that (92%) of the BOM members were male. This means that only a handful of female participate in secondary school management of quality education in Kajiado North district. The dominance of male composition in most BOMs and most principals may be attributed to the fact that most female shy from applying or contesting for elective positions while male are aggressive. These findings of the study conform to those of Ondari and Makori (2013) and Mkongo
(2013) who found in their study that gender composition of the BOM was more in favor of men as all of the BOMs were male.

**Distribution of BOM by Age**

Respondents were asked to state their ages so as to determine whether age of the respondents had effectiveness in facilitating quality education. The findings are presented in Figure 4.2:

![Distribution of BOM by Age](image)

**Figure 4.2: Distribution of BOMS by age**

According to the study presented in Figure 4.2, 43% of the respondents were aged between 31 and 40 years while 40% were aged between 41 – 50 years. There were only 2% age 30 years and below. The findings mean that BOM is comprised of persons aged more than 30 years who are most probably parents. This shows that
majority of those sampled were mature and experienced to take up leadership and management of educational institutions in the area of study. These findings however contrast those of Mkongo (2013) who in his study found that majority of the BOMs were aged 51 years and 60 years.

**Work Experience of BOMs**

The study sought to determine the level of education of the BOM respondents. This was to establish whether there was any link between the respondent’s level of education and their effectiveness in facilitating quality education. The findings are presented in Figure 4.3;

![Figure 4.3: Work experiences of BOMs](image)

The study findings show that (47%) of the BOMs have worked over 10 years while (35%) have worked for between five and ten years. The findings mean that the respondents have been working for long enough and therefore have work experience which may have influenced effectiveness in facilitating quality education.
Work Experience of BOMs in Current School

Respondents were asked to state how long they have been working in their current schools. This was to establish whether work experience had any influence on their effectiveness in facilitating quality education in secondary schools. The findings are shown in Figure 4.4

![Figure 4.4: Experience of BOMs in current schools](image)

The results of the study as shown in Figure 4.4 indicate that (58%) of the respondents have been in their current schools for less than five years. This means that most of the BOMs are only new to the schools probably doing their first term. The findings agree with Mkongo (2013) who in his study found that most of the BOMs were serving their third terms.
**Level of Education BOMs**

The study sought to determine the level of education of the BOM respondents. This was to establish whether there was any link between respondent’s level of education and their effectiveness in facilitating quality education in secondary schools in Kajiado County. The findings of the study are presented in Figure 4.5.

![Figure 4.5: Level of education of BOMs](image)

The study findings as shown in Figure 4.5 revealed that (45%) of the respondents had college education while (43%) had university education. This clearly indicates that the respondents had the required academic qualification for either appointment as BOM members or participating in the management of educational institutions. This is in agreement with the MOEST 2004 policy guidelines on the qualifications for appointment into BOM. These study findings also support those by Ondari and
Makori (2013) that the BOMs have more than primary school education. The study also agrees with those of Mkongo (2013) who in his study indicated that most of the BOMs were diploma holders. However, Mkongo found that the second category was O level which contrasts with the findings of this study where graduates are almost the same number as the college graduates.

4.3 The Effectiveness of the BOM Members in the Schools’ Financial Management

The first objective of the study was to establish the effectiveness of BOMs in financial management, this is indicated in table 4.3.

Table 4.3: BOM effectiveness in schools’ financial management

<table>
<thead>
<tr>
<th>No</th>
<th>Effectiveness of BOMs in financial management</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>VE</td>
<td>E</td>
<td>SE</td>
<td>NE</td>
<td>VI</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1.</td>
<td>Prepares school budgets</td>
<td>8</td>
<td>40</td>
<td>9</td>
<td>45</td>
<td>0.0</td>
</tr>
<tr>
<td>2.</td>
<td>Approves school budget</td>
<td>10</td>
<td>50</td>
<td>6</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>Analyzes monthly trial balance</td>
<td>9</td>
<td>45</td>
<td>7</td>
<td>35</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Discuss audit reports</td>
<td>8</td>
<td>40</td>
<td>4</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Organizes fund raising activities to fund school programs</td>
<td>10</td>
<td>50</td>
<td>6</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>BOMs’ effectiveness in schools’ strategic planning</td>
<td>10</td>
<td>50</td>
<td>8</td>
<td>40</td>
<td>2</td>
</tr>
</tbody>
</table>

**KEY:** VE - very effective  E – Effective  SE – Slightly Effective
NE – Not Effective  VI – Very Ineffective

According to the findings it revealed that 40% members were very effective in the participation of school budget preparation another 45% were effective in preparation
of the school budget, while 15% were very ineffective of the school budget preparation role. On the other hand 50% were very effective in participation in approval of school budgets, while 30% were effectively involved, 15% of BOM members were not effective in the school budget approval, while another 5% were ineffective of the budget approval role.

Asked to indicate how they were involved in analyzing the monthly trial balance, 45% members of BOM reported being very effective in analyzing monthly trial balance participation, another 35% were effectively involved, while 20% were slightly effective involved in secondary schools in Kajiado North district.

According to the findings, 40% of BOMs were very effective in discussing audit reports, 20% were effective in the discussion, 20% were slightly effective in the role, while only 20% were not effectively involved. In organizing and raising funds for the school programs, 50% of the BOMs were effectively involved, another 30% were very effective in the school fund raising activities, 10% were slightly effective in the activities while only 10% was very ineffective of this role. The BOM members were asked whether they were involved in the schools’ strategic planning to which 50% of them were reported that they were very effective in the participation, 40% of them effective in the participation, while only 10% was slightly involved.

Of the ten head teachers who took place in the study, 40% reported that BOM members in the school were effectively involved, 25% were slightly effective in strategic planning, with only 25% stating that BOM members were not effectively involved in schools’ strategic planning.
The study finding from the principals and teachers, reported that some BOM members lacked budget accounting and auditing knowledge which posed a big challenge during budget preparation. Therefore, in Kajiado North district schools’ budget preparation was negatively skewed.

In budget approval the responses from the principals who assessed the BOMs’ effectiveness in school budget preparation as indicated in various schools’ data results shows that half of the majority of BOM members were involved in budget preparation and approval of the budget. The findings therefore mean that the BOM worked for financial improvement in the schools.

