

**THE CHALLENGES FACED BY THE BOARD OF GOVERNORS
(BoG) IN THE MANAGEMENT OF SECONDARY SCHOOLS AND
THEIR IMPACT ON KCSE PERFORMANCE: A CASE OF
MANDERA COUNTY, NORTH EASTERN PROVINCE, KENYA.**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL
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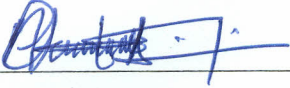
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DECLARATION

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DEDICATION

The research project is dedicated to the Almighty creator who has given me good health and time to complete the research project.

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ACRONYMS

BoG	-	Board of Governors
DBE	-	Director Basic Education
DEO	-	District Education Officer
DHE	-	Director Higher Education
DEB	-	District Education Boards
DPP	-	Director Policy Planning
DTE	-	Director Technical Education
DQAS	-	Director Quality Assurance and Standards
PDE	-	Provincial Director of Education
PSB	-	Primary School Boards
PTA	-	Parents Teachers Association
SGBs	-	School Governing Bodies
SMCs	-	School Management Committees
SMTs	-	School Management Teams
SSA	-	Sub Saharan Africa
TSC	-	Teachers Service Commission
KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Education Staff Institute

ABSTRACT

Secondary schools in Kenya are governed by Board of Governors (BoG). The composition and responsibilities of BoG was enacted in the Education Act of 1968. The Act gave BoG the power to carry out management activities in all public secondary schools in line with legal framework provided in the Act. However, the BoG has remained quite challenged in carrying out their duties in public secondary schools in Mandera County. The aim of this study was to find out managerial problems faced by BoG in governing public secondary schools in Arid and Semi Arid regions especially in Mandera County. The study was conducted in five public secondary schools in Mandera County of North Eastern province. The study involved a survey design of the five selected secondary schools in the County. A total of 30 members out of 65 BoG members and all the five principals of the selected secondary schools in the Mandera County formed part of the study population. Random sampling techniques were used to select six board members out of the thirteen members in each school. Therefore, a total of 30 BoG members out of 65 members were selected. Questionnaires were used as instrument for data collection. An interview schedule was used to capture information from some of the BoG members who were not able to read and write. The questionnaires were of two categories. The first category was given to the principals of the five secondary schools and the second category was given to the selected BoG members. The questionnaires were pre-tested by using a selected sample similar to the actual sample to test its validity and reliability. Analysis of the data was done using descriptive statistics. Both qualitative and quantitative methods of data analysis were employed. In terms of quantitative analysis, all the gathered data was analyzed using descriptive statistics by use of frequency tables, pie charts, percentages and bar graphs. Qualitatively, the data was analyzed thematically by categorizing the data into themes in relation to the opinion, views and perception of the respondents. This method is quick and easy when employed in analyzing transcripts of oral interviews and interview schedules as well as questionnaires which are the key instruments in data collection for the study. Recorded interviews were transcribed; interview done in mother tongue was translated into English and interpretation done according to the emerging patterns from the respondents. The study has achieved its objectives by establishing that the main challenges faced by BoG in the management of secondary schools in Mandera County as financial constraints, insufficient teaching and learning resources, less management training for some BoG members and lack of commitment by some board members to school issues as shown by poor attendance of the meetings. However, management styles used by BoG members was found not to be a major challenge because majority of the board members used democratic leadership style which involved consultation among BoG members. The findings of the study may be used by the policy-makers in identifying challenges affecting the BoGs in discharging their duties, which in turn affect the performance of students in the Kenya Certificate of Secondary Education in the public secondary schools in Mandera County, North Eastern Province.

CHAPTER ONE

INTRODUCTION

This chapter deals with background information of the study, statement of the problem, purpose and objective of the study, research questions, significance and justification of the study, assumption, limitation and delimitation of the study, theoretical and conceptual frame and operational definition of significant terms used in the study.

1.1 Background to the Study

Management and leadership styles are very important for the running of the various organizations. (Ball, 1987) identified the following leadership and management styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to “sound out ideas” and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all. Ball (1987) pointed out that this type of leadership style is particularly effective at satisfying teacher’s individual needs, and that grievances and staff turnover tends to remain low. On the other hand, he continues to argue that head teachers with managerial styles adopt a leadership style that parallels that of a manager in an industry. The use of management techniques involves the importation into the school structures, types of relationships and processes of

organizational control from the factory. The managerial head is chief executive of the school, normally surrounded by a Senior Management Team (SMT). The head teacher relates to the staff through this team and through a formal structure of meetings, Board of Governors (BoGs) and various school committees (Nsubuga, 2008).

While Oyetunyi (2006) observes that participative style of management is the most effective, Goleman et al., (2002) indicates that the authoritative-coercive management style is the least effective in most situations, as workers are always emotionally affected by intimidation and therefore, the school climate is affected negatively. Naturally when the climate is negative, teaching and learning is impaired and hence the resultant academic performance is poor. Ball's (1987) research revealed several deficiencies of a managerial leadership style including a sense of exclusion from decision-making on the part of those teachers who are not part of the SMT, the creation of a "them and us" hierarchically-based division, and teachers' derision for the management structure and its processes. The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Improved students' learning and achievement is strongly related to the way in which schools are managed. When the BoG functions well, the school is well supervised and performs well. The BoG is important in the governance and management of the school for several reasons which include, but are not limited to, the following: liaising with the head teachers in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school's staff and learners, soliciting support

for the school from the community and developing the quality and standards of education (Nsubuga, 2008). Although some aspects of management such as instructional, administrative, democratic and bureaucratic leadership and management styles are always good, coercive and authoritative management styles are always not conducive. This study looks at the challenges faced by the BoG in the management of secondary schools and their impact on KCSE performance in Mandera County in view of the different managerial styles and skills of the BoG.

In most African countries, the responsibility for overseeing the management of school is entrusted to a school BoG or a management committee. In order to ensure that governing Boards operate on some common principles, every Board has a constitution which provides basic guidelines and the legal framework for its operation. The constitution is usually approved by the Minister for education and it provides the blue print for the Boards operation as a large entity. Just like in Africa, in European countries such as England, Wales and Northern Ireland, school governors are members of a school's Governing Body. In state schools they have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and monitoring and evaluating school performance. Thus they are the largest volunteer force in the country (www.en.wikipedia.org/wiki/school_governor).

Secondary schools come under the purview of one or several central ministry and regional offices. In addition to these offices, all Sub-Saharan African governments have

created and regulated local governance structures, which generally fall into two categories: (i) government-appointed high school governing boards or high school education boards, and (ii) participatory structures comprising, in the main, members of the local community. The latter, most often, consist of school management committees (SMCs) and parent-teacher associations (PTAs). For each of these groups, membership size, responsibilities of members, and the nature of the activities are all regulated. There are, however, occasionally overlapping functions and constituencies. There are also, on occasion, insufficiently articulated relationships between these groups (World Bank, 2008).

In Zambia, the government has created and regulated High School Education Boards (HSEB) linking upper and lower secondary schools with ministry offices and the local civil administration. HSEB members represent the district education office, the local administration, the school, and the PTA, and meet on an as-needed basis to oversee financial and general school management. Zambia's PTAs are elected, rather than voluntary, and raise funds for school materials and activities and also for teacher salaries. Thus, they, feel somewhat responsible for teacher performance, a role that overlaps and occasionally puts them in conflict with the Zambian Teaching Service, which is responsible for hiring, deploying and firing teachers (World Bank, 2008).

In the colonial times, management of education in Kenya was highly decentralized with European, Asians and African community having their own educational systems

managed differently and in different bodies (Sifuna, 1990). After independence, the education Act cap 211 (1968) repealed the 1952 education Act and centralized the opportunities throughout the republic. After independence, the Kenya education commission (Ominde Report, 1964 – 65) was set to advise the government on the formulation of educational policies. This came up with the national goals of education and influenced the formation of school communities and PTA's to assist management of schools and foster greater understanding between teachers and parents.

Sifuna (1990) argues that management of education in Kenya before independence was ineffective, because it fell in the hands of the missionaries who lacked financial resources, qualified teachers and acceptable curriculum. In 1924, the Philips Stokes Commission recommended establishment of Local Native Councils and the challenges of the government to be committed to encourage education at all levels. In 1958, boards of governors were appointed in all government secondary schools. However these BoGs became ineffective as pointed out by the report of the Kenya Education Commission (1964) chaired by Ominde "as a result of rapid increase in the number of schools. There arose higher demand for school governors and since many Africans lacked formal education, some of the schools ended up being governed by BoGs that were inexperienced.

Similarly, Mbiti (1994) avers that workers of an organization will feel motivated if they feel their job rewards cater for their psychological needs. They will be more productive if

they feel accepted and recognized and if their needs for achievements are met. It is imperative for BoGs to understand the dynamics of human behavior, likely to motivate them.

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

Education in the early years was seen as an economic rather than a social service. The second Development Plan (Kenya National development Plan 1970- 74) after independence was equally full of enthusiasm and hope. At this time, the early vision was to expand enrolment at all levels to meet social and economic needs of the society for the good development. A major management burden that manifested itself quite early was the issue of high cost demanded by secondary education. This is precisely what made BoGs to plan a head of the government by starting to put up physical facilities which the government did not have the capacity and need (Kenya National development Plan 1984 – 1988). Due to the economic constraints the government deliberately shifted most of the burden of school management to the communities through the BoGs and the parents. Although the above reviewed literature will help the proposed study in shedding more

light on the challenges facing BoG members in the management of secondary schools in Mandera County, it is also evident that no specific study has been done to explore these challenges in Mandera County.

