

**ROLES OF BOARD OF GOVERNORS IN THE
MANAGEMENT OF SECONDARY SCHOOLS IN KASIKEU
DIVISION, NZAUI DISTRICT, KENYA.**

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DECLARATION .

The Project is my original work and has not been submitted for any other study programme in any other University.

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DEDICATION

This Research Project is dedicated to my family members particularly my wife Priscilla and my children who provided to me profound encouragement to undertake and accomplish this Project in time.

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May the Almighty God bless you all.

ABSTRACT

The study analyzed major roles of the Board of Governors in the management of the public Secondary Schools in Kasikeu Division, Nzau District, Kenya. The study examined the involvement of Board of Governors as the salient prerequisite to the 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 by establishing the roles performed by the BOGs in the management of school finances, physical facilities and material resources, students' discipline, and staff personnel, curriculum and instruction, implementation of education policies and school community relations in Kasikeu Division, Nzau District. The literature review was carried under the following titles; financial management, physical and material resources, student discipline, teachers and staff personnel management, curriculum and instruction management, policy implementation and community relations management. The study targeted a population of 160 members of BOGs and 10 head teachers in the ten schools. A sample of ten schools was picked through stratified sampling with two BOG members in every school totaling to twenty. All the head teachers in the ten sampled schools were included in the study. Data was collected from BOG members and headteachers by use of questionnaires, interview, guides and observational schedules. A pilot study was also undertaken to test the reliability of the instruments used. The study found out that most of the BOG members were not always involved in financial management matters. Regarding education policy implementation, BOG members were sometimes or rarely involved. Majority of the BOG members were always involved in the curriculum and instruction management issues. Regarding physical and material resources management issues, most of the BOG members were not always involved. The study found out that also the BOG members were not always involved in the school community relations management matters. The study recommends that, the minimum qualifications for appointing BOGs be raised to Bachelors degree level and BOGs be both trained on school management policy making and BOG employees be appraised annually.

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ACRONYMS AND ABBREVIATIONS

BOG	-	Board of Governors
BOM	-	Board of Management
DEB	-	District Education Board
KESI	-	Kenya Education Staff Institute
MOE	-	Ministry of Education
NTS	-	Non-Teaching Staff
PTA	-	Parents Teachers Association
TIQET	-	Totally Integrated Quality Education and Training
TSC	-	Teachers Service Commission.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education started before we achieved our independence. The early education existed in African set up before the missionaries and Europeans who brought western education. The missionaries managed the schools and ensured provision of teachers and facilities. The local communities only provided labour. The combined effects of economy, demography and ideology have produced a new set of understanding and skills from enthusiastic and committed people from a range of backgrounds and with the differing experience to become a school governor to provide efficiency in the management of schools.

Most countries devote a large proportion of their revenues to education. This is more so in developing countries, which usually have a higher increase in education expenditure than any other sector of the economy. In Kenya, education usually consumes over 42% of the government recurrent budget making it the most costly service in the Country (Republic of Kenya 2001). With such a high budgetary allocation to education, the need for effective management of schools becomes a pillar of paramount importance. The Government, through the Education Act (Republic of Kenya 1968), authorizes that schools be governed by Board of Governors (BOGs). In Kenya management of secondary schools by BOGs came into place after independence following the recommendations by the Kenya Education Commission report of Ominde (Republic of Kenya 1964). This aimed at giving each its own personality and decentralization of authority for effectiveness. Education act Cap. 211 and sessional paper No. 1 of 2005 states that the Board of Governors have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials

(MOEST, 2005;Kamunge,2007). In sessional paper No. 6 of 1988, the government accepted the recommendations of the presidential working party on manpower training famously known as Kamunge report that: members of BOG and school committee be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions (MOEST, 1988). The BOGs would ensure strategic objectives set out in the Danesfield Vision 2010 were achieved within the school's budgetary limits.

The Education Act provided for the appointment of Board of Governors by the Minister for Education. Each Board is answerable to the Permanent Secretary in the Ministry of Education on matters concerning management of Secondary schools. In addition the Board is answerable to the Teachers Service Commission (TSC) on matters concerning behavior and, promotion of teachers (Republic of Kenya, 1999). This creation was provided for in the act and read as follows:

Education Act cap 211 (1978:7) Every maintained or assisted school rather than a primary school shall be managed by a BOG or otherwise as the Minister may direct.

The Education Act cap 211 (1968) stipulates that the BOG shall consist of the following members:

“A chairman appointed by the Minister in consultation with the voluntary Body, three persons representing the community served by the school appointed by the minister, four persons appointed by the voluntary organizations that in the opinion of the voluntary body in agreement with the minister should be represented in the board, not more than three other persons appointed by the minister after consultation with the board having regard to any special circumstances”.

The minister usually endorses names of BOG members who are proposed by a panel consisting of the Headteacher, Sponsor, representative of he provincial administration and the District Education Officer or his representative (Ministry of Education, 1987). The education act stipulates some particular management roles to be undertaken by BOG's.

They include: Planning and development of physical facilities for the purposes of teaching and learning in schools .Sourcing and management of school finances which includes receiving all fees, grants, donations and any other income to the school. B.O.G's are also expected to organize, monitor and supervise approved projects and programmes of the school. It's also the responsibility of B.O.G's to recruit, appoint and discipline members of the Non-Teaching Staff. B.O.G's also manage discipline of teachers and students in consultation with the TSC and Ministry of Education. B.O.G's are also expected to regulate admission of students in line with directions from the (Ministry of Education, 2004). The pivotal role of B.O.G's in school management has been highlighted even in past Education Commissions such as:- The national committee on education objectives and policies (Republic of Kenya, 1976) recommended the need to strengthen and delegate more power and authority to ground level management such as B.O.Gs and DEB for greater efficiency and effectiveness in education management. The report of the task force on students discipline and unrest in secondary schools (Republic of Kenya,2001) observed that B.O.G's are incharge of planning, development, budgeting of expenditure, sourcing of funds, discipline of students, teachers and the non teaching staff.

A report by the commission of enquiry into the education system of Kenya (Republic of Kenya, 1999) emphasized the pivotal role played by the B.O.G's in school management.

However the report said that the role of the BOG is to manage and not to govern and suggested that the name should be changed to Board of Management (BOM). According to Okumbe (2007:11), there are seven main roles of B.O.Gs which include:- formulation of sound policies, goals, and objectives in a given school and determining the methods of achievement of these objectives, procurement of resources necessary for the achievement of the objectives, organizing and coordinating the activities of the school to achieve its objectives, influencing and stimulating the human resource available, integrating the school and its activities into the set – up of the society,

evaluating the school activities in accordance with the blueprint and ensure both the staff and students are allocated duties in accordance with both their expertise and abilities.

Despite the expectations on the Board of Governors as regards their roles, 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 B.O.G's. the report of the commission of inquiry into the education system of Kenya (Republic of Kenya, 1999) also observes that management of educational institutions was found to be weak because most BOG members lack quality management capabilities.

While addressing a gathering in 2001 the then Nyanza P.C blamed students unrest on poor management and accused some BOG members of abdicating their responsibilities to handle affairs affecting their schools and instead engaged in private businesses, (Kenya Times 10th July 2001). There is an outcry everywhere regarding the performance of the B.O.G's in managing our secondary schools. This calls for an in depth research to establish the roles of the BOG's

1.2 Statement of the problem

Successful secondary school management practices in the learning institutions were undoubtedly a major prerequisite towards the realization of the countries educational objectives and the subsequent realization of the Millennium Development Goals (MDG). The report of the commission of inquiry into the education system of Kenya (Republic of Kenya, 1999) and the report of the Task Force on Students discipline and unrest in schools(Republic of Kenya, 2001) gave a similar conclusion that most B.O.Gs in our education institutions are actually ineffective.

There have been persistent political interferences, lack of dedication by the Board of the Governors and low levels of education of Governors. These aspects have led to poor management

in our schools, student's unrests, and generally our education institutions are now at crossroad with no direction. Headteachers have been left on the loose to mismanage schools due to ineffectiveness of the B.O.Gs (Mutai, 2002).

Kamau (1990) in a study on financial management practices in Kenya secondary schools revealed that many headteachers involved B.O.Gs in budgeting only as a matter of formality. Many headteachers preferred to work out their budgets and invite the BOG for a formal approval. All these complaints indicate how ineffective the B.O.G's have been in the school management. This propelled the need to carry out the study on how the members of B.O.G's are involved in performing their roles in the school management in Kasikeu Division in Nzau District. This kind of study had not been done in Kasikeu Division in the past.

1.3 Purpose of the study

The purpose of the study was to establish how effectively B.O.G's are performing their roles in the schools' management in Kasikeu Division in Nzau District.

1.4 Objectives of the Study

The study was mainly conducted to:-

- i. To establish the roles performed by the B.O.Gs in the school's financial management in Kasikeu Division in Nzau District.
- ii. To find out the roles played by the B.O.Gs in management of physical facilities and material resources in secondary schools in Kasikeu Division in Nzau District.
- iii. To determine the roles played by B.O.G's in management of students', teachers', and staff discipline in secondary schools in Kasikeu Division of Nzau District.
- iv. To establish how the B.O.G's have been involved curriculum and instruction management in Kasikeu Division in Nzau District.

- v. To establish the involvement of the B.O.G's in implementing education policies in secondary schools in Kasikeu Division in Nzau District.
- vi. To determine the effectiveness involvement of B.O.G's in school community relations in secondary schools in Kasikeu Division in Nzau District.

1.5 Research Questions

The following questions generated from the research problem guided the study:

- i. What were the roles performed by the BOG members in the school's financial management in Kasikeu Division in Nzau District?
- ii. What were the roles played by the B.O.G members in the management of physical and material resources in Kasikeu Division in Nzau District?
- iii. What were the roles executed by the B.O.G's in the management of students', teachers', and staff discipline in Kasikeu Division in Nzau District?
- iv. To what extent have B.O.G's been involved in curriculum and instruction management in Kasikeu Division in Nzau District?
- v. Have B.O.G's been involved in the implementation of education policies in schools in Kasikeu Division in Nzau District?
- vi. In what extent have B.O.G's been involved in school community relations management in Kasikeu Division in Nzau District?