When analyzing monthly trial balance and discussing audit reports, the head teachers reported that the BOMs were being very effectively involved while half were slightly effective in participation in secondary schools in Kajiado North district.

**Table 4.4: Keeping proper accounting records by BOM members**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very effective</td>
<td>61</td>
<td>54</td>
</tr>
<tr>
<td>Effective</td>
<td>49</td>
<td>25</td>
</tr>
<tr>
<td>Slightly effective</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Very Ineffective</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>161</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority (54%) of the teachers respondents indicated that BOM’s university degree were effective in keeping proper accounting records. In an education organization its financial administration activity means bringing all possible input from staff,
parents, students and the community together to render the service of quality education Bisschoff (1997). In this respect, organizing of school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities Kruger( 2005); Ntseto (2009).

### 4.3.1 Board of Management members’ administrative experience and financial management

The administration experience means the total number of years the BOM’s previous handled finance management duties in a secondary school. The researcher studied the cross tabulation of BOM administrative experience and financial management practices and BoM effectiveness in financial Management and administrative experience.

The researcher studied the relationship between financial management practice and BoM administrative experience. The results of cross tabulation are presented as shown in the Table 4.4.1
Table 4.4.1: BOM experienced in administrative experience and financial management practices

<table>
<thead>
<tr>
<th>Financial management practices</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure proper policies and procedures in financial management</td>
<td>98</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>77%</td>
<td>23%</td>
</tr>
<tr>
<td>Efficient and economic management of the schools finances</td>
<td>94</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Hold regular BOM meetings</td>
<td>96</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Proper accounting records</td>
<td>90</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>Staff compensation</td>
<td>91</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>68%</td>
<td>32%</td>
</tr>
</tbody>
</table>

The majority (77%) of the teacher respondents indicated that BOMs who were experienced were more effective in ensuring proper policies and procedures in financial management. Majority (69%) indicated that the experienced Board of Management members were effective in efficient and economic management of the schools finances. Majority (75%) also indicated that the experienced were effective in holding regular BOM meetings. Majority (66%) of the teachers indicated that the experienced BOM members were efficient in having proper accounting records while majority (68%) of the teachers indicated that the experienced BOM members were efficient in staff compensation.
Table 4.4.2: BOM inexperienced in administrative experience and financial management practices

<table>
<thead>
<tr>
<th>Financial management practices</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure proper policies and procedures in financial management</td>
<td>91</td>
<td>70</td>
</tr>
<tr>
<td>Efficient and economic management of the schools finances</td>
<td>98</td>
<td>63</td>
</tr>
<tr>
<td>Hold regular BOM meetings 56</td>
<td>94</td>
<td>67</td>
</tr>
<tr>
<td>Proper accounting records</td>
<td>97</td>
<td>64</td>
</tr>
<tr>
<td>Staff compensation</td>
<td>91</td>
<td>70</td>
</tr>
</tbody>
</table>

The majority (59%) of the teacher respondents indicated that BOMs who were inexperienced were ineffective in ensuring proper policies and procedures in financial management. Majority (63%) indicated that the inexperienced Board of Management members were ineffective in efficient and economic management of the schools finances. Majority (68%) also indicated that the inexperienced were ineffective in holding regular BOM meetings. Majority (64%) of the teachers indicated that the inexperienced BOM members were inefficient in having proper accounting records while majority (72%) of the teachers indicated that the inexperienced BOM members were inefficient in staff compensation.

This therefore implies that experience helps the BoM in performing financial management practices in schools. According to Sifuna (2003), organizational and
administrative skills are essential parts of financial management. Yet majority of BOM do not have prior experience in management.

The researcher studied the relationship between BoM effectiveness in financial Management and administrative experience. The results of cross tabulation are presented as shown in the Table 4.4.3.

**Table 4.4.3: BoM effectiveness in financial Management and administrative experience**

<table>
<thead>
<tr>
<th>Experience</th>
<th>Financial Management practice</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Slightly Effective</th>
<th>Not Effective</th>
<th>Very Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5 years</td>
<td>Prepare and discuss the school budget that prioritize activities.</td>
<td>84 (72%)</td>
<td>26 (8%)</td>
<td>41 (15%)</td>
<td>20 (5%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>Mobilize parents/stakeholders to source for funds</td>
<td>87 (76%)</td>
<td>24 (5%)</td>
<td>40 (16%)</td>
<td>7 (2%)</td>
<td>3 (1%)</td>
</tr>
<tr>
<td>11–15 years</td>
<td>Monitor school expenditure</td>
<td>91 (68%)</td>
<td>40 (20%)</td>
<td>0 (0%)</td>
<td>920 (12%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>Prepare and discuss the school budget that prioritize activities</td>
<td>52 (69%)</td>
<td>13 (18%)</td>
<td>4 (5%)</td>
<td>6 (8%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>21 – 25 years</td>
<td>Mobilize parents/stakeholders to source for funds</td>
<td>92 (57%)</td>
<td>18 (6%)</td>
<td>41 (28%)</td>
<td>7 (6%)</td>
<td>3 (3%)</td>
</tr>
<tr>
<td>Above 25 years</td>
<td>Monitor school expenditure</td>
<td>87 (55%)</td>
<td>40 (25%)</td>
<td>28 (11%)</td>
<td>4 (5%)</td>
<td>2 (4%)</td>
</tr>
</tbody>
</table>
Majority (75%) of the respondents indicated that BOM’s financial management practice found it very important to prepare and discuss the school budget that prioritize activities. Majority (76%) indicated that it’s very important to mobilize parents/stakeholders to source for funds, (68%) indicated that it’s important to monitor school expenditure while (69%) indicated that they find that it’s important to prepare and discuss the school budget that prioritize activities. This implies that BOM ability to handle financial management in schools might be facilitated by their administrative experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of BOM members who have administrative experience as compared to those who lack is phenomenon since administrative experience enhances performance in financial management. Organizational and administrative skills are essential parts of human resource management. Yet majority of Boards of Management do not have prior experience in management Sifuna, (2003).