The current system of management puts the management of education in the hands of the Ministry of Education. Under the minister is the permanent secretary who is the accounting officer of the ministry and under him is the education secretary and five directors of education. These include Director Education (DBE), Director Higher Education (DHE), Director Technical Education (DTE), Director Quality Assurance and Standard (DQAS) and Director Policy Placing (DPP). At the province is the Provincial Director of Education (PDE) and at the District level is the District Education Officer (DEO). At institutional level, secondary and teacher training colleges are managed by board of governors and school management boards (Magaju, 2005).

Since independence rapid growth of secondary school education has been realized in terms of enrolment. By year 2003 student's enrolment had increased by about 1.3 million, that is, from 5.9 million in the year 2003 to 7.2 million since the free primary education was introduced at the beginning of the 2003 (Waweru, 2005). Education budget has also gone up. This growth has posed some serious challenges to the BoG's. BoGs have a critical role to play in determining the intellectual health of our nation through their personal management styles, provision of effective leadership and utilization of the resources at their disposal.

The need for efficient management of schools has placed much more emphasis on the nature and role of the BoG as the manager and its effective use of resource such as the human, financial and material resources. Schools, whether private or public institutes have a number of stakeholders, their governance is therefore done through a coalition of interests, working together, but performing different functions all aimed at enabling each school to operate and to achieve its aims and objectives. Public schools have a number of stakeholders, yet it is not possible for all stakeholders to be there to see the running of a school. To represent the interest of the stakeholders and the way in which each school is run, a BoG or a management committee has to be set up. Every board has a constitution which provides the basic guidelines and the legal framework for its operation. In Kenya, the constitution of the Board of Governors derives its powers from the education Act (1968) chapter 211. The education Act stipulates clearly the composition of the membership of the Board, constitution and functions of BoGs and the powers and the seal of the board. At the secondary level, the BoGs are charged with management and not governance (Koech, 1999).

The education Act, 211 (1968) provides for appointment of BoGs by the minister for education and are answerable to the education secretary through director of higher education on matters concerning management of secondary schools. According to Koech (1999) the roles of the BoGs as specified by the education Act 1968 revised (1980) include:

- i. Drawing school policy and articulating the government's policy on education in the school
- ii. Raising and controlling school finances
- iii. Development of the school
- iv. Admission of students
- v. Discipline of the teachers and students
- vi. General coordination of the school.

Koech adds that the Teachers Service Commission (TSC) has delegated some duties to the BoG as her agent. They recruit and recommend disciplinary measures on its behalf. Recently, many schools have been rocked into mismanagement practice ranging from financial misappropriation, students unrest, and examination cheating among others. At some point there has been some political interferences with the management of some schools in the country. It is therefore evident that the BoGs have a bigger role to play in the management of secondary schools and these roles also attract a number of challenges which needs to be investigated. This is because performance in KCSE which is the dependent variable directly depends on the managerial skills and styles used by the BoG.

In Kenya, management of secondary schools are done by BOGs, These bodies are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure development and the provision of teaching and learning materials (Sessional Paper No. 1 2005: 63). In Mandera County, the performance of

secondary schools in KCSE examinations is poor with most schools scoring below mean score of 7.0 (C+) and some schools scoring as low as 2.6 (D plain). Table 1.1 below shows performance of five secondary schools for a period of between (2006-2010) in Mandera County.

Table 1.1: KCSE Performance between (2006-2010)

Secondary Schools	Mean Score/Grade per year				
	2006	2007	2008	2009	2010
Sheikh Ali High	6.77(C+)	5.93(C)	5.12(C-)	5.91(C)	5.64(C)
Elwak Boys	5.30(C)	5.83(C)	4.20(D+)	4.33(D+)	3.45(D)
Elwak Girls	-	-	-	2.70(D)	2.60(D)
Takaba Boys	5.21(C-)	Y	3.94(D+)	3.56(D+)	3.51(D+)
Rhamu Girls	2.61(D)	4.20(D+)	2.70(D)	2.78(D)	2.93(D)

Source: Reseracher

The poor performance of secondary schools in KCSE examination in Mandera County is attributed to many factors including insufficient teaching and learning materials, poor payment of school fees, political interference in school management, lack of commitment and ineffective board members due to insufficient training in managerial skills. Mwiria (Daily Nation, July 2004) attributed crisis in schools to poor management by unqualified BOG members where majority are illiterate and do not have capacities to plan and implement policies in the schools. Of late there has been a lot of school unrest, poor performance in KCSE and deterioration in moral all which has been attributed to poor management (Magaju, 2005).

1.2 Statement of the Problem

It is the right of every child in Kenya to have, not only basic education, but also quality education regardless of gender, religion, ethnicity or geographical region. This quality has to come with better management in schools. However, the problem of proper school management especially in Mandera County has not been adequately addressed. Managerial problems have been heightened with the introduction of free primary education without a corresponding expansion of resources in secondary schools. Similarly, Mandera County being in Arid and Semi Arid Land (ASAL) has some unique problems which have affected the running and management of schools. These problems for instance lack of good managerial skills among others, need to be examined because they have a profound effect on the performance of secondary school students in examinations within Mandera County as well as in the proper management of schools. Mahoney (1988) argued that BOGs members should be trained to enable them be more knowledgeable, confident, determined and effective in their roles. Kenyan government policy document sessional paper No.1 of 2005 emphasizes that there should be a strong linkage for ensuring that the members of the non-teaching staff including BOG members are regularly trained in management of school affairs, use professionalism in discharge of their duties, their judgment in the daily co-ordination and running of the school capacities (MoEST, 2005). Bishop (1985), Shiundu and Omulando (1992) and Olembo (1977) emphasized that the BOGs members can play a vital role in curriculum development and need appropriate and relevant training to be able to handle a new curriculum through intensive workshops, a series of in-service courses and other in-service training devices.

to develop the necessary content background of the theory underlying new programmes. No known specific studies have been conducted to explore the challenges faced by BoGs in Mandera County. Despite the government involvement in training of BOG members through KESI courses as intervention measure to mitigate the managerial problems of BoGs in Mandera County, there is still need to investigate specific challenges facing the BoG members in management of secondary schools. This study, therefore, explores and examines the challenges faced by BoG members in the management of secondary schools and how these challenges not only affect the academic performance of secondary school students in the Kenya Certificate of Secondary Education (KCSE) in Mandera County but also the overall organization of schools in the entire North Eastern Province.

1.3 Purpose of the Study

The purpose of this study was to examine the challenges faced by BoG members and how these challenges impact on KCSE performance among students in secondary schools within Mandera County.

1.4 Objectives of the Study

Specifically this was:

- i. To find out the challenges the BoGs are facing in carrying out their duties towards the development of schools in Mandera County.
- ii. To find out managerial styles and procedures used by BoGs in the general coordination of secondary schools in Mandera County.

- iii. To examine the management skills of BoG members of secondary schools and its impact on the academic performance (KCSE) of secondary school students in Mandera County.
- iv. To find out resources available in the schools managed by BoG and how this helps in drawing up school policies.
- v. To examine ways of solving the challenges faced by BoGs in secondary schools in Mandera County.

1.5 Research Questions

- i. What are the specific challenges faced by BoGs in carrying out their duties towards the development of secondary schools in Mandera County?
- ii. What are the management styles and procedures used by BoGs in the general coordination of secondary schools in Mandera County?
- iii. What are the management skills of BoG members of secondary schools and its impact on the academic performance (KCSE) of secondary school students in Mandera County?
- iv. What are the resources available in the schools managed by BoG and how does this help in the drawing up school policies.
- v. What are the ways of solving/overcoming the challenges faced by BoGs in secondary schools in County?

1.6 Significance of the Study and Justification

The study is significant and justified since it will help the policy makers understand the existing challenges of management of secondary schools in Mandera County and thereby help them to come up with policies and strategies of addressing the challenges of BoGs. Documentation on the challenges faced by BoG in the management of secondary schools and their impact on KCSE performance in Mandera County is extremely scarce. This makes this study not just crucial but significant. This study will therefore add to the scarce literature on the challenges facing BoGs not only in Mandera County but also in the entire country. By focusing on the management and leadership styles and how these styles influence school performance, the study might motivate future researchers to identify other factors with a view to establishing the role each factor plays in the overall school performance. In terms of the system of performance appraisal of school managers, the findings of the study will also indicate the strength of leadership and management styles, and their contribution to the welfare and performance of the schools.

1.7 Assumption of the Study

- i. That all schools have legally constituted BoGs and that they are functional.
- ii. That challenges facing BoGs in secondary schools in Mandera County are the same.
- iii. That all the anticipated respondents selected for the study will be available.
- iv. That the respondents contacted will freely provide the information required.

1.8 Limitation of the Study

- i. Lack of efficient transport in the area hindered movement of the research from one school to another
- ii. The study was costly due to the sparse nature of the area hence only three districts out of the six districts in the county were considered.
- iii. Availability of some BoG members; BoG members do not stay on the school compound and some only appear during BoG meetings and therefore was not be easily available when required.

1.9 Delimitation of the Study

- i. The study confines itself to BoG and principals of public secondary schools and not private schools in Mandera County.
- ii. BoG members whose terms had expired were not included although they could be having some important information on the challenges experienced by the BoG members in secondary schools in Mandera County.