1.6 Research Assumptions

All sampled schools have legally constituted Boards of Governors, all B.O.Gs in the sampled schools hold regular meetings, every sampled school has a TSC appointed headteacher, B.O.Gs play a significant role in school management, and respondents honestly responded to the questions in the instruments.

1.7 Significance of the study.

It was hoped that this study would help minimize some of the problems afflicting our schools like management of finances and student discipline which would activate the government to effect some of the recommendations made in the report of the commission of inquiry into the education system of Kenya (Republic of Kenya,1999) regarding secondary school management, in essence Boards of Governors. The study also hoped to add the already existing literature regarding school management having looked more keenly on one aspect that is BOG's. This would arouse the Ministry of Education to come up with a code of ethics for Board of Governors that would impress upon the Ministry to upgrade the minimum academic qualifications for B.O.G's. The study would impress upon the government to see the need to expand the already existing collaborative management practices in our education institutions, with particular emphasis on Board of Governors.

1.8 Limitations and Delimitations of the study

The study was limited to schools in Kasikeu Division of Nzau District, Eastern Province. This is an area in a rural set up and therefore the findings may not be adequate to generalize even in areas where we have extremely elite BOG members. The study was limited to public schools and therefore cannot be generalized for boards of directors in private schools. Sampling was used to identify the respondents and this may be subject to sampling errors. In undertaking the research some respondents may give responses that aren't genuine hence jeopardizing the outcome of the study. Data was only gotten from the B.O.G members and head teachers leaving other important stakeholders like PTA, education officers and teachers who could be holding different opinions. The study delimited itself on the BOGs in performing their roles in school management specifically in the following areas: financial management, physical and material resources

management, management of students, teachers and staff discipline, curriculum and instruction management, implementation of educational policy and management of school community relations. Ten secondary schools were sampled out of the sixteen schools in the Division. A simple random sampling criterion was used to select the ten schools. In every sampled school, there were three respondents, that is, the head teacher and two BOG members. The study mainly focused on the BOGs role in the management of secondary schools in Kasikeu Division in Nzau District.

1.9 Scope of the study

The study was carried out in Secondary schools in Kasikeu Division of Nzau District, Eastern province of Kenya. Ten Secondary schools were sampled out of the sixteen schools in the division. A simple random sampling criterion was used to select the ten schools. In every sampled school, there were three respondents, that is, the head teacher and two BOG members. The study mainly focused on the BOGs roles in the management of secondary schools in Kasikeu Division in Nzau District.

1.10 Theoretical Framework

Many of the classical writers were concerned with the improvement of management as a means to increasing productivity. A major contributor to this approach was Taylor (1856-1917)- who is considered the “father” of scientific management. He considered that all work process could be analyzed into discrete tasks and that by scientific method it was possible to find the ‘one best way’ to perform each task (Dublin 1989). Each job was broken down into component parts each part timed, and the parts rearranged into the most efficient method of working.

Taylor was a believer in the rational – economic needs concept of motivation. He believed that if management acted on his ideas, work would become more satisfying and profitable for all concerned. Obtaining the highest possible wages through working in the most efficient and

reproductive way would motivate workers. Taylor was concerned with finding more efficient methods and procedures for co-ordination and control of work. He set out a number of principals to guide management. These are the development of a true science for each person's work, the scientific selection, training and development of the workers, co-operation with the workers to ensure work is carried out in the prescribed way and the division of work and responsibility between management and workers (Dublin 1989). This theory is applicable in the current study in that BOG members in secondary schools in Kasikeu Division could be compared to workers in an organization, whose participation should lead to efficient and effective operations of the organization. For BOG's to perform their roles effectively there is need, as Mutai (2002) observed, for careful selection of members, continued training and proper co-operation as the theory emphasizes. The school BOG,s being the governing arm of the school, should have unstrained relationships with the school administration, teachers, parents, and the entire community for efficient and effective running of the school.

1.11 Conceptual Framework

From Fredrick Taylor's theory of scientific management, it has emerged that there are a number of principals that should guide management for efficient co-ordination and control of work. These are the development of a true science for person's work, the scientific selection, training and development of the workers, co-operation with the workers is carried out in the prescribed way and the division of work and responsibility between management and the workers (Dublin 1989). The study would focus on how the members of the B.O.G's were involved in applying Taylor's principles while performing their roles in school management in Kasikeu Division in Nzaui District. The major task was to establish how the Boards of Governors were involved in performing their roles in school management in Kasikeu Division Nzaui District.

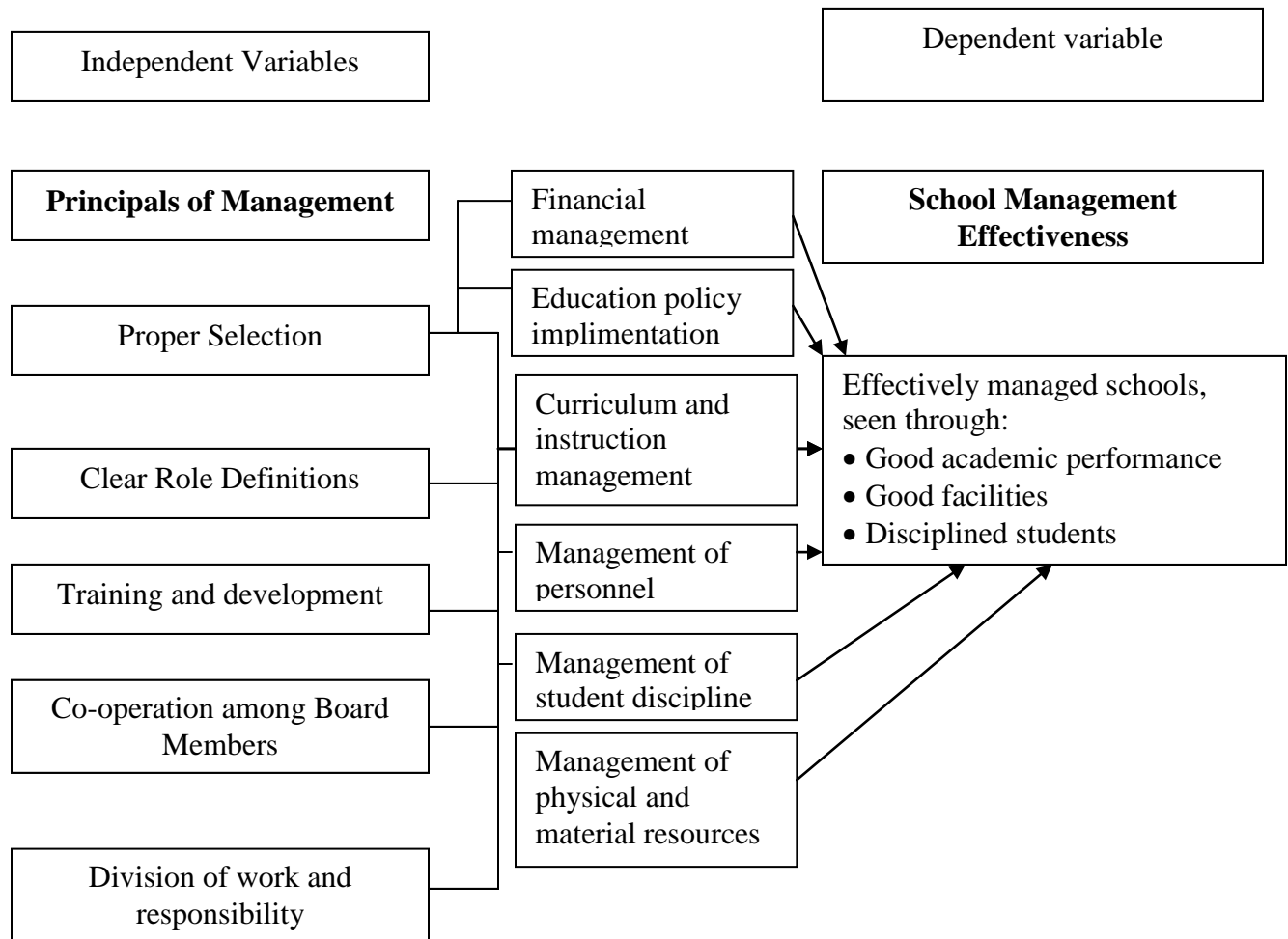
The major thesis of the study was that well managed schools are those where BOGs members were properly selected, roles of BOGs are already communicated, BOG members are trained/ educated, there is cooperation among members and division of work and responsibility is practiced among the Board members. On the other hand, schools where these values are lacking will be poorly managed.

For any board of Governors to effectively manage the school and produce the desired results then they must have certain qualities that should enhance their management which were entailed in Taylor's major principles which include:- proper selection, clear role definitions, training and development, cooperation among board members and division of work and responsibility as presented in the conceptional flow chart in figure 1.1

Training on management, Good academic or level of education, dedication to duty, focused, results oriented and Development conscious as presented in the conceptual flowchart in Figure 1.1

Figure 1.1 conceptual Framework

Indicators showing school management by BOGs.



1.11 Operational Definition of Terms

Board of Management - A body entrusted with responsibility of directing the operations of an organization.

Board of Governors (BOG's): A body consisting of person's appointed by the minister of Education to manage the affairs of a secondary school on behalf of the Minister.

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

Management: Directing the school through planning, organizing Co-ordinating and controlling of its material and human resources towards achieving the school objectives.

Participative Governance: Active involvement of stakeholders in the affairs of the school.

Public schools: These are schools maintained with public funds.

Role: The stipulated and unstipulated duties of the BOG to the school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The roles of Board of Governors have been tackled by various bodies in this country including past reports on education. This chapter specifically highlights some past literature that has handled the role performance of Board of Governors, which is the subject under study.

In this section, a review of roles played by Board of Governors in school management is presented, based on the various administrative tasks of school heads, this management of school finance, management of material and physical resources, management of student personnel and management of school community relations.