4.4 The BOMs Effectiveness in Management of Physical Facilities and Material Resources

The second objective of the study was to establish how the provision of physical facilities by BOM members improved the learning conditions in secondary schools. The findings focused on the physical facilities and material resources like textbooks, reference books, teachers’ guides, manuals, journals, magazine, reports, charts, maps and raw materials such as laboratory chemicals, wood and metal. Physical structures like dorms, classes, labs, workshops, finance the purchasing of furniture, ensure that the school’s lab well equipped, finance and maintenance of the school bus.
4.4.1 BOMs Effectiveness in the Provision of Physical Facilities and Material Resources

From the respondents report it stated the extent to which the BOM was effectively involved in the provision of physical facilities and material resources and whether this had enhanced the learning conditions. The findings are presented in Table 4.5;

<table>
<thead>
<tr>
<th>Effectiveness in management of physical and material resources</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Avail funds to budget</td>
<td>8</td>
<td>40</td>
<td>9</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Mobilizing resources to put up physical structures like Dorms, Labs and workshops.</td>
<td>10</td>
<td>50</td>
<td>6</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Finance purchase of furniture</td>
<td>8</td>
<td>40</td>
<td>6</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Maintain buildings by way of face lifting them</td>
<td>10</td>
<td>50</td>
<td>4</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Ensures that the school’s lab is well equipped.</td>
<td>12</td>
<td>60</td>
<td>4</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Finances maintenance of school bus</td>
<td>8</td>
<td>40</td>
<td>4</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Does an audit of the schools annually</td>
<td>8</td>
<td>40</td>
<td>5</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>

KEY  VE – Very Effective    E - Effective    SE – Slightly Effective
     NE – Not Effective    VI – Very Ineffective

70
The study findings show the effectiveness of BOM members in management of physical facilities and material resources whereby 40% of BOM members were reported that they were very effective in availing funds for buying textbooks, 45% were effectively involved, while 15% were slightly effective in the role, 50% of the BOMs were very effective in the participation in mobilizing resources to put up physical structures like dormitories, classes and laboratories, 30% were effectively involved while only 20% were slightly effective in the participation.

Table 4.5 further shows that out of 20 BOM members 60% reported that they were very effective in ensuring that the school laboratory were well equipped, 20% were effectively involved while 20% were not effective in the role. The study shows that 40% of BOM members were very effective in maintaining the buildings by way of face lifting them, 20% were effective; 10% were slightly effective in the participation, 20% were not effectively involved while 10% were very ineffective of the role. The study shows 40% of the members reported that they were very effectively involved in financing the purchase of furniture, 30% reported that they were effectively involved 20% reported that they were slightly involved and 10% were not effective in the participation.

Asked to state how the provision of physical facilities and material resources enhanced learning conditions, the respondents indicated that learning took place in an environment that was conducive. The respondents further stated that learning facilities and resources were readily available which made the learning very enjoyable. The findings mean that the provision of physical facilities and material resources by the BOM enhanced the learning condition in the schools in Kajiado North District.
The findings of the study agree with the views of the Monly (2003) that the BOMs were perceived by majority of the respondents to be effective in the provision of physical facilities and material resources.

4.5 Effectiveness of BOMs in Management of Students’, Teachers’ and Staff Discipline

The third objective of the study was also to establish the effectiveness of BOMs in management of students’, teachers’ and staff discipline.

<table>
<thead>
<tr>
<th>Effectiveness of BOMs in management of students’, teachers’ and staff discipline</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VE</td>
<td>E</td>
<td>SE</td>
<td>NE</td>
<td>VI</td>
</tr>
<tr>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>Finances counseling sessions in school</td>
<td>4</td>
<td>20</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Is involved in matters of students discipline in school</td>
<td>12</td>
<td>60</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Get reports on discipline during BOM meetings</td>
<td>14</td>
<td>70</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Consults and supports the head teacher on matters of discipline</td>
<td>12</td>
<td>60</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Determines the selection of students to join the school</td>
<td>8</td>
<td>40</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Motivates the students and teachers to work harder</td>
<td>10</td>
<td>50</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Follows the laid down procedure on the matters of discipline</td>
<td>12</td>
<td>60</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

KEY: VE – Very Effective E – Effective SE – Slightly Effective NE – Not Effective VI – Very Ineffective
The third objective of the study was also to determine the effectiveness of teachers’ and staff discipline. Asked the involvement in financing counsel session for students’, teachers’ and staff discipline (Table 4.8) 20% of BOM members were reported that they were very effective in the participation, 45% were effectively involved, 15% were slightly effective in the participation while 20% were not effectively involved in personnel discipline. The study shows that 60% of BOM members were involved in matters of students’, teachers’ and staff discipline, 20% were effectively involved while 10% were slightly effective in the involvement, another 10% were very ineffective in the role. Regarding obtaining reports on discipline during BOM meetings 70% were very effective in the participation, 20% were effectively involved, while 10% were not effective of this role.

Table 4.8 further indicates that 60% of the BOM members were very effective in the participation in consulting and supporting the head teacher on matters of students’, teachers’ and staff discipline, 10% were effectively involved, 20% were not effectively involved while 10% were very ineffective. 60% of BOM members were very effective in the participation in following the laid down procedure on the matters of discipline, 20% of BOM members were effectively involved on this, 10% were slightly effective in the participation while another 10% were very ineffective in this role. The study shows that BOM members were slightly effective in motivating teachers and non-teaching staff which enhanced discipline in the secondary schools in Kajiado North district.
4.6 BOMs’ Effectiveness in Management of Curriculum and Instruction

In this section, the study sought to determine how the involvement of BOM in curriculum and instruction management enhanced learning. The respondents were asked whether the head teachers involved the BOM members in evaluation of academic programs in the school to which they responded that they effectively involved the BOM members. The results are indicated in Figure 4.6

![Figure 4.6: BOMs’ Effectiveness in curriculum and instruction management](image)

The study findings from the respondents indicated that 50% of BOM members were effectively involved in evaluating academic programs in the school, 25% were slightly effective in the evaluation while 15% were not effectively involved, and 10% were very ineffective in the evaluation. The same number was also involved in the funding of prize giving days to motivate students and teachers. The respondents indicated that BOM members were concern in provision of facilities for curriculum expansion and in monitoring academic discipline and in financing co-curricular
activities in the school. The study findings mean that the involvement of BOMs in curriculum and instruction helped in facilitating quality education in secondary schools in Kajiado North District.