1.10 Theoretical Framework

The path goal leadership theory (Martin & Robert, 1970) argues that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued. The theory emphasizes that the managerial behavior should be motivating or satisfying to the extent that it increases goal attainment by subordinates and clarifies the path to these goals. It further points out that the effectiveness of a leader

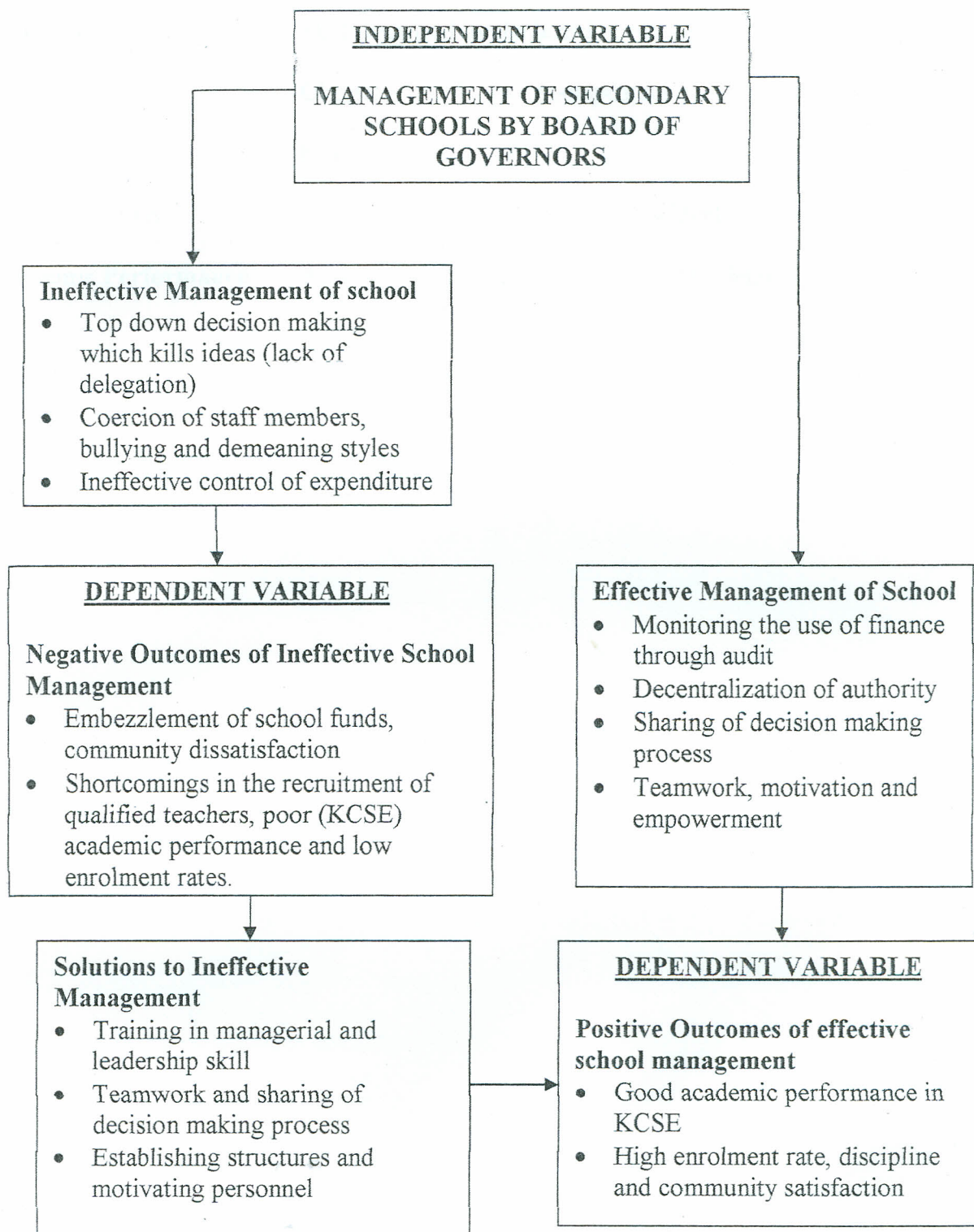
depends on the managerial styles that the leader employs. This, in turn, will depend on the situation. The management styles include directive leadership, supportive leadership, achievement-oriented leadership and participative leadership. The theory further points out that the effectiveness of a leader is affected by the prevailing environmental and situational factors.

This theory is relevant to this study because the effectiveness of Board of Governors are affected by situational factors like inadequate classrooms, dormitories, teaching/learning resources and managerial skills and styles the leader poses. These act as barriers to the achievement of the goal by the Board of Governor. The theory was therefore employed in examining how inadequate resources and managerial skills inform either good or bad management of schools in Mandera County.

1.11 Conceptual Frame work

The below conceptual frame work indicates that the success of any secondary school will depend on the effective management of BoG members. Proper management which includes monitoring school finance, team work, delegation and high motivation of teachers will result into good academic performance in KCSE, high enrolment rate, high standard of discipline and community satisfaction. On the other hand ineffective management of the school by BoG members which include ineffective control of school finance, lack of proper management skills, and lack delegation among others will lead to embezzlement of school funds, improper recruitment of teachers, low enrolment rates and

Figure 1.1: Key Components of management of Secondary Schools by Board of Governors.



1.12 Operational Definition of Significant Terms

Managerial skill	Skills required by the board to run the school effectively
Challenges	Obstacles to effective management of secondary schools by board members
Basic education	Minimum education up to primary level
Academic Performance	Academic performance here is used to denote performance in the Kenya Certificate of Secondary Education (KCSE)

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature on the impact of the challenges faced by Board of Governors on the academic performance of secondary school students in Mandera County of Kenya. By reviewing related literature, it will be possible to identify a gap in scholarship that this study intends to fill. The literature is reviewed in the following sub-sections.

2.2 Management in Institutions of Learning

At a minimum, the concept of governance of secondary education begins by understanding the structure and functions of the system; the education vision and legislation which guides the system's structure, content, objectives, funding, and access; and the roles and responsibilities of the staff in the offices that support those functions and objectives at all levels. There is no ideal configuration for an education ministry or for its decentralized offices. In Sub-Saharan Africa, the tradition of highly centralized governments has tended to concentrate authority in central ministries. The process of decentralization is distributing these responsibilities differently; over the last decade there has been movement towards locating responsibilities for planning and policy at the central level and moving management functions to regional levels (for example, Botswana and Senegal). Whatever the degree of decentralization, some conditions are critical for effective governance: i) the assignment of responsibilities and authority

should be clear and avoid overlap and gaps; and ii) staff should be selected or elected on the basis of demonstrated competence and be trained for specific job responsibilities (World Bank, 2008).

According to Nyaga (2003), management is the utilization of physical and human resources through cooperation efforts in order to realize the established areas. It is accomplished by performing the planning, organizing, staffing, directing and controlling. Management in education broadly involves the running of educational institute and includes school finances and business, the schools plant and guidance of teachers and organizing pupil personnel services. Okumbe (1999), defines management as the process of designing developing and affecting educational objectives and resources so as to achieve predefined educational goals. This is supported by the path goal leadership theory which stipulates that management behavior should be motivating or satisfying in order to increase goal attainment (Martins and House 1970). According to the World Bank (2008), management is often defined quite broadly as the processes and practices designed to realize objectives at all levels of the education system: who carries out what responsibilities, how the various parts of the system communicate with each other, and how 'checks and balances' work among the levels. In theory, education management includes staff in the central ministry, satellite ministry offices at the provincial and district levels, secondary and vocational school, and in school governing boards and parent-teacher associations. The above arguments will be useful in the proposed study since they will help in laying some of the fundamental background and tenets of

understanding management issues in secondary schools and the challenges faced by school governing and management bodies like the BoGs' in secondary schools within Mandera County.

Secondary schools come under the purview of one or several central ministry and regional offices. In addition to these offices, all Sub Saharan African (SSA) governments have created and regulated local governance structures. In Senegal, the recently created School Management Councils (SMC) for upper and lower secondary schools oversee the material and 'moral' activities of secondary schools, which span academic, administrative, and financial matters. They also ensure that the school complies with health regulations and responds to all questions from the Ministry of Education and the Education Inspectorate. SMC members are secondary school administrators and representatives from the Regional Council, the Mayor's Office, the local Treasury, the PTA and the student body. Parent-student associations (*association parent-élève*) exist in Senegal, but, according to some school heads, they are reticent about being involved (World Bank, 2008).

In South Africa, the 1996 Schools Act gave decision making power to School Management Teams (SMTs) defined as internal management groups that include the principal, deputy head (where there is one) and departmental heads. These groups are responsible for daily and annual management and decision making. The Schools Act also created School Governing Bodies (SGBs) that include the principal and elected

representatives of parents, teachers, non-teaching staff and pupils. In South Africa, as in Zambia and Kenya, conflicts arise between governance bodies. Money is often the source of friction, as South African parents fund approximately half of all expenditures in most government-aided schools and they battle with SGBs and SMTs over school management. Financial support also creates friction between the churches and other religious and social groups (known as foundation bodies) that contribute funds and other support to the majority of government aided schools in South Africa and the Ministry of Education. Foundation bodies have no formal responsibilities for governance and management, but their financial contribution gives them some claims on schools. School management is therefore complex for school heads because multiple sources of finance create multiple senses of ownership. The problems of managing a complicated governance structure appear to be very similar (Bennell and Sayed 2002). The above observation will be useful since it will help in giving some insights on the managerial styles which leaders or managers apply in school management in order to realize effective control and management of the institutions which they head.