2.2 Financial Management

This is the management of all school financial activities, which involve disbursement of money. The money is obtained through various sources such as fees. According to Olosky et al, (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The authors explain that ideally financial management is meant to:

Facilitate proper use of school funds that have been allocated to various activities of the school programme. To exercise control over the process of fiscal management in order to guarantee that the entire financial process has integrity and purpose. To make the greatest use of personnel, facilities, supplies equipment and other factors involved in accomplishing educational objectives.

The responsibility of the BOG in terms of fiscal management revolves around preparation of the school budget, accounting and auditing. In budgeting, the budget drawn should be based on a thorough investigation of the educational requirements of the school and it should be in accordance with the school financial regulations.

Inyega (1997) notes that money is useful only if it is used to improve teaching and learning. Thus money enables the services of the personnel, the buildings, the equipments, the suppliers and other items necessary to the operation of a school to be paid for. Swatz (1985) notes that constraints imposed by limited money in organization make managers unable to purchase the best equipment and land that might be required by the organization.

Odali (1984) observes that unless a headteacher knows his or her budget and how to collect money for the improvement of physical facilities and proper keeping of school records, he or she will basically find himself in problems. The author notes that the BOG has a role to play in coordinating parents association to raise funds for schools' developments and the board is to assist them in estimating the cost of putting up school facilities. He adds that if school BOG members lack proper training in financial

Management, they may experience problems when making school budgets and accounting for the expenditure in financing the school programmes by parents. The insufficient funds in schools also lead to administrative constraints to BOG members especially in situations when they need to purchase materials or put up structures for the educational programme. There is inadequacy of finances to sponsor school programmes due to low income of most parents in rural areas of Kenya.

Blanchard (1989) observed that after the 1986 Education act in Britain the governors were given among other enhanced responsibilities the power to modify the local authorities' curriculum policy statement and the responsibility for an element of the school budget. Governing bodies become accountable to parents with annual reports .Blanchard (Ibid) further observes that governors were free to decide on how many teachers to employ, how much money to spend on teaching and learning materials and how much should be spent on maintenance and repair to the fabric of the building.

The report of the Presidential working party on education and manpower training for the next decade and beyond (Republic of Kenya, 1988), popularly known as the Kamunge report, did observe that budgetary constraints on the part of Government resulted to adverse economic conditions among other reasons and increase in demand for secondary education brought a shift to cost sharing policy. The policy enforced a heavy burden on parents and communities and therefore demands efficient management on part of BOG/PTAs who would require skills and knowledge to enhance professional management of resources entrusted to them.

Okumbe (1999) states that financial management in the education 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 BOGs.

2.3 Staff Personnel Management

Macharia (1984) observes that teachers in Kenya have been dissatisfied with their jobs. The National Union of Teacher (KNUT) has positively called for better Terms of service. The persistent industrial actions by teachers in Kenya in the recent past are an indication of job dissatisfaction. Appleby (1969) highlighted that when morale is low, work is of poor quality and problems of high labour turnover and absenteeism arise.

According to the commonwealth secretariat Report (1995), the efficient use of other resource depends on its skill and performances of the teacher within the educational systems. How they use their time, the financial resources provided, the school building and its environs and the textbooks and equipment made available are crucial in determining the eventual quality of the education provided.

Onyango (2001) on concordance emphasizes that the human resource is the most important aspect in a school organization. He adds that teachers comprise the most important staff in the school. However, the contribution made by other staff members such as secretaries, bursars, accounts, clerk, matron, nurses, messengers and watchmen is also important. To Dean (1995), the BOG's responsibility in human resource management involves:

Leading and motivating staff, delegating responsibilities effectively and conflict management

Grainger, (1994) emphasizes that leading and motivating staff requires certain specific skills on the part of the head teacher, who acts as the chief executive to the BOG. It is widely acknowledged that in organizations where managers show empathy and care about the staff, the productivity of the staff is high. The BOG should therefore be able to use motivators like the staff's needs for achievement, recognition, responsibility, personal growth and advancement potential. Other needs such as psychological, sociological and security needs should not be neglected. They are the basic needs that the staff will strive to achieve first before thinking about other high needs.

Bell and Rhodes (1996), say that the implementation of the 1986 Act in Britain Governors had a more direct role to play in the staff appointments and should it arise in disciplinary procedures including those relating to dismissal. Deployment and dismissal of staff had been devolved to schools.

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.

2.4 Curriculum and instruction Management

Paisley (1992) says that school governors have a direct responsibility for the quality of education provided in the school. It can certainly be argued that members of the governing body are

not external to the school and in reality they are where governors often less confident in expressing their views is curriculum.

Bell and Rhodes (1996) say that following the 1988 educational Reform Act in Britain Governors were to ensure that the national curriculum is followed in their schools and also produce a statement of aims for their school. The governors hence had a more central role to play in management of 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 governors. She further says the assumption that the curriculum is a professional preserve is a recent development that arose from the neglect of that responsibility by those who are supposed to exercise it and those who had been responsible since the earliest days, the governors.

Evwrand and Morris (1985) observe that governors were expected to exercise greater collective responsibility for the content of the curriculum, the deployment and utilization of resources and the routine decisions which are taken about children and the ways in which they are to be taught. She further says that governors will have to be aware of what teachers have to do in order to implement the national curriculum.

2.5 Management of School Community Relations

A school is a social institution responsible for promoting social interests and it is the responsibility of communities to look after the school in terms of buildings and furniture.

Kaime (1990) notes that community participation on the implementation of an educational innovation is paramount so that the community member may see the need for the innovation in meeting their needs. Spain et al. (1956) notes that the school is miniature community. It is a basic

component of the much larger community. The way the school relates with the community is important. Spencer et al.

(1989:63) underscores the importance of school-community relations, noting that schools were formed by society, within society and for society so that through its children, society would retain its identity and its viability. To Spencer et al (ibid), the concept of 'school' inherently embraces the interaction between society's communities and its teaching-learning institutions. Hence, effective education is a function of community and school interaction.

Onyango (2001) emphasizes that it is the responsibility of the BOG's to promote school community relations. Dean (1995) notes that parental attitudes towards the school do make significant differences to children's performance. Therefore the secondary school headteacher, working with BOG, has to work for improved relations between the school and the community. He/she should seek to foster a good working relationship with the BOG and Parents Teachers Association (P.T.A)

The B.O.G constitute members of the school community, among others, is the supreme school management body whose responsibilities encompass management of finances, Physical resources, discipline etc. and ensuring the implementation of policy relating to secondary school education. Onyango (2001) highlights that headteacher should get the governors to closely know the school, to share in its expectations, needs, problems and successes. Similarly also, the headteacher should strive to work closely with the P.T.A.

The P.T.A is also an important means of informing parents about school activities. It is also important for the headteacher to cooperate with teacher agencies or organizations in the community that renders important services to the students in the school.

Campbell (1983) emphasizes that education is a public venture and will be no better than the community want to have it. Lello (1993), in identifying jobs that governors were expected to do said that governors should foster good relations with parents and the local community.

Poster (1971) says that a school observes and responds to the social needs by approaching and modifying its environment and in turn it is modified as a result of the experience.

Recognition by the school of its place in the community will have its effects on the curriculum where the social relevance is desirable. Poster (1971) says that an effective governing body can do much to extend the schools influence in and contribution to the community.

2.6 Management of physical and material resources

Onyango (2001) explains that material resources are those resources designed, modified and prepared to assist in teaching and learning. Such resources include textbooks, reference books, teachers' guides, manuals, journals, magazines, reports, charts, maps and raw materials such as laboratory chemicals, wood and metal. He explains that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and use of the materials whether by individuals or groups.

Odali (1984) observes that the responsibility of putting up classrooms buying furniture, putting up teachers' houses and building of enough toilets in school has had a big burden on parents most of whom are poor. Due to inflation and poverty many parents don't have enough money to contribute towards school projects willingly. This inability by most parents to contribute towards the improvement and expansion of school facilities creates a lot of administrative constraints to schools, as students have to study in overcrowded classes. This means that the BOG has got a major role to play in management of physical and material resources. Dean (1995) notes that it is the

responsibility of the BOG 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 books, apparatus and other materials. This is a major role of BOGs.

Mutai (2002), quoting Writ (1974), said that school boards raise local revenues for instructional programmes, construction of facilities and provision of textbooks. This remains a major role of BOGs.

2.7 Management of student personnel

According to Mbiti (1974), school discipline is system of arranging conditions for healthy learning and living and that it is the responsibility of teachers to maintain discipline in their schools by helping their staff and pupils develop unique and individual personalities with a cultural background and group consciousness. The school administration therefore involves students to make choices in life reasonably and independently through guidance and counseling.

Kochlar (1993) underscores that the student has a very important place in the school system, as it is for them that all educational programmes are organized. Onyango (2001) states that the headteacher, who is the chief executive to the BOG, has the overall responsibility of all activities relating to students. He emphasizes that the responsibilities revolve around organizing and accounting for students, provision of special services and managing student 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 functions of BOGs the BOGs are expected to oversee the discipline of pupils and teachers. On the same note, Becket (1991) says that governors 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 governors have a role to play in exclusions.

Nandasaba (2001) blamed Boards of Governors for abdicating their responsibilities of handling students affairs to enhance discipline. Aringo (1987) on the other hand urged secondary school boards to exercise complete control over discipline of the schools. He further asserted that boards must ensure that teachers and students were disciplined. The report of the task force on indiscipline and unrest in schools (Republic of Kenya, 2001) blamed governors for abdicating their roles in enhancing discipline in schools.

2.8 Summary of literature review

The studies that have been done in regard to role performance of B.O.G's have only exemplified the functions of B.O.G's. The available literature has not looked at how effectively BOG's have been able to execute these functions. This is the gap that this study is intended to make BOG's more effective in their role performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an insight into the research methodology that was used in establishing the role of Boards of Governors in the management of secondary schools in Kasikeu Division in Nzau District. This chapter focuses on research design, location of the study, sample and sampling procedures, research instrument, piloting, data collection and analysis.

3.2 Research Design

The descriptive survey design was used to carry out this study. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2004). It can be used when collecting information about peoples' attitudes, opinions, habits or any of the variety of education or social issues.