4.7 BOM’s Effectiveness in Implementing Education Policies in Secondary Schools

For effective and efficient education services education policies must be implemented. The BOM members’ effectiveness in education policy implementation is as shown in Figure 4.7

![Figure 4.7: BOMs’ effectiveness in education policy implementation](image)

Regarding to the Ministerial circular on education policies indicate that 50% of the BOM members effectively got ministerial circular on education policies. (20%) reported to have not effectively obtained such circular; while 30% were very ineffectively aware of the ministerial circulars on education policies, on the other hand the same number of BOM member were effectively involved in discussing guidelines from the ministry in education matters.
On matters of policy 10% were slight effective in giving view on matters of policy 10% were slightly effective in Further, the respondents indicated that 65% of BOM members were effectively involved in giving views to the Ministry giving views on matters of policy; while 25% were very ineffective regarding of this role. Half of the head teachers reported that BOM members were effectively involved and another half reported that they were slightly effective in the involvement in discussing guidelines from the ministry and getting ministerial policies and getting circulars on the education policies.

4.8 Effectiveness of BOMs in Management of School Community Relations

In this section the study sought to determine the BOM members’ effectiveness in management of school community relations. The respondents were asked about the BOMs’ involvement in the management of school community relations. The findings are summarized in Figure 4.8

![Figure 4.8: BOMs’ Effectiveness in school community relations](image-url)

Figure 4.8: BOMs’ Effectiveness in school community relations
Majority of the BOM members reported that their boards effectively had a member of the community in their composition. The BOM constitute members of the school community, among others is the supreme school management body whose responsibilities encompass management of finance, physical resources, discipline and ensuring the implementation of policy relating to secondary education. Asked to state whether they involved the community in the school activities, 62% of BOM members reported that they effectively involved them, 18% were slightly effectively involved while only 20% were not effective in this particular task.

Regarding allowing the community to use the school facilities half, of the members of BOM who participated in the study said that they were effectively involved, 50% were slightly effective in the school community relations, and 40% were not effectively involved while another 10% were very ineffective of this role. According to the study, (65%) of BOM members responded that they were effectively involved in hiring the local personnel as casual workers in the school, 20% of them were slightly effective in the involvement while 15% were not effectively involved.

The ten head teachers who took part in the study reported that their BOMs were effectively or slightly effective in the management of most of the school community relations functions, apart from allowing members of the community to interact with students in counseling sessions and educating the public about programs available in the schools.

4.9 BOMs’ Effectiveness in Recruitment of Staff

In this section the study sought to determine how the involvement of BOMs in staff recruitments enhanced teacher motivation. The findings are presented in subsequent sections.
4.9.1 BOM Effectiveness in Recruitment of Staff in School

The respondents’ findings indicated the extent to which the BOM was involved in recruitment of staff in secondary schools. The findings are presented in Figure 4.9.

![Figure 4.9: Effectiveness of BOMs getting involved in recruitment of staff in school](image)

The study findings show that majority of the respondents (47%) indicated that the BOMs were effectively involved in the recruitment of staff, while (33%) were very effective in the recruitment, (15%) were slightly effective in this role, (4%) were not effective, while (1%) were very ineffective in the recruitment of the staff. The results show that only a few of the respondents did not think that the BOM was involved substantially in the recruitment of staff. The findings mean that the BOMs were involved in the recruitment of the staff in secondary schools in Kajiado North District.
4.9.2 Effectiveness of BOMs’ in sourcing for the Staff

The respondents were asked to state the extent to which they effectively agreed with the statement regarding the BOMs involvement in recruitment of the staff. The findings are presented in Figure 4.10;

![Bar Chart](chart.png)

**Figure 4.10: Effectiveness of BOMs in sourcing for staff**

The findings of the study show that 50% of the BOMs indicated that the BOM is involved in Sourcing for the staff. The Results further indicates that (40%) of the BOMs indicated that BOM was fully involved in the recruitment of the staff. The findings also show that 60% of the respondents indicated that the BOM ensured that there was no malpractice in the recruitment of staff. However, the respondents were divided in opinion as to whether the BOM had the qualification to sit in the recruitment panel as 34% did not think that the BOM had the right qualification while 31% effectively agreed that indeed the BOM had the right qualification. From the findings of the study, it means that the BOMs were involved effectively in the recruitment of the staff in secondary schools in Kajiado North District.
4.9.3 The Effective Involvement of BOMs in Recruitment has Facilitated Staff Quality

The study sought to determine the involvement of BOM in the recruitment of staff influenced the staff quality in the school. The findings are represented in Figure 4.19;

![Pie chart showing 65% yes and 35% no](image)

**Figure 4.11: The effective Involvement of BOMs in recruitment has facilitated staff quality**

The study findings as shown in Figure 4.11 indicated that 65% of the respondents of the BOM involvement in staff recruitment facilitated the staff quality. The results show that only (35%) of the respondents indicated that involvement of the BOM in the recruitment did not in any way facilitate the staff quality in the school. The respondents explained that BOM made sure that the school got the right personnel with right qualifications. The study findings mean that the involvement of BOM facilitated quality of staff effectively.
Asked to state how the involvement of BOM in the recruitment of staff enhanced the teacher motivation, the BOMs indicated that through their involvement the school got the best personnel who were dedicated to perform their duties with diligence. The respondents also indicated that because the recruitment process was done transparently, the staff were motivated knowing that they got jobs on merit and not because they knew someone. However, those who were of the contrary said that the BOMs had no qualification for the process and therefore did not get the most suitable people to fill the positions available.

The study findings confirm those of Ambucha (2004) who found that BOMs effectively participated in the recruitment of teachers in public secondary schools in Taita Taveta district. The findings that the BOM ensured that there were no malpractices in the recruitment process; contradict Ambucha findings that some of the BOMs had vested interest in the process.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations arrived at based on the study findings. The chapter also covers suggestions of studies that may be carried out in the future to advance in the further studies.

5.2 Summary of the Study

The main purpose of the study was to investigate the effectiveness of Board of Management in facilitating quality education in secondary schools in Kajiado North District. As referred in literature review, the effectiveness of facilitating quality in secondary schools if only the BOMs carry out the responsibilities entailed on their hands by working together with all the stakeholders of the schools.