The Education Act (1968) revised (1980) defines the functions of BoG. However it has also been observed that most of the board members do not measure up to this as they lacked financial prowess and others have vested interests in the procurement of supplies. Mwiria (2004) also attributes crisis in schools to poor management by unqualified BoGs, where majority are illiterate and do not have capacities to plan and implement policies in their schools. He argues that problems in management are caused by PTA, BoGs and

sponsors who continue to support unqualified persons to head schools and protect them whenever there is evidence of misappropriation of school resources. The path goal leadership theory becomes of importance in this situation since it will help in exposing and analyzing how both situational and environmental factors affect the effectiveness of managers on management issues in the institutions and organizations where they lead. The above arguments will thus be useful since they will help in shedding more light on how managerial problems may affect academic performance of students in schools.

In their study of the funding of schools, Abagi and Odipo (1997) established that primary schools that had good funding bases through active participation of the members of BoG were established to be performing well. However, The Koech report on the inquiry into Kenya's education system (Republic of Kenya, 1999) expressed concern on the political influence in board of governors appointment, low level of education and lack of commitment and dedication on the part of most of them leading to weak management of institutions. Similarly, Koskei (2004), Clarkson et al, (2004), Dawson (2008) and Mahoney (1988) have highlighted the importance of proper education qualification in the managerial efficiency of schools. These studies established that some members of BoGs were incompetent in school management because majority of them were not learned and as such their services were not found to be useful in the schools. It is out of these problems and the realization that there is scarce literature on the challenges facing BoG members in the management of schools in Mandera county that this proposed study seeks

to examine the impact of these challenges on the academic performance of secondary school students in Mandera County, North Eastern Province of Kenya.

Administration is a very important concept in the development of education. For education to achieve its stated goals, the administrative structure and operation must be clear and practical (Apiyo, 2003). Eshiwani (1993), states that the role of educational administration is the direction, control and management of all matters pertaining to education. Direction, he said deals with school and community leadership in general, which is centred in curriculum development, supervision of class instruction and training of teacher. Control and management deal with the implementation of educational goals and plans. Since the attainment of independence, in 1963, Kenya has given a lot of emphasis to the promotion of quality education. This was at the realization that Kenya needed skilled manpower to fill in the part left by colonialist. Sound administration is comparative to quality education and hence the need for head teachers to be effective in the performance of their role.

Submission given to the commission of inquiry into the education system of Kenya, chaired by Davies Koech (1999) observed that the head teachers who are well versed with management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. The commission heard that many head teachers had not been trained in management and administration and were therefore ineffective and lacking in accountability (Apiyo, 2003). The foregoing above

will be useful in laying the foundation upon which the managerial skills of the Board of Governors in secondary schools in Mandera County will be assessed.

2.3 School effectiveness and Academic Performance

Dean (1995) in an attempt to define school effectiveness states that the basic criteria for defining effectiveness are what happens to the children in the school and how they perform. She went on to say that as a head teacher one has to work through people, so effectiveness in this sense is concerned with the ability to manage and motivate people and to organize the work of school so that children, as much as possible can benefit. Therefore, for good academic performance to be realized, head teachers must apply the required competencies on the relevant task which is in line with the path goal leadership theory.

Academic performance is crucial to the effective administration. In Holmes' (1989) view, the school effectiveness research assumes that primacy is to be given to academic work and character development. They suggest that one possible explanation of the effective school research is that effective schools are those where the principal and teachers subscribe to the value of criteria attested to the effective school expectation, a focus on learner, effective use of time, safe and orderly environment, use of consistent discipline, rewards for performance and involvement of the community. From the foregoing, it is clear that effectiveness is the ability to draw together a community of people in pursuit of a common goal. It requires the competencies to stimulate, motivate, direct and influence

as well as providing an organ with the necessary support to members of the institution. The effective leader draws together a community of people in pursuit of a common goal. It requires the competencies to stimulate, motivate, direct and influence as well as provide an organ with the necessary support to members of the institution. The effective leader draws together the parts of the organ and ensures that they all contribute to shared items.

Apiyo (2003) argues that school exists in and for the community. The way the head teacher conducts the school activities in relation to members of the community like parents' body, Board of Governors and local opinion leaders will determine the kind of support received and a reflection on whether the school will succeed or not. In relation to the BoG, Dean (1995), states that "as a head teacher, you need to work with governors. This is a role for which heads normally have little preparation or training yet it is very important one and is becoming increasingly so. You need to carry governors with you in making changes and this may be difficult partly when you are first appointed". Deans work will be useful to this study since it will help in shedding light on how working relationship between the head teachers and the BoG members not only affect the running and management of schools but also academic performance of the students.

Ukeju (1992) noted that administrative management which was practiced in the late 19th Century and early 20th Century following assumptions of scientific management theory were interested in ascertaining whether students were learning, that is, finding out the

extent to which teachers were doing their job and not necessarily in helping to improve either teachers or teaching. In consonance with the assumption of the scientific theory, teachers were taken as tools of the organ and so had to do exactly what they were told to do. Omoka (1980), in her study of primary head teachers and time allocation for instruction, supervision and other school duties asserts that school administration is a complex and difficult task in which a lot of time is wasted because goals and priorities are not clearly stated. In support of Omoka, the Ministry of Education reiterated that a skillful administrator is one who is effective in improving the quality of his work in school. He is prepared to set goals, make policy, plan, appraise effectiveness, coordinate other personnel and give maximum cooperation for the good of the school system. Therefore, as the secretary to the BoG, the principals are also stakeholders as far as the general management of school is concerned as well as the academic performance of the students.

Globally, the Education management of today is not an exact replica of their counterparts of past years. The challenges are bound to tax the abilities of education managers than people at any other level. Education managers of yester years had to deal with some change but change was not at a rapid pace, scope or range as evident in more recent years; and that promises to continue from at least the rest of this century (Gathira, 2008). The ultimate goal is to improve school management as postulated by Schaeffer (1990) that 'improving the quality of education is a major goal of most nations in the developed and developing world.

In 2001, the TSC decentralized recruitment and selection of teachers to various Primary School Boards (PSBs), Board of Governors and District Education Boards (DEBs). The new strategy was meant to give schools and DEB's control over their staff by ensuring that local communities got the opportunity to manage their local education resources and contribute significantly in teachers' employment. This liberated TSC from the task of conducting interviews and employing from the headquarters. Of critical importance was to ensure fair distribution of teachers by ensuring that high teacher turnover was to be based on the needs of the schools and districts leading to proper utilization of teachers (Daily Nation, 29th Aug 2002).

In spite of the effort to delegate some of the TSC teacher management functions, to the agents, concerns for improved efficiency of the developed system of management have been raised. Some includes; the recruitment, selection and deployment system of teachers and lack of specific regulation on the roles of BoGs' Parents Teachers Associations (PTA's) and school committees in monitoring teacher performance (Gathira, 2008, TSC Mwalimu Welfare Association, 2002). Since 2001, when the first recruitment and selection through BoGs started, Kenyan citizens for example applicants, politicians, Kenya National Union of Teachers (KNUT) and Kenya Union of Post Primary Education Teachers (KUPPET) have often given their sentiments of dissatisfaction with the way the human resource practices are conducted by the BoGs (Daily Nation 29/8/2002). These observations will be useful to the current study since they will inform the impact of the

challenges faced by BoGs on the academic performance of secondary students in Mandera County.

2.4 Management roles of BoGs

The Education Circular No 1/99 on National Policy issued by MOEST on 7th September 1999 states that ‘The capacity of the school’s Governors is being strengthened to handle increased decentralized responsibilities of teacher management and support. The general objective of devolution is to enhance the performance and efficiency of the commission by improving its process and procedures in the delivery of services through a rationalized and restructured TSC and its agencies (TSC Mwalimu Welfare Association, 2002). The management manual further notes that, the decentralization has made TSC to shed off most of the operational functions and routine process to the agencies. Its remaining role is mainly to formulate policies and regulate operations of the agents through provision of advice and guidance.

2.5 Leadership and academic performance of students

In Kenya, the success of both secondary schools and students is mainly gauged by their performance in Kenya Certificate of Secondary Education Exams-KCSE (Njiru, 1999). Research shows that students’ academic achievement in schools is mainly dependent upon environmental and personal factors of students. However, these factors will be significantly influenced by the head teacher’s leadership styles, management and effectiveness (Eshiwani, 1993, Okumbe, 2001). The students’ personal factors include

their intelligence, decision made, discipline and personal goals. Apart from head teachers' leadership, the second environmental factor that influences students' academic achievement in KCSE examination includes teachers. Teachers who are academically qualified and professionally trained are assets in the learning process. Thus the staff must be appropriately qualified and adequate in number to assist students realize high academic performance. Similarly, there is need for teaching and learning materials. The availability of relevant books and other learning materials is crucial in helping the teachers to make each subject less abstract and assisting individual students to learn better (Ochiel, 2008). According to Ochiel (2008), this is likely to improve the academic achievement and performance of the students. He further argues that proper financial management assists schools to acquire and utilize the scarce resources towards the achievement of the set goals. As one of the bodies in charge with the support and governance of schools, it will be important to examine how the BoG's undertake these responsibilities and how it overcomes a number of challenges associated with the task of management in secondary schools in Mandera County.