Surveys are very reliable when one wants to measure the characteristics of a large population. Descriptive methods are unusually popular in obtaining data used in evaluating present ways of doing things and establishing basis for action. Kerlinger (1983) asserts that survey design allows the researcher to study variables as they exist. For this study the researcher had no power to manipulate such variables as decision making, resource management, provision of physical facilities and supervision of approved school projects.

This study basically sought to investigate in depth the role performance of B.O.Gs in school management in Kasikeu Division in Nzau District.

3.3 Location of the study

The study was conducted in Kasikeu Division Nzau District, Kenya. It is among the Divisions namely: Kilome, Kiuo, Matiliku and Nguu Division in Nzau District .Nzau District

boarders other Districts such as: Makueni (in East), Mbooni(North),Kajiado(West) and Kibwezi to the south . The District receives unreliable short and long rains since most parts of the District is semi-arid. The headquarters of the District is found at the Matiliku Divisional headquarters. The study was conducted in this division because it has different types of schools such as public boarding schools, day schools, private schools among others. This is not a common phenomenon in other divisions in the district. The population of the District is low due to poor conditions engulfing the District, which has greatly influenced the location of schools as well as enrolment in those schools.

3.4 Target population

This study mainly targeted members of Board of Governors and headteachers of public secondary schools in Kasikeu Division in Nzau District. This targeted population was captured only in public schools. The division has total of sixteen secondary schools but two are privately managed. As such the focus was only on the 14 public secondary schools. The 14 secondary schools have a target population of one hundred and sixty (160) members of board of governors and fourteen (14) headteachers.

3.5 Sample and Sampling procedure

The study targeted all 16 secondary schools in the division which have a total of 160 BOG members. Due to the fact that the population from where this sample is drawn is not homogenous, stratified sampling was used to obtain a representative sample of 10 schools. According to Krathwohl (1993) researchers classify the units in the sampling frame into the strata on the basis of the a characteristics that if properly represented in the sample it may bias the inferences the researcher makes.

According to Mugenda and Mugenda (1999), the goal of stratified sampling is to achieve desired representation from various subgroups in the population. In stratified random sampling the subjects were selected in such a way that the existing subgroups in the population are more or less produced in the sample. For the purpose of this study the identified strata were: Provincial Boarding school (Boys), Provincial Boarding school (Girls), District school Boarding (Mixed) and District school day (Mixed).

The sample size for schools was 20% of the target population that is four out of sixteen schools. The four schools have a total of 64 members of the BOGs. Table 3.1 shows the sampling procedures for the schools.

Table 3.1 Sampling Procedure for schools

School type	Target population	Sampled schools	Percentage (%)
Public secondary schools	16	10	62.5%

Source: Researcher

Stratified sampling was used to select the BOG members from sampled schools to be included in the study. In stratified random sampling, the population is first subdivided into two or more mutually exclusive segments, called strata, based on categories of one or a combination of relevant variables. Simple random samples were then drawn from each stratum, and then these sub – samples are joined to form the complete stratified samples (Orodho, 2004).

We have four stratum in this case namely: Provincial Boarding School (Boys), Provincial Girls schools, District school Boarding (Mixed), and District school day (Mixed).

Headteachers in all sampled 10 schools under study were included in the study.

In the four strata 62.5% of members of the BOG were selected from each stratum. This percentage is higher than the minimum of 10% recommended by research authorities such as Gay (1992).

3.6 Research instruments

Three research instruments were used in carrying out the research and facilitating gathering of information: questionnaires, interview schedule and observation guides.

Details of each of the instruments were given below.

3.7 Questionnaires.

A questionnaire is an instrument used to gather data, which allows measurement for or against a particular viewpoint (Orodho, 2004). It is composed of a list of questions that relate to the topic under study. This is given to targeted people in the field who in turn give their responses. The desired information is then extracted from the questionnaires. Questionnaires have a big advantage in that so much information can be gathered and analyzed within a short time since they are presented on paper there is no opportunity for interviewer bias. Questionnaires were used due to fact that the researcher was able to gather information from the field in a relatively short period. They also offer a considerable advantage in administration. They present an even stimulus potentially to a large number of people simultaneously and provide the investigator with an easy accumulation of data (Kerlinger 1983).

There were two school management questionnaires, one for BOG members and another for headteachers. The designing of the questionnaires was targeting to capture the role performance of Board of Governors in regard to their functions such as Financial management, curriculum and instruction management, development of school strategic plans, management of personnel, management of student discipline, management of physical and material resources and management of school community relations.

3.8 Interview schedules on school management.

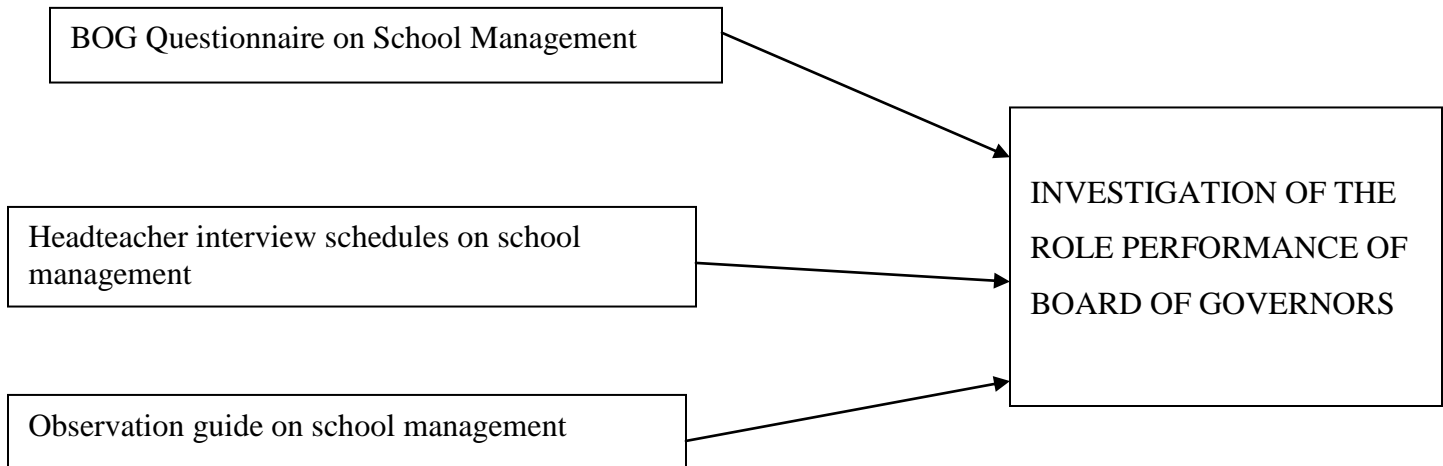
This involved the researcher meeting face to face with the Headteachers and BOG members in the target groups. It involved direct discussions too. Interview schedules make it possible to obtain the data required to meet the objectives of the study (Orodho, 2004).

3.9 Observation Schedule on School Management

This is a tool that provides information about the actual behavior. Direct observation allows the researcher to put behaviour in context and thereby understand it better (Orodho and Kombo, 2002). The researcher was able to interact with the BOG members in the course of discharging their duties hence be in a position to observe their role in school management.

These research instruments can be summarized as shown below.

Figure 3.1 Research Instruments



Source: Researcher

3.10 Reliability and Validity of Research Instruments

Reliability of an instrument is the consistency in producing a reliable result. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure the theoretical concept (Orodho, 2004). The researcher used the split-half method. The

split half technique of assessing reliability requires only one testing session. The research instrument was split in two halves. The testing involved splitting the test into two halves and finding the extent of correspondence or reliability between the two halves. In computing split halves reliability the test items are divided into two halves, each half scored independently of the other with the items of the two halves matched on content and difficulty.

Validity is the degree to which a test measures what it purports to be measuring. This is how well a test measures what it is intended to measure. Validity can also be said to be the degree to which results are obtained from an analysis of data actually represent phenomenon under investigation (Orodho, 2004).

In the interest of the study the researcher sought assistance from the experts who are Lecturers at Kenyatta University to ascertain the face and construct validity of the instruments used and a pilot study.

3.11 Pilot Study

A pilot study was carried out in one of the schools in the division before the main research is rolled out to the other schools. In this instance all the research instruments were pre-tested to ascertain their suitability well in advance. The school under pilot study was not included in the sample that will be used. In this pilot school one headteacher and two of Boards of Governors were involved. The findings from the pilot study assisted the researcher to fine tune all the instruments well in advance.

3.12. Data Collection Procedure

The researcher applied for authority from the Ministry of Education Science and Technology which enabled him go to the field and collect data. The researcher also got an

introduction letter from the Department of Educational Administration, Planning and Curriculum Development Kenyatta University ascertaining that the researcher is a bona-fide student of the University.

The researcher in person delivered all questionnaires to the respective respondents and collected them after about one week.

The researcher also interviewed BOG members and headteachers and recorded data appropriately. After all data was collected the researcher appreciated in writing the cooperation of all the respondents involved in the study.

3.13 Data Analysis

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. All the questionnaires were ascertained for completeness before analysis starts. Discrete data from the responses will be crucial in answering the research questions that had been generated.

Descriptive statistics was used to analyze data and information generated was tabulated by use of frequencies and percentages. Mugenda and Mugenda (1999) assert 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.

Once the questionnaire and other instrument were administered, the mass of raw data collected was systematically organized in a manner that facilitates analysis. To permit quantitative analysis data was converted to numerical codes representing attributes on measurement of variables. Graphical representation of data which is variable supplement to statistical data will also be 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 sciences (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 made.

CHAPTER FOUR

DATA ANALYSIS

4.0 Introduction

This chapter covers data analysis for the study. The purpose of the study was to establish how effectively Board of Governors perform their roles in school management in Kasikeu division of Nzau district in Kenya. The study has six objectives:-

- a) To determine the role of BOGs in financial management
- b) To establish the role of BOGs in the management of physical and material resources.
- c) To establish the role played by the BOGs in management of student discipline and human personnel.
- d) To determine the role of BOGs in curriculum and instruction management.
- e) To establish the role played by BOGs in education policy implementation.
- f) To find out the role of BOGs in management of school community relations in Kasikeu Division.