The effectiveness of facilitating quality education in the area of study is hampered with wanting academic qualifications of most BOMs. The researcher singled out the following areas that she deemed were factors that facilitated quality Education in secondary schools by BOM members. Effectiveness of the BOM members in schools’ financial management, BOMs effectiveness in management of physical facilities and material resources, effectiveness of BOMs in management of students’, teachers’ and staff discipline, BOMs’ effectiveness in management of curriculum and instruction, BOMs’ effectiveness in implementation of educational policies, effectiveness of BOMs in management of community relations and BOMs’ effectiveness in recruitment of staff in public secondary schools in Kajiado north district.
The findings also found out that half of the BOM members attended workshops. On effectiveness of BOMs management and the study also found out that there was need to conduct more workshops in the district to help the BOM members to acquire skills and knowledge on how to facilitate quality education in their schools. The data for the study was collected from ten principals and twenty BOM members representing ten schools in Kajiado North District. The study obtained important findings relating to the effectiveness of BOM members in facilitating quality in secondary schools.

**BOM Effectiveness in Schools’ Financial Management**

The BOM members were involved in some roles such as; preparation of school budget, approving school budget, analyzing monthly trial balance, discussing audit report, organizing fundraising activities to fund school programs, school strategic planning and recruitment of staff. About overall performed, the studies found out that majority of BOM members were effectively involved in financial management roles.

**BOMs Effectiveness in Management of Physical Facilities and Material Resources**

According to the study, the results show that less than half of the respondents were effectively involved in the provision of physical and material resources in some roles such as availing funds to buy textbooks, mobilizing the resources to put up physical structures such as classes laboratories, dormitories, workshop, finance to purchase furniture, maintaining buildings by way of face lighting them, ensuring that the school’s laboratories are well equipped, financing maintenance of school bus and auditing of school’s facilities annually.
Role Effectiveness of BOMs in Student and Personnel Discipline

The study also found out that few BOM members were slightly effective in the involvement in management of students’ discipline as well as human personnel roles such as; financing counseling sessions in school, involving in matters of student discipline in school, getting reports on discipline, consulting and supporting head teachers on matters of discipline, determines the selection of students to join the school, motivates students to work harder, involved in recruitment of teachers and non-teaching staff, financing teachers to attend refresher courses, motivate teachers and non-teaching staff discipline concerning curriculum and instruction management, the study findings revealed out that BOM members played some roles like: evaluating academic programs in school, fund prize giving days to motivate, students, teachers and non-teaching staff, discusses examination results in the school, provide facilities for curriculum expansion, monitors academic discipline in the school and finances co-curricular activities.

BOM Effectiveness in Implementing Educational Policies

Regarding the BOMs involvement in implementing education policies in the school, BOM members were effectively involved and slightly effective, while 10% were very ineffective. The study indicates that some BOM members never got ministerial circulars on educational policies and never got involved in giving views to the ministry matters of policy. Education policy implementation is one of the key tasks to be performed by the BOM members (Ministry of Education, 2004) that most of the BOM members were not performing major roles related to this role is an indication of the highly centralized system we have in the country. Many decisions regarding education policy are made at the National level and the head teachers are
expected to implement such policies without considering the challenges at the grass root level.

**Effectiveness of BOMs in School Community Relations**

The study further found out that the BOM members played a few roles in the school community relations management like; involving community in school activities, involving a local community members in the composition, involving effectively to use school facilities, hiring local personnel as casuals in the school, participates in the community projects and educates public about the programs available in the school. The study found out that the BOM members did quite well in most of the school community relations especially hiring local human personnel as casuals in the schools and ensuring that the local community was presented in the BOM composition. However, BOMs did poorly on allowing the community to interact with students in counseling sessions, and educating the public about programs available in the schools. This is against the spirit recommended by Onyango (2001) when he emphasized that it is the responsibility of the BOM to promote school community relations.

**BOM Effectiveness in Recruitment of Staff**

The other of objective of the study was to establish the extent to which BOMs’ participation in recruitment of the staff enhanced teacher motivation. The results revealed that according to the respondents (70%), the BOMs were involved in the recruitment activities. The findings showed that according to (62%) of the respondents, the BOMs are involved in sourcing for the staff. The results further revealed that (60%) of the respondents indicated that the BOMs were fully involved in the recruitment of the staff. The results showed that 60% of the respondents
indicated that there was no malpractice in the recruitment of the staff. However, the respondents were divided in opinion as to whether the BOM had the qualification to sit in the recruitment panel as 34% did not think that the BOMs had the right qualification while 31% effectively agreed that indeed the BOM had the right qualification. The study showed that nearly two thirds 65% of the involvement of BOMs in staff recruitment facilitated the staff quality.

5.3 Conclusions of the Study

i. From the findings of the study, the study concludes that few of the BOM members were effectively involved in financial management in various roles such as preparation of school budgets, approving school budget, analyzing monthly trial balance, discussing audit reports and school’s strategic planning.

ii. The study also found out that the BOM members were involved in some roles in the management of physical and material resources such as; mobilizing resources to put up physical structures like dormitories classes, labs, work sheets and audit school facilities annually and this has improved quality learning conditions in the schools. Therefore, BOM members were effectively involved in management of physical facilities and material resources.

iii. Regarding the management of the student discipline and staff personnel, the BOM members were slightly effective some roles such as; financing counseling sessions in school, involving in matters of students' and teachers' discipline, motivates teachers and non-teaching staff and finances teachers to attend refresher courses.

iv. The BOM members were also involved in a few roles in the curriculum and instruction management like; evaluating academic programs in the school,
discussing examination results in the schools and financing co-curricular activities. The study also established that BOM members to a larger extent participated in education policy implementation roles such as; discussing guidelines from the Ministry of Education matters.

v. Regarding the school community relations management, the BOM members played roles such as; participating in community projects, involving community in the school activities and educating the public about programs available in the school.

vi. The study finally concludes that the BOMs are effectively involved in the recruitments of the staff which has enhanced the motivation of teachers and quality education as through the process the schools were able to attract the best talents.