2.6 Summary of the Literature Reviewed

The literature reviewed above indicates that some studies have been undertaken on the challenges faced by Board of Governors in general. Some of these challenges include, for example inefficient management skills and style, recruitment of teachers, indiscipline among students and some teachers as well as raising and controlling school finances among others. However, there are several gaps which the review has identified and which

require scholarly attention. One of the specific gaps includes examining the challenges faced by BoGs in the management of secondary schools and their impact on KCSE performance in Mandera County. Similarly, issues and challenges faced by the BoG in raising and controlling finances as well as the general coordination of the schools in Mandera County have not been adequately addressed. This study, therefore, addresses some of these gaps by looking at some of the impacts of the challenges faced by BoGs on the academic performance of secondary school students in Mandera County of Kenya. Indeed, the works, which have been reviewed above are just a selected few. There is thus little doubt that, from the foregoing reviews, very little research has been undertaken to specifically investigate the challenges faced by the BoGs on the academic performance of secondary school students in Mandera County of Kenya. This study utilizes the numerous sources in related fields to harness relevant data in order to address this hiatus. This is the gap which this study intends to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the study area, targeted population, sampling procedure, research instruments, method of data analysis and study design.

3.2 Research Design

The study is a descriptive survey of the challenges facing members of BoGs in their management role of secondary schools. According to Orodho (2004), this kind of design is concerned with gathering facts and obtaining perfect precise information concerning the current state of phenomena and whenever possible making conclusion for the facts discovered.

3.3 Study Locale/Area

The research was carried out among five secondary schools in Mandera County, North Eastern Province of Kenya. The researcher's familiarity with the area dictated the choice of the study locale. Mandera County has six administrative districts. These are Mandera East, Mandera Central, Mandera West, Mandera North, Banisa and Lafey. The area of study covers three districts that are Mandera North, Mandera Central and Mandera West. The County covers an area of 34000 square km. It shares international boundaries with Ethiopia to the North and Somalia to the east. It borders Wajir to the south and Moyale to the Southwest. The population of Mandera County stood at 1,025,756 people during the

2009 population and Housing Census. Mandera County is a semi arid region with scattered vegetation characterized by drought resistant plants and savannah grassland. The main economic activities are animal husbandry and isolated minimal crop production along the seasonal Dawa River (Mandera District Development plan, 2008-2013).

3.4 Study Population

The study targeted principals and members of BoGs in five selected public secondary schools out of twenty seven in Mandera County. Six BoG members were selected from each of the five schools chosen for the study. Therefore, a total of 30 BoG members out of 65 were selected for the study. All the five principals of the selected secondary schools also formed part of the study population.

3.5 Sample and Sampling Procedure

The sample included five public secondary schools in Mandera County out of the twenty seven. Six members of the BoG were also sampled from each of the five schools selected. Similarly, each principal for the sampled schools also formed part of the sampled population. The selection of these schools was through purposive sampling technique. The BoG's representing each school for the studies were identified through the use of a purposive sample technique. In each school, a total of six BoG members out of the thirteen which accounts for 46% were randomly sampled using simple lottery and questionnaires administered to them. An interview schedule was also used when handling some of the BoG members with limited education background. There was a total of 30

BoG members to be interviewed from the five secondary schools in Mandera County, out of the possible sixty five BoG members from the five schools. Similarly, questionnaires were also administered to all the principals in the five secondary schools. The study sample included one boys' boarding secondary school in Mandera west, one boys' boarding secondary school and one girls' boarding secondary school in Mandera North. Similarly, the study also included one boys' boarding secondary school and one girls' boarding secondary school in Mandera central as shown in Table 3.1

Table 3.1: Sample Matrix

Name of the school	Category	Principals (Sampled)	BoG members (Sampled)
Takaba boys' secondary	Boys' Boarding	1	6
Elwak Secondary	Boys' Boarding	1	6
Elwak Girls' secondary	Girls' Boarding	1	6
Sheikh Ali High school	Boys Boarding	1	6
Rhamu Girls' Secondary	Girls' Boarding	1	6
Total		5	30

3.6 Research Instruments

The research instruments employed were questionnaires and interview schedules. There were two questionnaires, one for the principals and the other for the BoG members. The questionnaires for principals focused on questions of management styles and skills, resource availability, academic qualifications and experience as head teacher and some of the challenges faced by principals in the management of school and ways of overcoming the challenges. Questionnaires for BoG focused on management skills and styles used by the board and its impact on KCSE performance. Other issues included, school resources,

means and ways of overcoming some of the challenges faced by BoG members in the management of secondary schools in Mandera County.

Questionnaires were developed depending on the guiding principles. In this study the following guiding topics were used for formulation of questions in the questionnaire: Date of the establishment of the school, category of the school, academic performance of students in relation to the management of the schools, accessibility of the school, academic qualification of the board members, Managerial skills possessed by board members and the frequency of board members' meetings. Face-to-face interviews were also used. An interview schedule was used to capture information from some of the BoG members who were not able to read and write. The interview schedule also focused on managerial skills possessed by board members, their academic qualifications and the relationships between types of management skills used by board members and KCSE performance among others. Past KCSE performances between (2006-2010) for the five selected schools were also used to establish the relationships between management used by board members and academic performance.

3.7 Piloting

Piloting was done after writing the questionnaires and before starting the actual data collection. The instruments were pre-tested in two public secondary schools in Wajir district which borders Mandera County and has many factors in common. Piloting was done with the sole purpose of detecting any weakness and finding out if the

questionnaires were clear to the respondents. Problems and any unclear question arising during the pre-testing were sorted out by reframing the questions. Piloting also helped in revealing if the anticipated analytical techniques are appropriate.

3.8 Validity

Validity of research tools was sought through non-statistical methods. According to Orodho (2004) validity refers to the extent to which an instrument measures what it was supposed to measure. The instruments were evaluated for content validity, that is, the extent to which the questionnaire is representative of the domain of content/skills. The questionnaire contents was read and examined to evaluate the clarity of items. This ensured that appropriate vocabulary and sentence structure are used and that the questions are suitable for the intended respondents. Similarly, validity was measured by having the instruments reviewed and evaluated by the researcher with the help of supervisors and other members of the department.

3.9 Reliability

Mugenda (2004) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. It is verified by the consistency of the observation of an outcome. The researcher used test- retest technique to assess the reliability of the instrument. This involved administering the same instrument twice to identical respondents not included in the study sample. The

completed instruments were then computed and a comparison from the respondents made.

3.10 Data Collection Procedures

After getting clearance from the University, an official authority to collect data was sought from the Ministry of Education. Once granted the permission by the Ministry of Education, the researcher further sought permission from the principals of the schools identified for the study after which the researcher set dates for conducting research in those schools. Questionnaires were administered to the principals of the schools and some selected members of BoGs. Similarly, an interview schedule was used by the researcher when handling some of the BoG members who are not well educated and who cannot write. The interviews were tape-recorded after seeking consent from the interviewees. The BoG members were interviewed in one of the HODs' office in the school to enhance privacy. Each respondent was interviewed one at a time for a period of forty minutes.

3.11 Data Analysis

After gathering data, analysis was done using descriptive statistics. Similarly, frequency table, pie charts, percentages, bar graphs was used. Overall, the data was analyzed qualitatively and quantitatively. The information obtained from face-to-face interviews was corroborated with other data collected through questionnaires for validity and reliability. It is from these data that the researcher formed the basis for analyzing and

interpreting the challenges faced by BoG members in the management of secondary schools in Mandera County. In terms of qualitative analysis the researcher organized the data thematically. This method was chosen because the data was categorized into themes in relation to the opinion, views and perception of the respondents. This method is quick and easy when employed in analyzing transcripts of oral interviews and interview schedules as well as questionnaires which are the key instruments in data collection for the study. Recorded interviews were transcribed; interviews done in mother tongue were translated into English and interpretation done according to emerging patterns from the respondents. However, the researcher was keen when analyzing the data by being objective in order to avoid biasness when analyzing the entire data. Quantitative data was analyzed using descriptive statistics by use of frequency tables, pie charts, percentages and bar graphs.

CHAPTER FOUR

PRESENTATION AND ANALYSES OF DATA

4.0 Introduction

The purpose of the study was to examine the challenges faced by BoG members and how these challenges impact on KCSE performance among students in Mandera county and ways of overcoming the challenges. This study was premised on the following objectives: To find out the challenges the BOGs are facing in carrying out their duties towards the development of schools in Mandera County, to investigate managerial styles and procedures used by BoGs in the general coordination of secondary schools in Mandera County, to examine the management skills of BoG members of secondary schools and its impact on the academic performance (KCSE) of secondary school students in County. The study went further to find out resources available in the schools managed by BoG and how this helps in drawing up school policies and examined ways of solving the challenges faced by BoGs in secondary schools in Mandera County. This chapter deals with the presentation and analysis of data gathered from the study of challenges faced by the board of governors in the management of secondary schools and their impact on Kenya Certificate of Secondary Education performance: a case of Mandera County, North Eastern Province, Kenya. The analysis is based on data gathered from the respondents, interviews and discussions of major investigations under pertinent research questions. Questionnaires and interview schedules were used to gather the data. A total of thirty-five (35) copies of the questionnaire consisting of close and open-ended items were distributed to the selected respondents; (30) given to sampled BoG members;

(5) Head teachers and interview schedules was used when handling some of the BoG members with limited education background. Of these, 29 (82.6%) copies were properly filled and returned, one (1) was returned but not filled, and five (5) copies were not returned. The first part of this sub-section presents descriptions about the respondents and background. Next, the main data have been treated under each of the questions raised in chapter one, and finally major discussion under pertinent research questions.

4.1 Background Information

The sample included five public Secondary schools out of twenty seven in Mandera County. Six members of the BoG were sampled out of the five schools in the County and each principal from the sampled schools. The sample distributions of the respondents were as shown in the Table 4.1.