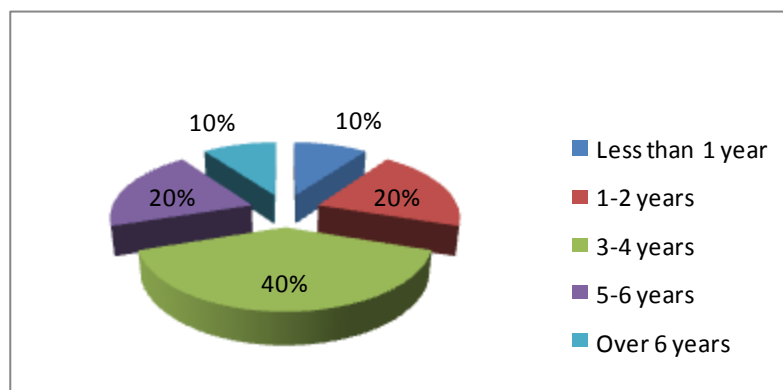
The data analysis is organized along these objectives, but first the demographic data of study participants is presented.

4.1 Demographic Data of Study Participants

Twenty BOG members took part in the study, two each from the ten sampled secondary schools in Kasikeu Division in Nzau District in Kenya. The data analysis was conducted on both qualifications and occupations of 20 BOG members in Kasikeu Division in Nzau District. The data analysis showed that majority of the BOG members served for more than three years. It also showed that most of the BOG members were unemployed (Figure 4.2) and few members of the BOGs were graduates. (Table 4.1). The study found that, 4 (20%) BOG members had served in the

position for less than one year (FIGURE 4.1), 4(20%) had served for 1-2 years ,8(40%) had served for 3-4 years, 2(10%) had served for 5-6 years and 2(10%) for more than six years.

Figure 4.1. Number of years served as BOG members



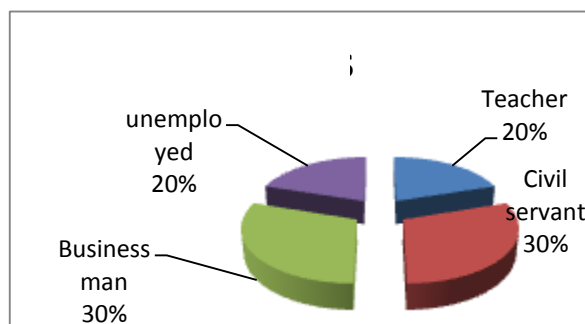
The study also showed that, 8 (40%) BOG members had ‘O’ level academic qualification, 8(40%) had diplomas while 4(20%) were graduates. Most of the bog members were non graduates and there was need for the access of more education in the Division to increase graduates in the BOGs in the Division.

Table 4.1 Academic qualifications of BOG members

Academic qualification	No.	%
‘O’ level certificate	8	40
Diploma	8	40
University graduate	4	20
TOTAL	20	100

Professionally,4(20%) BOG members were businessmen ,4(20%) were civil servants, 4(20%) were teachers, while 8(40%) were unemployed (Figure 4.2)

Figure 4.2 Occupations held by BOG members



According to the study, 10(50%) BOG members had attended workshops on role of BOGs while 10(50%) had not. The study found that there was need to conduct more workshops to help the BOG members acquire more skills and knowledge on how to manage secondary schools in the Division.

4.2 BOGs Roles in financial Management.

The first objective of the study was to establish the role of BOGs in financial management. Table 4.2 shows that 8(40%) members were always involved in preparation of the school budget ,another 8(40%) were sometimes involved while 4(20%) were unaware of school budget preparation role. On the other hand 12(60%) were always involved in approval of school budgets, while 4(20%) were sometimes involved , 2(10%) BOG members were never involved while another two (2) were unaware of the budget approval role.

Asked to indicate how they were involved in analyzing the monthly trial balance 8(40%) members of BOG reported being always involved , another 8(40%) were sometimes involved, while 4(20%) were rarely involved in the secondary scools in Kasikeu Division in Nzau District.

Table 4.2 Roles of BOG members in Financial Management

Roles of BOGs in financial management										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Prepares school budgets	8	40	8	40	0	0.0	0	0.0	4	20
Approves school budget	12	60	4	20	0	0.0	2	10	2	10
Analyzes monthly trial balance	8	40	8	40	4	20	0	0.0	0	0.0
Discusses audit reports	8	40	4	20	4	20	4	20	0	0.0
Organizes fund raising activities ton fund school programmes	8	40	8	40	2	10	0	0.0	2	10
Is involved in school’s strategic planning	12	60	6	30	2	10	0	0.0	0	0.0

KEY: A – Always S- Sometimes R- Rarely N- Never U – Unaware

According to the findings, 8(40%) BOGs were always involved in discussing audit reports,4(20%) were sometimes involved,4(20%) were rarely involved while only 4(20%) were never involved. In organizing and raising funds for school programmes , 8(40%) BOGs were sometimes involved, another 8(40%) were always involved , 2(10%) were rarely involved while only 2(10%) was unaware of this role. The BOG members were asked whether they were involved in the school’s strategic planning to which 12(60%) of them were reported that they were always involved, 6(30%)of them were sometimes involved while only 2(10%) was rarely involved.

Of the ten headteachers who took place part in the study,8(40%) reported that BOG members in the school were always involved , 5(25%) were sometimes involved in the financial management roles, with only 5(25%) stating that BOG members were rarely involved in school’s strategic planning.

The overall BOG members involvement in financial management was calculated by finding out the average involvement for all the items representing various financial management functions. Figure 4.3 shows how the BOG members scored on the overall involvement in financial management matters.

Figure 4.3 BOG overall involvement in financial management

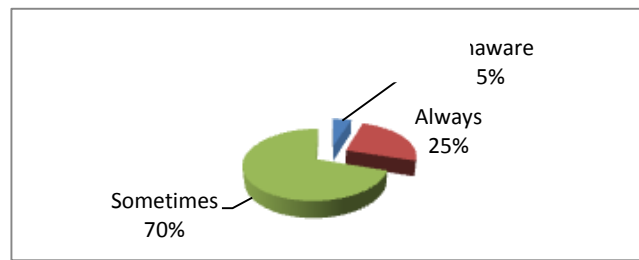


Figure 4.3 shows that 14(70%) of overall of the BOG members were sometimes involved in financial management matters 5(25%) were always involved, while 1(5%) were not aware of their financial management roles. Most of BOG members were sometimes involved in financial management in secondary schools in the Division (Table 4.2). Few members were either rarely involved or unaware of the financial management in secondary schools in the Division.

4.3 BOG Members’ Role in Management of Physical and Material Resources

The second objective of the study was to establish the role of BOGs in management of physical and material resources.

Table 4.3 shows the role performance of BOG members in management of physical and material resources.8(40%) BOG members reported that they were always involved in availing funds for buying text books,8(40%) were sometimes involved ,while 4(20%) were rarely involved. 12(60%) of them were always involved in mobilizing resources to put up physical structures like dormitories, classes and laboratories,6(30%) were sometimes involved, while only 2(10%) were rarely involved.

Table 4.3 Roles of BOG Members in Management of physical and Material resources

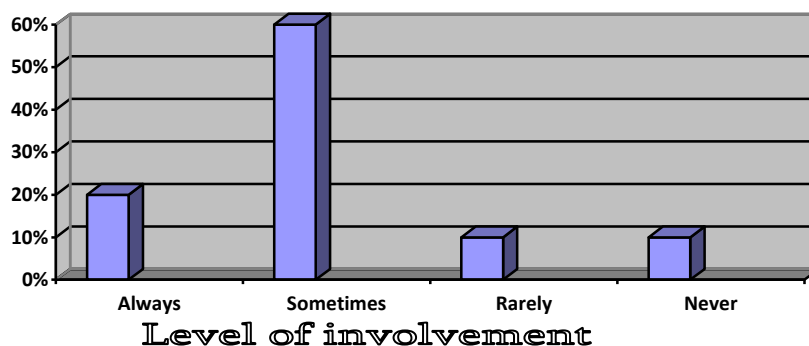
Roles of BOGs Management of Physical and material resources										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Avails funds to buy text	8	40	8	40	4	20	0	0.0	0	0.0
Mobilizing resources to put up physical structures like Dorms, classes, labs workshops	12	60	6	30	2	10	0	0.0	0	0.0
Finances purchase of furniture	10	50	4	20	4	20	2	10	0	0.0
Maintains buildings by way of face lifting them	8	40	6	30	2	10	2	10	2	10
Ensures that the school's lab is well equipped	12	60	4	20	0	0.0	4	20	0	0.0
Finances maintenance of the school bus	10	50	4	20	2	10	2	10	2	10
Does an audit of the schools facilities annually	8	40	4	20	0	0.0	4	20	4	20

Key: A- Always S-Sometimes R-Rarely N-Never U – Unaware

Table 4.3 further shows that of the 20 BOG members ,12(60%) reported that they were always involved in ensuring that the school laboratory were well equipped,4(20%) were sometimes involved while another 4(20%) were never involved. The study shows that 8(40%) BOG members were always involved in maintaining the building by way of face lifting them,6(30%)were sometimes 2(10%) was rarely involved,2(10%)was never involved while 2(10%) was unaware of the role. The study shows 10(50%) of the members reported that they were always involved in financing the purchase of furniture,4(20%) reported that they were sometimes involved,4(20%) reported that they were rarely involved and 2(10%) was never involved. According to the study 8(40%) BOGs reported that they were always involved in auditing the school facilities annually, 4(20%) were never involved while another 4(20%) were sometimes involved, and 4(20%) were unaware of the role.

The overall role performance of BOGs in management of physical and material resources is shown in figure 4.4

Figure 4.4 BOGs overall involvement in management of physical and material resources



The study shows that, 4(20%)of BOG members were always involved,12(60%) were sometimes involved,2(10%) was rarely involved while another 2(10%) was not involved or not aware of the BOGs roles in management of physical and material resources.

All the 10(100%) head teachers reported that the BOG members in their schools were always involved in availing funds to buy text books, put up physical structures, purchase furniture’s and equipping of laboratories,however,5(50%) head teachers each reported that BOGs in their schools were never involved in maintenance of buildings and school buses. Most members of the BOGs were sometimes involved in physical and material resources management while few members were involved or not aware.