5.4 Recommendations of the Study

The researcher made the following recommendation based on the findings of the study;

i. The Ministry of Education should in future consider advertising BOM members positions and pick the qualified candidates competitively through interviews.

ii. A program for training BOM members in each sub-county should be rolled out to ensure that BOM members were trained for at least a week on ways of facilitating quality education in schools and funded fully schools and other organizations should be encouraged to take part in supporting this process.

iii. The government should provide BOMs with the supervision skills through training so as to ensure the school gets value for its money in terms of development.
iv. The Ministry of Education should devolve further their respect of policy making and bring more stakeholders on board especially BOMs. This will make BOMs own up whatever policies issues that come from the ministry as such make it easier to effectively implement them.

v. Annual appraisals of BOM employees should be required of the ministry of education at the end of every year. The same should be used for purpose of promotion and remuneration.

vi. The bureaucratic procedures in dealing with students’ discipline need to be reviewed in an effort to have more control in managing this aspect to enhance school performance.

vii. Though the BOMs participated in recruitment of the staff, they were not effective due to lack of enough training. The government should provide the BOMs with training so as to enhance their skills in recruitment and selection of the staff so as to ensure that the schools attract only the best talents.

5.5 Suggestions for Further Research

Taking the discipline of the study into consideration the researcher made the following suggestions for further studies.

i. This study was done in secondary schools in Kajiado North District. The study suggests that such a study should be replicated in other parts of the county or country in order to verify if the findings would be similar to the finding of this particular study.

ii. Further research should be carried out to investigate the level of education experience; age and gender with their performance with their managerial responsibilities as BOM members.
iii. It is suggested that the researchers should investigate their apparent or relationship between the BOM and the principals that could affect the academic performance of their schools in the district.

iv. There is need to assess the effectiveness of recruitment selection and training of the SMC in managing public secondary schools.
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APPENDICE

APPENDIX I

Letter of Introduction

Kenyatta University,
Department of Education,
P.O. Box 43844, Nairobi,
Kenya

Date:

The Principal,
…………………………..
P.O. Box………………...
Kajiado North District

Dear Sir/Madam,

REQUEST FOR COLLECTION OF RESEARCH DATA
I am a post graduate student of Kenyatta University’s Department of educational Administration and Curriculum Development, undertaking a search on the top Effectiveness of Board of Management in Facilitating Quality Education in public Secondary Schools. A case study of Kajiado North District, Kajiado County.

You have been identified as one of the respondents for this study, any information provided will be held in confidence shall only be utilized for the purpose of this study, do not write your name or that of the school anywhere on the questionnaire interview schedule.

Please provide the information required by responding to the Questionnaire /interview schedule attached to this letter. There is no correct or wrong answer. Responses either by writing or putting a tick ( ) where required or otherwise guided by instructions given accordingly.

Yours Faithfully,
Josephine Kerubo Nyabuto Ongeri
APPENDIX II

District Education Officer’s Questionnaire on the Effectiveness of BOM in Facilitating Quality Education in Public Secondary Schools

Please answer the questions in this instrument to the best of your knowledge. The information sought herein is purely meant for research purposes and utmost confidentiality of issue raised is assured.

A. General Information (Answer by ticking the chosen responses)
1. Gender
   Male [ ]   Female [ ]

2. Please indicate your age bracket
   30 – 39 [ ]   40 – 49 [ ]   Above 50 [ ]

3. Highest academic professional qualification
   Graduate level [ ]   Post graduate level [ ]   any other [ ]
   (Please specify)........................................................................................................

4. For how long have you been the District officer in this District?
   1 – 2 years [ ]   3-4 years [ ]   5-6 years [ ]
   more than 6 [ ]

B. Information of BOMs
5. Is there an established board development in this District?
   Yes [ ]   No [ ]

6. What are the minimum educational qualifications for one to serve on BOM?
   1. ‘O’ Level education .................................................................
   2. Graduate education .................................................................
   3. Any other (specify) .................................................................

7. How do the BOM members get to know their roles?
   Through circulars [ ]   They undergo induction [ ]
   They learn on the job [ ]   Any there (specify)..............................
8. How effective are BOM’s in the following task areas. Use the following scale

Very Effective (VE)  Effective (E)  Slightly Effective (SE)  Not effective (NE)  Very ineffective (VI)

<table>
<thead>
<tr>
<th>S NO.</th>
<th>Role/Item</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Slightly Effective</th>
<th>Not Effective</th>
<th>Very Ineffective</th>
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<tbody>
<tr>
<td>1</td>
<td>Provision and Maintenance of physical facilities</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Maintenance of school staff</td>
<td></td>
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<tr>
<td>3</td>
<td>Motivation of School staff</td>
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<tr>
<td>4</td>
<td>Financial Management</td>
<td></td>
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<tr>
<td>5</td>
<td>Curriculum Implementation</td>
<td></td>
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<td></td>
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<tr>
<td>6</td>
<td>Cultivation of good School Community relations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>Recruitment of staffs</td>
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</tbody>
</table>

9. What suggestions would you give towards the improving the performance or effectiveness of BOM’s in school management .................................................................
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10. In your opinion, how can the effectiveness in school management be enhanced .........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
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11. What are barriers of BOMs in effectiveness in facilitating quality of education in secondary schools in your District try? .........................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................
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APPENDIX III

Teachers’ Questionnaires on Effectiveness of Boms in Facilitating Quality Education in Schools in Kajiado North District, Kajiado County

Feel free to answer all the items in this questionnaire. Your responses will be kept confidential and will be strictly used for the purpose of this study. You may or may not write your name and that of the school.

A. GENERAL INFORMATION

Put a tick [√] in some of the responses given below or fill as appropriate.

1. When did your school start? 19____ 20____

2. For how long have you been a teacher in this school to date?
   1 year or less [   ]  2 years [   ]  3 years [   ]
   4 years [   ]  5 years and above [   ]

3. Highest academic/ professional qualification
   M.E.D [   ]  B.E.D [   ]
   BA/BSC and PGDE [   ]  DIP. [   ]
   OTHERS? Specify........................................................................................................

4. Does your school have the following in operation
   BOMs [   ]  PTA [   ]  Others specify......................................................