Table 4.1 Sampled schools

Name of the school	Category	Principals (Sampled)	BoG members (Sampled)
Takaba boys' secondary	Boys' Boarding	1	6
Elwak Secondary	Boys' Boarding	1	6
Elwak Girls' secondary	Girls' Boarding	1	6
Sheikh Ali High school	Boys Boarding	1	6
Rhamu Girls' Secondary	Girls' Boarding	1	6
Total		5	30

The study was carried in different types of schools where the respondents were from both boys 'and girls 'boarding schools. This was important as it enabled the researcher to understand the views of the respondents from all types of schools.

4.1.1 General Characteristics of the BoG Members

Of all the sampled BoG members, the considered sexes had 16 (66.7 %) as male and 8 (33.3%) as female responding to the questionnaires returned by BoG members.

4.1.2 Age Distribution

The researcher requested the BoG members to state their ages in the questionnaires. In response to this question, the findings were as shown in Table 4.2.

Table 4.2: Age Distribution of BoG Members

Age Distribution	Frequency	Percentage
Between 26- 30 Years	3	12.5
Between 31-35 Years	2	8.3
Between 36-40 Years	5	20.8
Between 41-45 Years	5	20.8
Between 46-50 Years	5	20.8
Between 51-55 Years	1	4.2
Between 56-60 Years	3	12.5
Total	24	100

Table 4.2 shows that the BoG respondents aged between 36-40 years, 41-45 years and 46-50 years were each (20.8%). The finding shows that majority of the BoG members (79.2%) were above 36 years old.

4.1.3 Educational Background and Profession

The researcher asked the BoG members to indicate their level of education and professions in the questionnaires. In response to this question, the findings were as indicated in Figure 4.1 and 4.2 respectively.

Figure 4.1: Educational Background of BoG Members

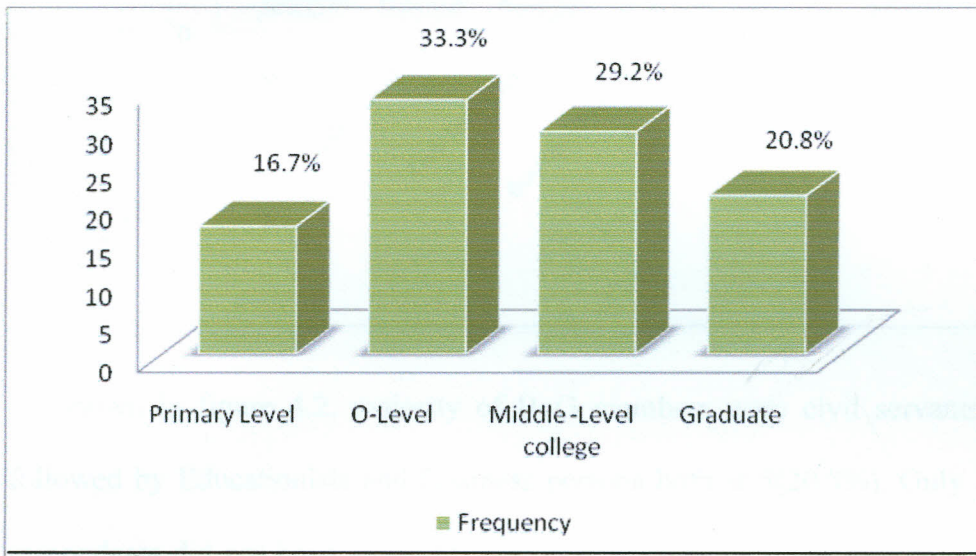
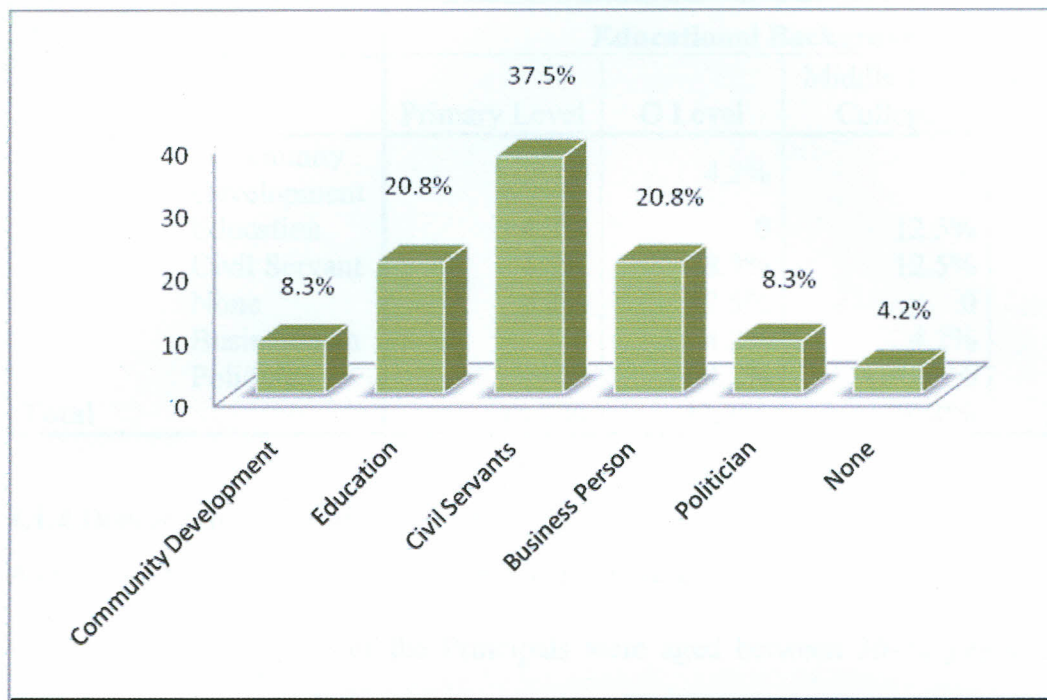


Figure 4.1 shows that 4 (16.7%) of the board members had primary level of education, 8 (33.3%) with ordinary level of education, 7 (29.2%) had middle colleges level of education and 5 (20.8%) were graduates. This implies that the board members were adequately educated as over (83.3%) had O level and above education.

Figure 4.2: Professions of BoG Members



As shown in figure 4.2, majority of BoG members were civil servants at 9 (37.5%) followed by Educationists and Business persons both at 5(20.8%). Only 1(4.2%) of the respondents did not have any profession this implies that these schools are managed by people who are professionals in different fields. Table 4.3 shows a cross-tabulation of educational background and professions.

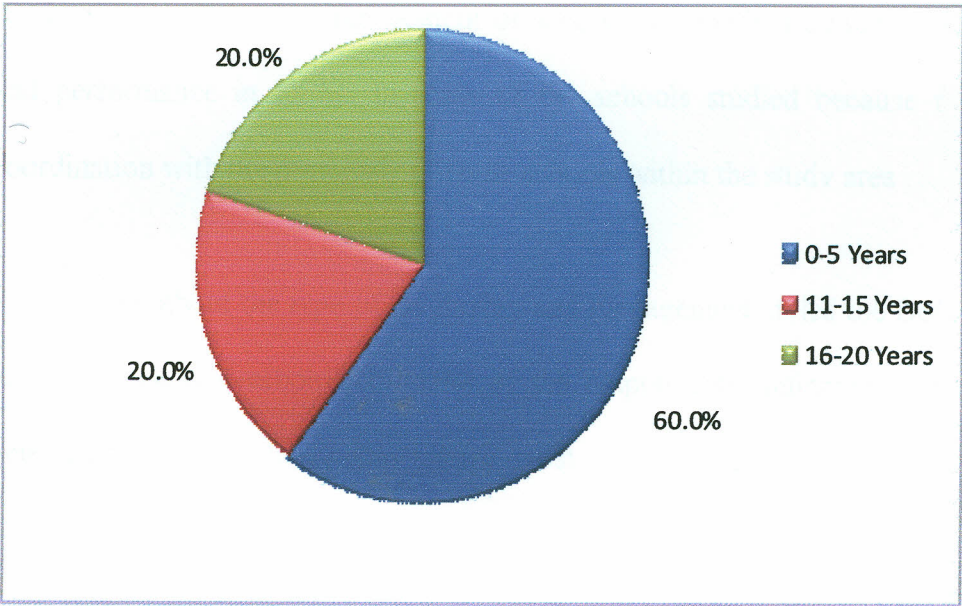
Table 4.3: Profession * Educational Background Cross tabulation

Profession		Educational Background				Total
		Primary Level	O Level	Middle-level College	Graduate degree	
Community Development		0	4.2%	0	4.2%	8.3%
Education		4.2%	0	12.5%	4.2%	20.8%
Civil Servant		4.2%	8.3%	12.5%	12.5%	37.5%
None		8.3%	12.5%	0	0	20.8%
Businessman		0	4.2%	4.2%	0	8.3%
Politician		0	4.2%	0	0	4.2%
Total		16.7%	33.3%	29.2%	20.8%	100

4.1.4 Demographic Information of the Principals

As head teachers, 4 (80.0%) of the respondents were male while 1 (20%) were female. In terms of age, 2 (40.0%) of the Principals were aged between 36-40 years, 2 (40.0%) while 1 (20.0%) aged between 45-50 Years as shown in figure 4.3. From the study, 3 (60.0%) of the principals had Bachelor of education degrees while 2 (40.0%) had other degrees.

Figure 4.3: Years of Experience of the school Principals



The sampled schools were predominantly headed by male teachers. As far as their years of experience are concerned, the findings were as shown in figure 4.3.