4.4 Roles of BOG members in management of student discipline

The third objective of the study was also to establish the role played by BOGs in management of the student discipline. Asked the involvement in financing counseling session for students (Table 4.4), 4 (20%) BOG members reported that they were always involved, 8(40%) were sometimes involved, 4(20%) were rarely involved while 4(20%) were never involved and 1(10%) was unaware. The study shows that 14 (70%) members of BOG were always involved in student discipline, 4(20%) were sometimes involved while 2 (10%) was never involved. Regarding

obtaining reports on discipline during BOG meetings, 14(70%) were always involved, 4(20%) were sometimes involved while 2(10%) was unaware of this role.

Table 4.4 further indicates that 14(70%) of the BOG members were always involved in consulting and supporting the headteacher on matters of student discipline, 2(10%) were sometimes involved, 2(10%) never involved and 2(10%) were unaware, 12(60%) BOG members were always involved in following the laid down procedure on the matters of discipline. 4(20%) BOG members were sometimes involved on this, 2(10%) was rarely involved while another 2(10%) was unaware.

Table 4.4 Roles of BOGs Management in student discipline

Roles of BOGs Management in student discipline										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Finances counseling sessions in school	4	20	8	40	4	20	4	20	0	0.0
Is involved in matters of student discipline in school	14	70	4	20	0	0.0	2	10	0	0.0
Gets reports on discipline during BOG meetings	14	70	4	20	0	0.0	0	0.0	2	10
Consults and supports the head teacher on matters of discipline	14	70	2	10	0	0.0	2	10	2	10
Determines the selection of student to join the school	6	30	8	40	4	20	2	10	0	0.0
Motivates the student to work harder	12	60	4	20	2	10	1	10	0	0.0
Follows the laid down procedure on the matters of discipline.	12	60	4	20	2	10	0	0.0	2	10

Key: A –Always S-Sometimes R_Rarely N-Never U-Unaware

The overall involvement of BOG members on matters related to management of student discipline is presented in figure.

Figure 4.5 BOG overall involvement in management of students discipline

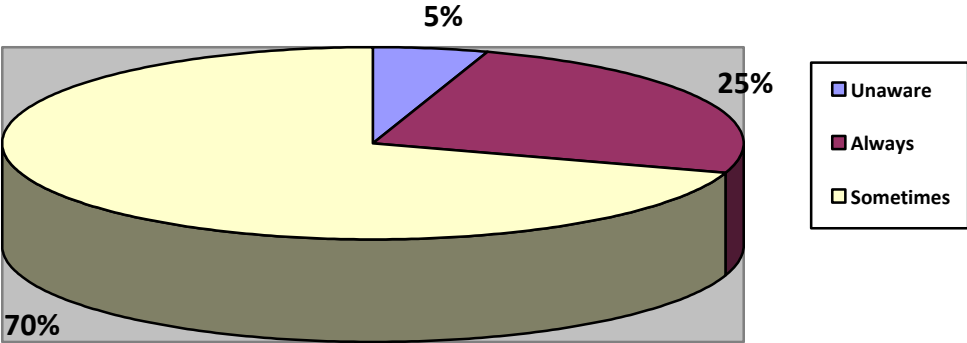


Figure 4.5 shows that 5(25%) of the BOGs were always involved in management of students discipline 14(70%) were sometimes involved while 1(5%) were not aware of their roles in management of students discipline.

All the four headteachers reported that BOGs in their school were always involved in matters of student discipline.

4.5 BOG Members’ Roles in Management of Personnel.

The third objective of the study was also to find out the role played BOG’s in management of personnel.

The BOG members were asked to state whether they were involved in:

Recruitment of teachers and non teaching staff, Financing teachers to attend refresher courses, Annual appraisals for its employees, Motivating teachers and non teaching staff, Matters of teachers and non teachers discipline.

They responded to this issues as summarized in table 4.5.

Table 4.5 Roles of BOG members in management of personnel

Roles of BOGs Management of Personnel										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Is involved in recruitment of teachers	6	30	10	50	2	10	2	10	0	0.0
Is involved in recruitment of non teaching staff	18	90	1	10	0	0.0	0	0.0	0	0.0
Finances teachers to attend refresher courses	8	40	4	20	4	20	4	20	0	0.0
Does annual appraisals for its employees	4	20	8	40	2	10	4	20	2	10
Motivates teachers	10	50	4	20	2	10	2	10	2	10
Motivates non teaching staff	4	20	6	30	4	20	4	20	2	10
Is involved in matters of teachers discipline	12	60	4	20	2	10	0	0.0	2	10
Is involved in matters of non teaching staff discipline	12	60	4	20	0	0.0	2	10	2	10

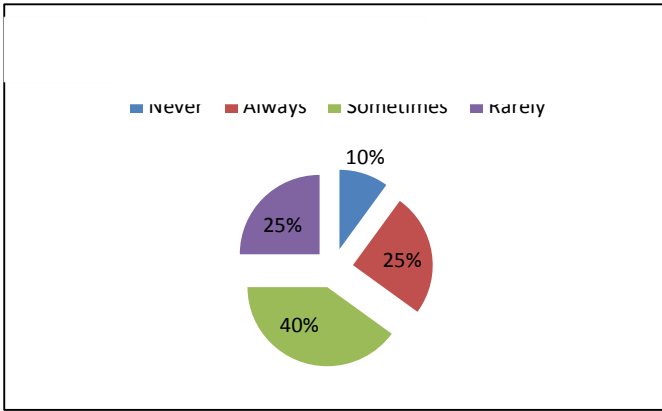
Key: A-Always S- Sometimes R-Rarely N-Never U-Unaware

Of the 20 BOG members who took part in the study 6(30%) were always involved in the recruitment of teachers, 10 (50%) were sometimes involved, 2(10%) was rarely involved while another 2(10%) never took part. According to the findings, 18 (90%) BOGs were always involved in recruiting of non teaching staff while 2(10%) were sometimes involved. Asked whether they were involved in financing the teachers to attend the refresher courses, 8(40%) of them were always involved, 4(20%) of them were sometimes involved, another 4(20%) were rarely involved , while 4(20%) were never involved. During the annual appraisals for the employees, 4(20%) were always involved, 8(40%) were sometimes involved, 2(10%) were rarely involved, 4(20%) were never

involved while only 2(10%) was unaware. The study shows, 10(50%) of the BOG who took part in the study were always involved in motivating teachers, 4(20%) of the BOG members were sometimes involved, 2(10%) were never involved, 2(10%) were rarely involved, while only 2(10%) was unaware. Of the 4(20%) were always involved in motivating non teaching staff, 6(30%) were sometimes involved, 4 (20%) were rarely involved, 4(20%) were involved while 2(10%) was unaware of the role. In matters concerning researchers discipline 12(60%) BOGs were always involved , 4(20%) were sometimes involved, 2(10%) were rarely involved while another 2(10%) were unaware. The study shows, 12(60%) of the BOGs were always involved in matters of non teaching staff discipline, 4(20%) were sometimes involved 2(10%) was never involved while another 2(10%) was unaware.

Figure 4.6 shows the overall performance of BOG members in relation to human personnel management. The figure shows that on the overall 5 (25%) of the BOG members were always involved, 8(40%) were sometimes involved, 5(25%) were rarely involved while 2(10%) was never involved in personnel management issues.

Figure 4.6 BOGs overall involvement in management of human personnel



All headteachers reported that BOG members were always involved in recruitment of teachers and non teaching staff and disciplining non teaching staff. However 5(25%) headteachers reported that BOG members were never involved in financing teachers to attend refresher courses; while another 5(25%) reported that BOG members were never involved in annual appraisal of employees. Further 5 (25%) headteachers reported that BOG members were never involved in motivating teachers while 5(25%) reported that they were never involved in motivating the non teaching staff.

4.6 BOGs Roles in curriculum and instruction Management

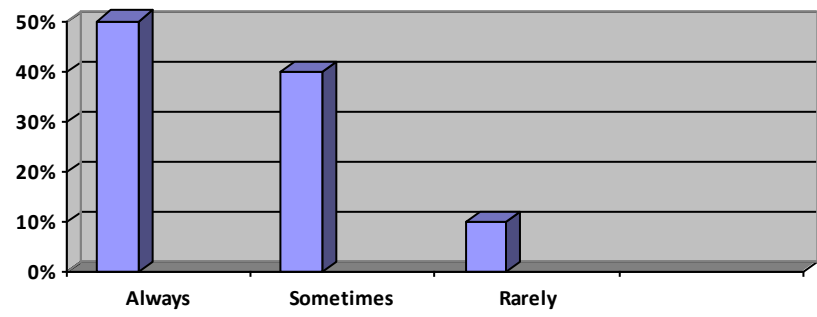
The fourth objective was to determine the role played by BOGs in curriculum and instruction management. The headteachers were asked whether they involved the BOG members in evaluation of academic programmes in the school to which they responded that they always involve the BOG members. On the other hand, the BOG members responded as shown in table

Table 4.6 Roles of BOGs in Curriculum and instruction management

Roles of BOGs in Curriculum and instruction management										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Evaluates academic programmes in the school	16	80	2	10	2	10	0	0.0	0	0.0
Funds prize giving days to motivate students	14	70	4	20	2	10	0	0.0	0	0.0
Funds prize giving days to motivate teachers	12	60	4	20	2	10	2	10	0	0.0
Discusses examination results in the school	20	100	0	0.0	0	0.0	0	0.0	0	0.0
Provides facilities for curriculum expansion	8	40	6	30	4	20	2	10	0	0.0
Monitors academic discipline in the school	18	90	2	10	0	0.0	0	0.0	0	0.0
Finances co-curricular activities.	10	50	6	30	0	0.0	0	0.0	4	20

Table 4.6 shows that 16 (80%) BOG members were always involved in evaluating academic programs in the school, 2(10%) were sometimes involved while 2(10%) was rarely involved. Of the 14(70%) were always involved in funding prize giving days to motivate students, another 4(20%) were sometimes involved and another 2(10%) BOG members were rarely involved. In funding prize giving day to motivate teachers, 12(60%) were always involved while 4(20%) were sometimes involved and another 2(10%) rarely involved while 2(10%) was never involved. In discussing the examination results, all the 20(100%) BOG members were always involved. In matters concerning provision of facilities for curriculum expansion, 8(40%) were always involved, 6(30%) were sometimes involved, 4(20%) were rarely involved while 2(10%) was never involved. 18(90%) BOG members were always involved in monitoring academic discipline while 2(10%) were sometimes involved. In financing co-curricular activities in the school, 10(50%) were always involved, 6(30%) were sometimes involved while 4(20%) were unaware. The overall level of BOG’s involvement in curriculum and instruction management is shown in the **figure 4.7** whereby 10(50%) of the BOG members were always involved, 8(40%) were sometimes involved, while 2(10%) were rarely involved.