5. Who is the sponsor of your school?
   Church [   ]  Community [   ]  DEB [   ]
   Others? Specify........................................................................................................
6. Category of the school

District [ ] Provincial [ ]
National [ ]

7. The size of the teaching staff is

Below 10 [ ] Between 10-14 [ ]
Between 15-20 Above 20 [ ]

SECTION B

The following initials will be used in this section.

VE - Very effective E - Effective
SE - Slightly effective NE - Not effective
VI - Very ineffective

You are required to tick in the box that best represents your response after each statement. What is your opinion on the effectiveness of the following?

8. a) A BOM’s role in the management of the school facilities:

VE [ ] E [ ] SE [ ]
NE [ ] VI [ ]

b) A BOM”’s role in the management of school finances

VE [ ] E [ ] SE [ ]
NE [ ] VI [ ]

9. A BOM is positive is positively support teachers

VE [ ] E [ ] SE [ ]
NE [ ] VI [ ]
10. A BOM’s role in the management of student discipline

11. A BOM is involved in developing good school – public relations

12. A BOM’s role in provision of school facilities

13. Level of cooperation between BOM’s in school management

14. A BOM’s role in recruitment and deployment of the staff in the school

15. A BOM’s role teachers' and students' discipline

16. The BOM’s role in advice on suitability

17. The BOM’s involvement in establishment of good school – community relations
SECTION C

Indicate your response in the space provided after each question

18. In which areas is the BOM involved in school management

19. Should the BOM be more involved * they already are? Give reasons for your answer

20. How can the BOM be more effectively involved in the school management

21. How can cooperation of BOM be enhanced for better performance

22. What are barriers to effectiveness of BOMs when working

23. What challenges do you face when working with the BOM?

24. Give your suggestions on how they can be addressed.
APPENDIX IV

Questionnaires for BOMS

The aim of this research is to evaluate the effectiveness of boards of management in facilitating quality education of secondary in Kajiado north district. Please kindly fill this questionnaire to the best of your knowledge. All information given will be treated with strict confidence and will only be used for the intended purpose.

PART I: Demographic Information

Please tick the appropriate answer in the boxes provided

1. For how long have you been a BOM member in this school?
   - Less than 1 year [ ]
   - 1-2 years [ ]
   - 3-4 years [ ]
   - 5-6 years [ ]
   - 6 years and above [ ]

2. What is your academic qualification?
   - Primary level [ ]
   - O-level [ ]
   - Diploma [ ]
   - Graduate [ ]

3. Are you a member of any other board of governors?
   - Yes [ ]
   - No [ ]

4. What is your professional occupation?
   - Teacher [ ]
   - Civil Servant [ ]
   - Businessman [ ]
   - Unemployed [ ]

5. Have you attended any workshop on roles of board of management?
   - Yes [ ]
   - No [ ]

6. How many times do you attend BOM meetings in a year?
   - None [ ]
   - Once [ ]
   - Twice [ ]
   - Three Times [ ]
   - Always [ ]

7. Have you done any course in financial management?
   - Yes [ ]
   - No [ ]

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8. Do you supply anything in this school?
   Yes [ ]  No [ ]
   If yes ‘What………………………………………………………………………………………………………

PART 2
Please indicate to what the BOM in this school is involved in their performing their expected roles.

Please react to the following five points Likert scale by ticking appropriately against the matrix questions. Besides each of the statement, please indicate with a tick (√)

Key
VE – very effective
E - Effective
SE – slightly effective
NE – not effective
VI – very ineffective

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<th>No.</th>
<th>Financial management</th>
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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>BOM prepares school budgets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BOM approves school budgets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>BOM analyzes monthly trial balances</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>BOM discusses audit reports</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>BOM organizes fund raising activities to fund school programs</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>BOM is involved in the schools strategic planning</td>
<td></td>
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</table>
### Management of physical and material resources

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BOM finances counseling sessions in the school</td>
</tr>
<tr>
<td>2.</td>
<td>BOM Mobilizes resources to put up physical structures like dorms, classes, labs, workshops</td>
</tr>
<tr>
<td>3.</td>
<td>BOM finances purchase of furniture</td>
</tr>
<tr>
<td>4.</td>
<td>BOM Maintains buildings by the way of face lifting them</td>
</tr>
<tr>
<td>5.</td>
<td>BOM ensures that the schools lab is well equipped</td>
</tr>
<tr>
<td>6.</td>
<td>BOM finances maintenance of the schools bus</td>
</tr>
<tr>
<td>7.</td>
<td>BOM does an audit of the schools facilities annually</td>
</tr>
</tbody>
</table>

### Management of student discipline

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BOM finances counseling sessions in the school</td>
</tr>
<tr>
<td>2.</td>
<td>BOM is involved in matters of student discipline in the school</td>
</tr>
<tr>
<td>3.</td>
<td>BOM gets reports on discipline during BOM meetings.</td>
</tr>
<tr>
<td>4.</td>
<td>BOM consults and supports the head teacher on matters of discipline</td>
</tr>
<tr>
<td>5.</td>
<td>BOM determines the selection of students to join the school</td>
</tr>
<tr>
<td>6.</td>
<td>BOM motivates students to work harder</td>
</tr>
<tr>
<td>7.</td>
<td>BOM follows the laid down procedures on matters of discipline</td>
</tr>
<tr>
<td>No.</td>
<td>Management of personnel</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>BOM is involved in recruitment of teachers</td>
</tr>
<tr>
<td>2.</td>
<td>BOM is involved in recruitment of non-teaching staff</td>
</tr>
<tr>
<td>3.</td>
<td>BOM finances teachers to attend refresher courses</td>
</tr>
<tr>
<td>4.</td>
<td>BOM does annual appraisals for its employees</td>
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<tr>
<td>5.</td>
<td>BOM motivates teachers</td>
</tr>
<tr>
<td>6.</td>
<td>BOM motivates non-teaching staff</td>
</tr>
<tr>
<td>7.</td>
<td>BOM is involved in matters of teacher discipline</td>
</tr>
<tr>
<td>8.</td>
<td>BOM is involved in matters of non-teaching staff discipline</td>
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</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Curriculum and instruction management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BOM evaluates academic programs in the school</td>
</tr>
<tr>
<td>2.</td>
<td>BOM funds prize-giving days to motivate students</td>
</tr>
<tr>
<td>3.</td>
<td>BOM funds prize-giving days to motivate teachers</td>
</tr>
<tr>
<td>4.</td>
<td>BOM discusses examine results in the school</td>
</tr>
<tr>
<td>5.</td>
<td>BOM provides facilities for curriculum expansion</td>
</tr>
<tr>
<td>6.</td>
<td>BOM monitors academic discipline in the school</td>
</tr>
<tr>
<td>7.</td>
<td>BOM finances co-curricular activities</td>
</tr>
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</table>
### Education policy implementation