4.2 Managerial styles and procedures used in coordination of secondary schools.

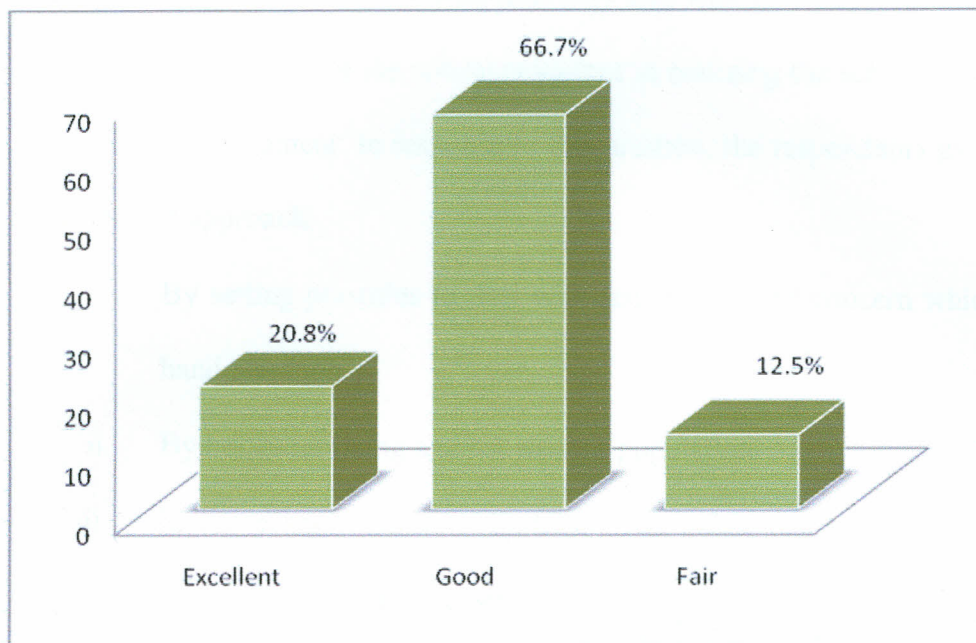
The respondents were asked to indicate in the questionnaires whether they had undertaken specialized management training courses. In response, 7 (29.2%) said they had taken the management training course while 17 (89.8%) had not taken. The few members who had undergone trainings, were trained mainly in administration courses and a little of financial management. The average number of board members who underwent management training were two (2) BoG members with most schools having no BoG members trained while there was a school with a maximum of six (6) members all undergoing short courses in management. It is thus evident that most BoG members had limited managerial styles in executing their duties and as such most of the coordination work in most of the secondary schools under study was left to the principals of the various schools. This was therefore one of the major challenges that most of the BoGs experience in the management of schools in Mandera county which translated to bad performance in KCSE in some of the schools studied because of lack of proper coordination with the principals of some schools within the study area .

When asked about the type of leadership and management styles the BoG members used in their respective schools, (78.0%) of the respondents indicated that they employed democratic kind of leadership where most decisions are made in meetings through

consensus or decided by votes where majority have their way and minority their say. This style embraces everybody's opinion however one of the BoG member at Sheikh Ali Boys Secondary school told the study that he prefers authoritative method in order to insulate the best decision from political interference. In terms of relationship between board members themselves, 5 (20.8%) of the respondents said that the relationship is excellent, 17 (70.8%) said that the relationship is good while 2 (8.3%) said that there is bad relationship between board members. As evidenced from this study, the working relationship between board members themselves was good and therefore was not considered as a challenge in school administration. This study shows that 15 (62.5%) of the BoG members met at least once per term, (12.5%) indicated that they meet twice per year while (25.0%) said in this study that they met at least thrice per year.

The researcher asked the board members to indicate rating of the relationship between the board members and the school principals. In response the results were as shown in Figure 4.4.

Figure 4.4: Relationship between BoG Members and Principals



As shown in Figure 4.4, majority of board members said that the relationships between various boards of governors and their respective principals were good.

Even though the study revealed that there was good relationship between the principal and the BoG members, (41.7%) of the respondents rated the efficiency of the BoG members in management of secondary schools in Mandera County as good, while (58.3%) rated their efficiency as fair.

4.3 Resources in the schools and how this helps in drawing up school policies

The researcher asked the respondents to indicate whether the schools had enough teaching and learning materials in their respective schools. In response to the question, 11

(45.8%) said they had enough teaching and learning materials while 13 (52.4%) said they did not have. The respondents who said they had enough resources were asked to state how they utilized some of the school resources in realizing the school objectives, policies and overall development. In response to the question, the respondents gave the following methods and approach:

- i. By setting priorities to deal with issues of major concern which is given first hand attention.
- ii. By books rationing against student population.
- iii. In the school kitchens, cooking done using energy saving jikos and solar energy used to cut on costs.
- iv. Sharing and borrowing some essential resources from other neighbouring schools or other learning institutions to ensure maximum utilization of resources.
- v. The schools sometimes engage volunteer teachers to supplement Teachers Service Commission employed teachers.
- vi. The principals said that funds received from government and parents are mainly utilised for purchasing textbooks and laboratory equipments.

For the respondents who felt that the resources in the school were not enough for the schools to achieve its object, they gave a number of reasons: first there was inadequacy in terms of both teaching and non teaching staff, secondly insufficient teaching and learning materials and facilities like laboratory equipments, textbooks and classrooms. Thirdly,

the study revealed that there were shortages of clean water for both students and teachers; lastly there was lack of financial capacity to support the needy students.

4.4 Management skills of BoG members and its impact on the academic performance

The researcher asked respondents to state whether there was any relationship between management of school and academic performance. In response to this, all the respondents (100%) agreed that progress in any learning institution depends on proper management of schools. One of the school principals interviewed intimated to the researcher that by directly interacting with the students and involving them on issues that affect them directly, a slow but positive change in academic performance was noticed in his school. The performance in Kenya Certificate of Secondary Education exams changed because the entire school management which includes the principal and all board members showing concern toward the plight of the students and the entire staff.

“Excellent management of strategies will utilize the school resources towards realization of school objectives and goals” said one of the board members in one of the secondary schools. If board members constantly meet the students and their teachers to share ideas and advice them, it builds a harmonious relationship between teachers, students and the entire support staff and this is healthy for the students and as it helps them even work harder to pass examinations.

In this study, the researcher wanted to know how the school management by BoG affects academic performance in Kenya Certificate of Secondary Education of the students. The respondents gave their reasons as itemized below:

- i. In this study, 68.4 % of the respondents indicated that keeping constant track performance and rewarding teachers for good results achieved by students will improve their future performances. This finding confirms what Dean (1995) found that in an attempt to define school effectiveness states that the basic criteria for defining effectiveness is what happens to the children in the school and how they perform. She went on to say that as a head teacher one has to work through people, so effectiveness in this sense is concerned with the ability to manage and motivate people and to organize the work of school so that children, as much as possible can benefit. Therefore, for good academic performance to be realized, head teachers must apply the required competencies on the relevant task which is in line with the path goal leadership theory.
- ii. It was reported by 54.6% of the respondents that when BoG members intervene by employing PTA teachers to supplement the efforts made by TSC employed teachers, the problem of shortage of teachers will be reduced.
- iii. The BoG oversees the implementation of various policies proposed by the ministry of education and other stakeholders pertaining to students' welfare as well as academic welfare as noted by all the respondents
- iv. Although better managerial skills employed by BoG members have led to better performance by students in their KCSE in Mandera County, 77.8% indicated that

some of the outcomes of the bad managerial skills in some schools within the study area revealed that these bad managerial skills also impacted negatively on the school performance in KCSE. For instance, some BoG members influencing the intake of below average students to acquire chances in secondary schools managed by these board members. It was observed that this tendency led to enrolling and admission of some undisciplined and academically weak students chased away from other schools whose poor academic records affected the average mean scores of certain schools in KCSE.

4.5 Challenges the BoGs are facing in the development of schools

The researcher asked the respondents about the challenges facing the board of governors and the entire administration in management and development of schools. In response to this question, the respondents stated the following as some of the main challenges:

Apart from financial constraints, 75.8% of the board members did not know their roles since they had never attended management courses. This is confirmed by Mwiria (2004) who also attributes crisis in schools to poor management by unqualified BoGs, where majority are illiterate and do not have capacities to plan and implement policies in their schools. He argues that problems in management are caused by PTA, BoGs and sponsors who continue to support unqualified persons to head schools and protect them whenever there was evidence of misappropriation of school resources.

There is constant political interference as narrated by one of the BoG officials at Rhamu girls' secondary school who recommended a teacher for appointment as deputy principal only for an influential politician from the area to interfere with the process ending up with unresourceful person who cannot manage a school. The study revealed that there is interference by provincial administration as the officers in provincial administration can overturn an important decision made by the entire board. It was reported that lack of follow up mechanism on implementation of decisions made during board meetings due to poor record keeping abilities by the clerical staff was mentioned as a challenge. Poor attendance or absenteeism to meetings by board members due to laxity or engagement in other commitments was also cited as a challenge. Finally tribal and ethnic balancing while nominating board members was also reported as a challenge and the problem of principals overstaying in one school which leads to complacency.