Figure 4.7 BOG overall involvements in curriculum and instruction management.



4.7 BOGs Roles in Education Policy Implementation

The fifth objective of the study was to establish the role played by BOGs in education policy implementation. The BOG members' roles in education policy implementation are as shown in Table 4.7. The table shows that 14 (70%) BOG members sometimes got ministerial circulars on education policies: 2 (10%) reported to have never obtained such circulars; while 4(20%) were unaware of the ministerial circulars on education policies. On the other hand, 8(40%) were always involved in discussing guidelines from the ministry on education matters, another 6(30%) were sometimes involved, 4(20%) rarely involved and 2(10%) was unaware of such discussions.

Table 4.7 Roles of BOG members in education policy implementation

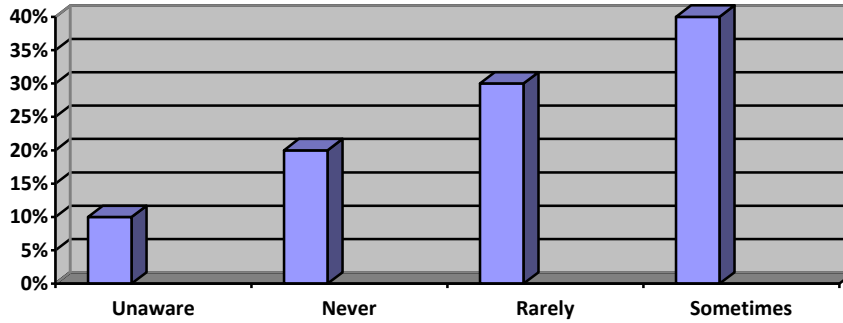
Roles of BOGs in Education policy implementation										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Gets ministerial circulars on education policies	0	0.0	14	70	0	0	1	5	5	25
Discuss guidelines from the Ministry of education matters	8	40	6	30	4	20	0	0	2	10
Gives views to the Ministry on matters of policy	0	0	12	60	2	10	0	0	6	30

Key: A –Always S-Sometimes R-Rarely N-Never U-Unaware

Further, 12(60%) BOG members were sometimes involved in giving views to the ministry on matters of policy 2(10%) were rarely involved while 6(30%) were unaware of this role.

5(50%) headteachers reported that BOG members were always involved, and another 5(50%) reported that they were sometimes involved in discussing guidelines form the ministry and getting ministerial circulars on education policies. Of the 5(10%) headteachers reported was not aware that BOG members had the role of giving views to the ministry on matters of policy.

The overall performance of BOG members in relation to education policy implementation is as shown in **figure 4.8**



On the overall, 8(40%) BOG members were sometimes involved, 6(30%) were rarely involved, 4(20%) were never involved, while 2(10%) was unaware of BOGs role in education policy implementation.

4.8 BOG Members’ Roles in Management of School Community Relations

The sixth objective of the study was to find out the role of BOGs in management of school community relations.

The BOG were asked about their involvement in the management of school community relations.

They responded as summarized in Table 4.9

Table 4.8 BOG members in management of school community relations

Roles of BOGs in Management of School community relations										
	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Has local community member in its composition	20	100	0	0.0	0	0.0	0	0.0	0	0.0
Involves community in school activities	12	60	4	20	0	0.0	0	0.0	4	20
Allows community to use school facilities	10	50.0	6	30	0	0	2	10	2	10
Hires local personnel as casuals in the school	14	70	4	20	2	10	0	0	0	0
Participates in community projects	12	60	0	0.0	4	20	0	0	4	20
Allows members of the community to interact with students in counseling sessions	8	40	4	20	0	0	4	20	4	20
Educated the public about programmes available in the school	6	30	10	50.0	0	0.0	2	10	2	10

All the BOG members reported that their boards always had a member of community in their composition. Asked to state whether they involved the community in the school activities, 12 (60%) members of BOG reported that they always involved them, 4 (20%) were sometimes involved while only 4(20%) were unaware of this.

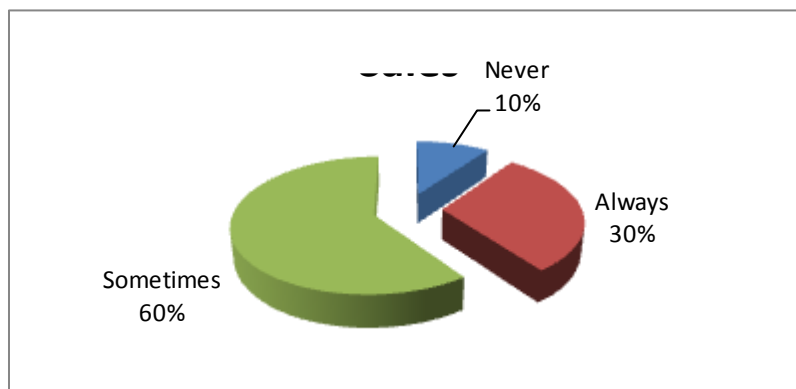
Regarding allowing the community to use the school facilities, 10(50%) of the members of BOG who participated in the study were always involved, 6(30%) were sometimes involved, 2(10) were never involved while another 2(10%) were unaware of their role. According to the study, 14(70%) of BOG members responded that they were always involved in hiring the local personnel as casual in the school, 4(20%) of them were sometimes involved while 2(10%) were rarely involved.

Asked to state their participation in the community project 12 (60%) of them always involved, while 4(20%) were rarely involved and another 4(20%) were unaware of the role. The table further shows that most BOG members 8(40%) were always involved in allowing members of the community to interact with students in counseling session 4(20%) were sometimes involved while 4(20%) were never involved and 4(20%) were unaware.

As shown in **Table 4.9**, only 6(30%) BOG members were always involved in matters that concerned educating the public about programmes available in the school; 10(50%) of them were sometimes involved, 2(10%) were never involved while only 2(10%) were unaware.

Figure 4.8 shows the overall level of involvement of BOG members in management of school community relations. The figure shows that 6 (30%) of the BOGs were always involved, 12 (60%) were sometimes involved while 2(10%) were never involved in management of school community relations.

Figure 4.9 BOGs overall involvements in management of school community relations.



The ten headteachers who took part in the study reported that their BOGs were always or sometimes involved in 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 programmes available in the schools.

4.9 Possible ways of Improving BOGs performance

The seventh objective of the study was to suggest ways of improving BOGs performance. The BOGs suggested that the following measures could be taken to improve their performance that the BOG members should attend workshops and seminars so as to be:-

Educated on how well to handle the school, What us to be done to improve the school standards, Acquire management skills and techniques, Members of the BOG should organize for tours within and without the country, BOG members should avoid political interference during nominations, BOG members should avoid tribalism, BOG members/teachers interaction should be encouraged, BOG members should exchange views with other BOGs from different schools, Headteachers suggested that the following measures could be taken to improve the performance of BOG members in their schools, The ministry should organize frequent in-services to educate them on their local roles and responsibility/duties, The BOG members should think of what they offer to schools other than what they get from them, Members of BOG should be trained on management issues, especially management courses like human resource management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 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 this work.

5.1 Summary of the study

The major goal of the study was to investigate the roles of Board of Governors in school management in Kasikeu division of Nzau District. The study focused on the following areas of management: Financial management, Education policy implementation, curriculum and instruction management, management of student discipline and personnel (human resource), management of physical and material resources, and management of school community relations. Data collected showed that the majority of the BOGs served for more than three years and most of them were unemployed. The findings found out that most of the BOG members were non graduates. According to the profession, the study found out that few of the BOG members were professionals such as: teachers, business men, civil servants, among others. The findings also found that half of the BOG members attended workshops on the roles of the BOG's management and found out that there was need to conduct more workshops in the division to help the BOG members to acquire skills and knowledge on how to manage their schools.

Data for the study was collected from twenty BOG members and ten head teachers representing ten schools in Kasikeu division of Nzau district. The study obtained significant findings relating to the involvement of the BOGs in performing their roles in school

management. Regarding financial management, the BOG 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 programmes and school strategic planning. About overall involvement, the study found that fourteen of the BOG members were sometimes involved in financial management matters while five were always involved and one was unaware of financial management roles. According to the study, a few BOG members were also involved in the management of physical and material resources in some roles such as: availing funds to buy textbooks, mobilizing the resources to put up physical structures like dorms, classes, labs, workshop, finances to purchase furniture, maintaining buildings by way of face lifting them, ensuring that the school's lab is well equipped, financing maintenance of school bus and auditing of school's facilities annually.

The study also found out that few BOG members were involved in management of student's discipline as well as human personnel in roles such as: financing counseling sessions in school, involving in matters of student discipline in school, getting reports on discipline, consulting and supporting headteachers on matters of discipline, determines the selection of students to join the school, motivates the students to work harder, involved in recruitment of teachers and non teaching staff, finance teachers to attend refresher courses, motivate teachers and non – teaching staff and involve matters of teachers discipline and non teaching staff discipline. Regarding curriculum and instruction management, the study found out that BOG members played some roles such as: evaluating academic programs in school, funds prize giving days to motivate students, teachers and non- teaching staff, discusses examination results in the school, provides facilities for curriculum expansion, monitors academic discipline in the school and finances co curricular activities.