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
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<th>4 E</th>
<th>3 SE</th>
<th>2 NE</th>
<th>1 VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BOM gets ministerial circulars on education policies</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>BOM discusses guidelines from the ministry of education matters</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>BOM gives views to the ministry on matters policy</td>
<td></td>
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</table>

### Management of school community relations

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>5 VE</th>
<th>4 E</th>
<th>3 SE</th>
<th>2 NE</th>
<th>1 VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BOM has local community member in its composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BOM involves community to use school facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>BOM allows community to use school facilities</td>
<td></td>
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<tr>
<td>4</td>
<td>BOM hires local personnel as casuals in the school</td>
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<tr>
<td>5</td>
<td>BOM participates in school projects</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>BOM allows members of the community to interact with students in counseling sessions</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>BOM educates the public about programs available in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Recruitment of the staff

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>5 VE</th>
<th>4 E</th>
<th>3 SE</th>
<th>2 NE</th>
<th>1 VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The BOM is involved in sourcing for staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The BOM is fully involved in the recruitment of the staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>The BOM ensures that there is no malpractice in the recruitment of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>The BOM had the qualification to sit in the recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggest ways of improving BOM performance. ..........................................

Thank you for taking your time to fill the questionnaire

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APPENDIX V

Analysis Guide for principals’ interviews on BOM Effectiveness on Quality Education in Schools

SECTION A: Demographic Information

1. Name of school

2. Year of school started

3. School category

SECTION B: Effectiveness in Financial Management

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas to be analyzed</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Availability of trial balance</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evidence of BOM minutes discussing school budget</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Evidence of BOM report on audited accounts</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Evidence of BOM involvement in school strategic planning.</td>
<td></td>
</tr>
</tbody>
</table>

SECTION C: Effectiveness in Management of Physical Facilities and Material Resources

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas to be analyzed</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evidence of adequate land for expansion.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evidence of sufficient rooms in the school.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Availability of sufficient textbooks.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Evidence of a well-equipped laboratory.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>A well painted school.</td>
<td></td>
</tr>
</tbody>
</table>

SECTION D: BOM’s Effectiveness in Management of Students’, Teachers’ and Staff Discipline

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas to be analyzed</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evidence of BOM involvement in financing counseling Sessions</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evidence of BOM obtaining reports on discipline</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>BOM involvement in matters of teacher discipline.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>BOMs involvement in matters of non-teaching staff Discipline</td>
<td></td>
</tr>
</tbody>
</table>
### SECTION E: BOMs’ Effectiveness in Curriculum and Instructions Management

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas to be analyzed</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>KCSE results and evidence of BOM discussing them in a meeting.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Certificate and awards as evidence of a prize-giving day.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Availability of learning materials especially textbooks and their ratios.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>BOM minutes discussing academic programs and performance in the school.</td>
<td></td>
</tr>
</tbody>
</table>

### SECTION F: Effectiveness of BOM Involvement in Community Relation

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas to be analyzed</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inaugural BOM minutes indicating membership by locals.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Evidence of locals casuals working in the school.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Records of a school facilities having been used for community activity.</td>
<td></td>
</tr>
</tbody>
</table>

### SECTION G: BOM’S Effectiveness in Recruitment of Staff

<table>
<thead>
<tr>
<th>No.</th>
<th>Areas to be analyzed</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>BOM involved in recruitment of teachers</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>BOM involved in recruitment of teachers</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Finances teachers to attend refresher courses</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Does annual appraisals for its employees</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Motivates teachers</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Motivates non-teaching staff</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX VI

Research Authorization Letter

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel: 8710901 Ext. 57530

Our Ref: E55/CE/24101/2013
DATE: 19th April, 2015

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION JOSEPHINE KERUBO NYABUTO ONGERI-
REG. NO. E55/CE/24101/2013

I write to introduce Ms. Josephine Kerubo Nyabuto Ongeri who is a Postgraduate
Student of this University. She is registered for M.ED degree programme in the
Department of Education Management, Policy and Curriculum Studies.

Ms. Ongeri intends to conduct research for an M.ED. Proposal entitled,
“Effectiveness of Boards of Management in Facilitating Quality Education in
Secondary Schools in Kajiado North District, Kajiado County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL
APPENDIX VII

Letter of Authorization from the C.C of Kajiado North District

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Email: kajiadocde@gmail.com
When replying please quote
Ref: KJD/C/R.3/VOL.I/101
And
Date: 14th July, 2015

Josephine Kerubo Nyabuto Ongeri
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION


This is to confirm to you that, you have been authorized to conduct your research on "Effectiveness of Boards of Management in facilitating quality education in secondary schools in Kajiado North District, Kajiado County, Kenya" for a period ending 31st December, 2015.

The administrators of the Schools are required to co-operate and provide you with the relevant data and information for the research exercise.

GEDION M. MBINDA
FOR: COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY
APPENDIX VIII

Research Permit

THIS IS TO CERTIFY THAT,

MS. JOSEPHINE KERUBO NYABUTO
ONGERI

of KENYATTA UNIVERSITY, 0-200
Nairobi, has been permitted to conduct research in Kajiado County

on the topic: EFFECTIVENESS OF BOARDS OF MANAGEMENT IN FACILITATING QUALITY EDUCATION IN SECONDARY SCHOOLS IN KAJIADO NORTH DISTRICT, KAJIADO COUNTY, KENYA

for the period ending: 31st December, 2015

Permit No : NACOSTI/P/15/8531/6618
Date Of Issue : 19th June, 2015
Fee Received : Ksh 1,000

[Signature]

Director General
National Commission for Science, Technology & Innovation

[Stamp]