Regarding education policy implementation roles, BOG members were sometimes involved and rarely involved, while 10% were unaware. In fact, some of the BOG members never got ministerial circulars on educational policies, and never got involved in giving views to the Ministry on matters of policy. Education policy implementation is one of the key tasks to be performed by the BOG members (Ministry of Education, 2004). That most of the BOG members were not performing major roles related to this role is an indication of the highly centralized system we have in the country. Most decisions regarding education policy are made at the national level and headteachers are expected to implement such policy without considering the challenges at the grassroots level.

The study further found out that the BOG members played a few roles in the school community relations management such as: involving community in the school activities, involving a local community member in the composition, involving always community to use school facilities, hiring local personnel as casuals in the school, participates in the community projects and educates the public about the programmes available in the school. The study found out that BOGs did quite well in most of the school community relations functions especially hiring local human resource as casuals in the schools and ensuring that the local community was represented in BOG composition. However, BOGs did poorly on allowing the community to use school facilities, allowing the members of 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 BOG to promote school – community relations.

5.2 Conclusions

According to the study findings, it emerged that few of the BOG members were involved in the financial management in various roles such as: preparation of school budgets, approving school budgets, analyzing monthly trial balance, discussing audit reports and school's strategic planning. The study also found out that BOG members were involved in some roles in the management of physical and material resources such as: mobilizing resources to put up physical structures like dorms, classes, labs, workshops and audit school facilities annually. Regarding the management of student discipline and staff personnel, BOG members played some roles such as: financing counseling sessions in school, involving in matters of student and teacher's discipline, motivates teachers and non teaching staff, and finances teachers to attend refresher courses. The BOG members were also involved in a few roles in the curriculum and instruction management such as: evaluating academic programs in the school, discussing examination results in the schools and financing co curricular activities. The study also established that BOG members participated in education policy implementation roles such as: discussing guidelines from the Ministry of Education matters. Regarding the school community relations management, the BOG members played some roles such as: participating in community projects, involving community in school activities and educating the public about programmes available in the school.

5.3 Recommendations

Based on the findings of the study, the researcher recommends that:-

1. The minimum academic qualification to be appointed as a BOG member in any education institution should be raised to a degree level and that immediately on appointment, the BOG member should undergo some training on school management and especially financial management.
2. The Ministry of Education should devolve further their respect of policy making and bring more stakeholders on board especially BOGs. This will make BOGs own up whatever policies issues that come from the ministry as such make it easier to effectively implement them.
3. The bureaucratic procedures involved in dealing with students' discipline need to be reviewed in an effort to have more control in managing this aspect to enhance school performance.
4. Annual appraisals of BOG 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.
5. School heads should foster or create friendly environment with BOG members to promote the management of their schools in their Division.
6. The BOGs should be embedded on the country's laws a fundamental to guide the running of the organizations.

5.4 suggestions for further study

According to the findings there is need to conduct further research to supplement the study

1. Further research should be carried out to investigate the level of education, occupation, experience, and age with their performance with their managerial responsibilities as BOG members.
2. It is suggested that the researchers should investigate their apparent harmony or relationship between the BOGs and the principals that could affect the academic performance of their schools in the Division.
3. Further research should be carried out to find out why majority of principals do not involve BOGs always in their roles in the management of their schools.
4. It also suggested that researcher replicate this study in other Divisions of Nzau District or any other District in order to verify if the findings would be similar to the findings of this particular study.

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APPENDICES

APPENDIX I

INTRODUCTION LETTER

KENYATTA UNIVERSITY

DEPARTMENT OF EDUCATION MANAGEMENT, POLICY AND CURRICULUM STUDIES

P.O. BOX 43844

NAIROBI

Dear Sir

RE: RESEARCH ON ROLE PERFORMANCE OF BOGs IN SCHOOL MANAGEMENT IN KASIKEU DIVISION NZAUI DISTRICT KENYA

I am a post graduate student in the Department of Education Management, Policy and Curriculum Studies, Kenyatta University. I am currently undertaking a study on the role performance of BOGs in Kasikeu Division Nzaui District.

I kindly request you to assist me fill the enclosed questionnaire to the best of your knowledge. Any information given with the treated with strict confidentiality and will only be used for the intended research purposes.

Thank you in Advance

Yours Sincerely

.....

Mutuku Elijah Mulai

M. Ed Student

Kenyatta University

APPENDIX II

Questionnaire for BOG Members

The aim of this research is to evaluate the role performance of Boards of Governors in management of Secondary Schools in Kasikeu Division Nzau 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 BOG 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 Governors?

Yes [] No []

6. How many times do you attend BOG meetings in a year?

None [] Once [] Twice [] Three times [] Always []

7. Have you done any course in financial management?
 Yes [] No []
8. Do you supply anything in this school?
 Yes [] No [] If yes'
 What?

PART 2

Please indicate to what extent the BOG in this school is involved in 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

- A - Always -5
 S - Sometimes -4
 R - Rarely -3
 N - Never -2
 U - Unaware -1

No.	Financial Management	5	4	3	2	1
		A	S	R	N	U
1.	BOG prepares school budgets					
2.	BOG approves school budgets					
3.	BOG analyzes monthly trial balances					
4.	BOG discusses Audit Reports					
5.	BOG organizes fund raising activities to fund school programmes					
6.	BOG is involved in the school's strategic planning					

No.	Management of physical and material resources	5	4	3	2	1
		A	S	R	N	U
1.	BOG avails funds to buy textbooks					
2.	BOG mobilizes resources to put up physical structures like dorms, classes, labs, workshops					
3.	BOG finances purchase of furniture					
4.	BOG maintains buildings by way of face lifting them					
5.	BOG ensures that the school's lab is well equipped					
6.	BOG finances maintenance of the school's bus					
7.	BOG does an audit of the school's facilities annually					

No.	Management of student discipline	5	4	3	2	1
		A	S	R	N	U
1.	BOG finances counseling sessions in the school					
2.	BOG is involved in matters of student discipline in the school					
3.	BOG gets reports on discipline during BOG meetings					
4.	BOG consults and supports the headteacher on matters of discipline					
5.	BOG determines the selection of students to join the school					
6.	BOG motivates students to work harder					
7.	BOG follows the laid down procedures on matters of discipline					

No.	Management of Personnel	5	4	3	2	1
		A	S	R	N	U
1.	BOG is involved in recruitment of teachers					
2.	BOG is involved in recruitment of Non-Teaching staff					
3.	BOG finances teachers to attend refresher courses					
4.	BOG does annual appraisals for its employees					
5.	BOG motivates teachers					
6.	BOG motivates non-teaching staff					
7.	BOG is involved in matters of teacher discipline					
8.	BOG is involved in matters of non-teaching staff discipline					

No.	Curriculum and Instruction Management	5	4	3	2	1
		A	S	R	N	U
1.	BOG evaluates academic programmes in the school					
2.	BOG funds prize-giving days to motivate students					
3.	BOG funds prize-giving days to motivate teachers					
4.	BOG discusses examine results in the school					
5.	BOG provides facilities for curriculum expansion					
6.	BOG monitors academic discipline in the school					
7.	BOG finances co-curricular activities					

No.	Education Policy Implementation	5	4	3	2	1
		A	S	R	N	U
1.	BOG gets ministerial circulars on education policies					
2.	BOG discusses guidelines from the Ministry of Education matters					
3.	BOG gives views to the Ministry on matters policy					

No.	Management of school community relations	5	4	3	2	1
		A	S	R	N	U
1.	BOG has local community member in its composition					
2.	BOG involves community in school activities e.g harambees					
3.	BOG allows community to use school facilities					
4.	BOG hires local personnel as casuals in the school					
5.	BOG participates in school projects					
6.	BOG allows members of the community to interact with students in counseling sessions					
7.	BOG educates the public about programmes available in the school					

Suggest ways of improving BOG performance

Thank you for taking your time to fill the questionnaire

APPENDIX III

Interview Guides for Head Teachers

SECTION A: Demographic Information

1. Sex -----
2. Academic qualification -----
3. For how long have you been a head teacher in this school? -----

SECTION B

1. Does the BOG involve itself in actual preparation of school budget? If yes, how?
2. How frequently does the BOG discuss trial balances in meetings?
3. Does the BOG outsource external funding for school projects?
4. How equipped are the school laboratories and library? Has the BOG been allocating funds for this?
5. What role has the BOG been playing in supervision of the school projects?
6. How frequently does the school hold prize giving days? Does the BOG provide funding for this?
7. Do you have cases of indiscipline among non-teaching staff? How has the BOG handled them?
8. What are some community activities that the BOG has engaged in the last 1 year?
9. Does the BOG allow the community to use the school facilities?
10. Has the Board sponsored any teacher for a refresher course?
11. How can the BOG be helped to improve on their performance?

APPENDIX IV

Observation Guide on School Management

SECTION A: Demographic Information

1. Name of school
2. Year school started
3. School category

SECTION B: Financial Management

No.	Items to be observed	Remarks
1	Availability of trial balances	
2	Evidence of BOG minutes discussing budget	
3	Evidence of BOG report on audited accounts	
4	Evidence of BOG involvement in the school strategic planning	

SECTION D: Management of Physical and Material Resources

NO.	Item to be observed	Remarks
1	Evidence of adequate land expansion	
2	Evidence of sufficient rooms in the school	
3	Availability of sufficient textbooks	
4	Evidence of a well equipped laboratory	
5	A well painted school	

SECTION E: Management of Personnel

No	Items to be observed	Remarks
1	Evidence of a employed members of non teaching staff	
2	Evidence of teachers having been awarded certificates in workshops	
3	BOG minutes authorizing expenditure for a workshop of employees	

SECTION C: Curriculum and Instruction Management

No.	Items to be observed	Remarks
1	KCPE results and evidence of BOG discussing them in a meeting	
2	Certificate and wards as evidence of a prize- giving day	
3	Presence of learning materials especially text books and their ratios	
4	BOG minutes discussing academic programmes	

SECTION F: Management of School Community Relations

No.	Items to be observed	Remarks
1	Inaugural BOG minutes indicating membership to the BOG by locals	
2	Evidence of local casuals working in the school	
3	Records of a school facilities having been used for community activity.	