4.6 Ways of solving the challenges faced by BoGs

In mitigation and solution to some of these problems, respondents suggested the following ways and mechanism to overcome the problems:

- i. There should be regular meetings and thorough consultation with parents, education officials.
- ii. Supervisory duties in curriculum implementation, development and meeting with principal teachers on student performance or even formation of task force

- iii. Request for the availability of funds for infrastructure to realize conducive learning environment private NGOs, CDF etc.
- iv. Ensure frequent crisis meeting are called by the principal on issues beyond their scope.
- v. Through transparency, proper communication, training and capacity building
- vi. Taking the board members for management training and avoid electing illiterate board members.
- vii. Politicians should be discouraged from influencing decisions on the appointments of BoG members and head teachers through patronage. This was also emphasized in the Koech report on the inquiry into Kenya's education system (Republic of Kenya, 1999) which expressed concern on the political influence in board of governors' appointment, low level of education and lack of commitment and dedication on the part of most of them leading to weak management of institutions.
- viii. There should be control in establishment of new secondary schools until the challenges faced by the existing ones are fully addressed.
- ix. Teachers should be promoted on merit and not on ethnicity and if appointed as principal, should not overstay in a school.
- x. Quality assurance at the district education office should be enhanced and board members must be people of high integrity.

In conclusion the study established that for the success of any secondary in Mandera County, the board members should be regularly trained in managerial skills so that they can apply it to run the schools well. This will eventually help the school to utilize the resources for better KCSE performance.

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.0 Introduction

This study set out to investigate the challenges faced by BoG members in the management of secondary schools and their impact on KCSE performance among students in secondary schools within Mandera County. The objectives of the study were:

- i. To find out the challenges the BoGs are facing in carrying out their duties towards the development of schools in Mandera County.
- ii. To find out managerial styles and procedures used by BoGs in the general coordination of secondary schools in Mandrea County.
- iii. To examine the management skills of BoG members of secondary schools and its impact on the academic performance (KCSE) of secondary school students in County.
- iv. To find out resources available in the schools managed by BoG and how this helps in drawing up school policies.
- v. To examine ways of solving the challenges faced by BoGs in secondary schools in Mandera County.

The literature reviewed in this work established that some studies had been undertaken on the challenges faced by BoG members on the management of secondary schools and their impact on KCSE performance among students in secondary schools within Mandera County. However, several gaps including the one on the challenges of BoG on the school

management were identified as possible avenues for scholarly research. The study is important because it contributes to the scarce literature on challenges of BoG on school management and its impacts on KCSE performance among students in Mandera County which have so far, not received serious scholarly attention.

Methodologically, the study employed the use of questionnaire and interview schedules to harness primary data. Secondary data was also obtained from local libraries.

5.1 Summary of the Major Findings

1. This study has achieved its objectives by establishing that the main challenges faced by BoGs in the management of schools in Mandera County were financial constraints which sometimes made the implementation of some policies and running of the school difficult. This financial constraint forced some principals in consultation with the BoG members to close schools earlier than the officially recommended closing dates. The study has also demonstrated that some BoG members were illiterate and did not know their role in the management of schools and were therefore inadequate in executing the planning and implementation of policies within their areas of duty. Similarly, political interference and interference from the provincial administration was also viewed as some of the challenges which affected the development of schools in Mandera County. Lack of follow up mechanisms, due to poor record keeping abilities and poor attendance of BoG meetings, as well as the need to maintain ethnic and clan

balance while constituting the BoGs were also seen as a challenge which compromised of effective management of the BoGs in the area of study.

2. In terms of management style and procedures used in the coordination of schools, the study has demonstrated that majority of the schools employed democratic styles where decisions are made through consensus and votes among the board members. Although most principals and BoG members used democratic style in management and leadership, it was evident that most BoG members had limited managerial styles in executing their duties and as such most of the coordination work in most of the secondary schools under study was left to the principals of the various schools. This was therefore one of the major challenges that most of the BoGs experienced in the management of schools in Mandera County which translated into bad performance in KCSE in some of the schools studied because of lack of proper coordination with the principals of some schools within the study area. Nevertheless, a number of BoG members have been undergoing some training to improve on their management styles.

3. Better management skills were seen to have some direct impact on the academic performance of students in Mandera County. The BoG members used their good management skills to improve KCSE performance by rewarding students who performed well in exams and also rewarding teachers whose subjects scored the highest mean in the school. But also bad management skills was seen to affect

KCSE performance in some schools since some BoG members influenced admission of either academically weak students or students who had been expelled from other schools due to indiscipline. Nevertheless, good managerial skills ensured that most schools implemented policies proposed by the Ministry of Education in Mandera County.

4. Majority of the schools in this study did not have enough or adequate resources. However, the few schools which had reasonable amount of resources used these resources to assist in the drawing up of the school policies. For instance, the funds received from the government were used in purchasing of text books and laboratory equipments. Some schools also shared their resources with other neighbouring schools and this enhanced the relationships between the neighbouring schools. But also, those schools which did not have enough resources suffered from understaffing, water shortages, lack of adequate classrooms, toilets and adequate funding. These inadequacies affected both the performance of students and the running of the school.

5. In mitigating these problems, the board members should be taken for management training and Ministry of Education policy should be strictly followed during nomination of the board members, Politicians should be discouraged from influencing decisions on the appointments of BoG members and head teachers

through patronage and finally quality assurance at the District education office should be enhanced and board members must be people of high integrity.

5.2 Conclusion

In conclusion, the study thus came up with some possible solution to the challenges faced by BoGs in the management of schools in Mandera County. These solutions were also seen as ways which would positively affect the performance of students in KCSE. These included regular meetings and consultation between BoG members, parents and education officials to sort out management issues affecting the BoGs, taking board members for management training and also avoiding the election or incorporation of illiterate person to be members of the BoGs. Similarly, the study suggests and recommends that politicians should be discouraged from influencing decisions on the appointment of BoG members; finally quality assurance should be enhanced at the district level to ensure that management of schools impact positively on the students' performance.

5.3 Recommendation to Policymakers

Based on the finding of the study, there is evidence that there are challenges faced by BoG members in the management of secondary schools and this has impact on KCSE performance among students in secondary schools within Mandera County. For deliberate and practical intervention, the study has recommended that:

- i. To the schools, there should be regular meetings and thorough consultation with parents and education officials. Supervisory duties in curriculum implementation, development and meeting with principal teachers on student performance or even formation of task force
- ii. The government should avail more funds for infrastructure to realize conducive learning environment private NGOs, CDF etc.
- iii. The parents should ensure frequent crisis meeting are called by the principal on issues beyond their scope. The school should embrace transparency, proper communication, training and capacity building.
- iv. Capacity building for the board members through management training and following Ministry of Education policy during nomination of board members.
- v. Politicians should be discouraged from influencing decisions on the appointments of BoG members and head teachers through patronage. There is expressed concern on the political influence in board of governors' appointment, low level of education and lack of commitment and dedication on the part of most of them leading to weak management of institutions.
- vi. The community should control the establishment of secondary schools until the existing ones with challenges are fully addressed.
- vii. Teachers should be promoted on merit and not on ethnicity and if appointed as principal, should not overstay in a school.
- viii. Quality assurance at the district education office should be enhanced and board members must be people of high integrity.

- ix. The study revealed that majority of BOG members in Mandera County have basic form four level education as recommended in Education Act. However, this is not normally adhered to during nominations because only Cvs of the nominated members are sent to the Ministry of Education without copies of academic certificates. The researcher therefore recommends that copies of academic certificates must be sent to the Ministry during nomination.

5.4 Recommendations for Further Research

This study has only addressed challenges faced by BoG members in the management of secondary schools and its impact on KCSE performance among students in secondary schools in Mandera. Many other areas of education need to be studied too, for example:

- i. Challenges faced by BoG in implementation of subsidized secondary education.
- ii. How secondary schools can initiate income generating activities to address financial challenges facing BoG members.
- iii. Comparative study should be carried out in other Counties to establish the exact challenges faced by the BoG members in management of secondary schools.

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APPENDIX I

LETTER OF INTRODUCTION TO SCHOOLS

Adan Hussein Ibrahim
Department of Educational Management, Policy and Curriculum Studies
Kenyatta University,
P.o Box 43844,
Nairobi, Kenya.

To,
The Principal
.....
P.O Box
Mandera County.

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

This is to inform you that I am in the final year of my Master of Education (M.Ed) program at Kenyatta University. I'm conducting a research based on my M.Ed research proposal titled **The Challenges Faced by the Board of Governors in the Management of Secondary Schools and their Impact on KCSE Performance: A Case of Mandera County, Kenya.**

The purpose of this letter is to kindly request you to allow me access to your school beginning from 1/05/2011 up to 10/05/2011. I would be very grateful for your positive response. I intend to share the findings with the school at the end of the study.

Yours Sincerely,

Adan Hussein.

APPENDIX II

QUESTIONNAIRE FOR PRINCIPALS

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Please tick (✓) on the appropriate choice(s) which you think is the answer(s) or more correct response(s) to the questionnaire.

Section A- Personal Data

1. Age
2. Gender/sex
3. Educational background
4. Experience as headteachers

Section B- Institutional Data

5. Name of the school-----
6. Location of the school-----
7. When was the school established?-----
8. Is the secondary school boarding, day or day/boarding?
Day Boarding Day/Boarding
9. Is the school a district, provincial or national?
District Provincial National
10. Is the school mixed, boys only or girls only?
Mixed Boys Girls only

Section C Thematic Areas

(i) Management styles and skills

11. (a) Have you ever attended any school management course?

Yes No

(b) If yes specify _____

12. Does your school have an operational BoG?

Yes No

13. Which managerial styles do you use in your school administration?

a) Democratic (b) Autocratic/Authoritative (c) Laissez Faire

14. How would you rate BoG member's relationship with the principals?

(a) Excellent (b) Good (c) Fair (d) Bad

(ii) Resource Availability

15. Does the school have enough teaching and learning materials?

16. How do you utilize some of the school resources in realizing the school objectives and overall development of the school?

17. Are the resources in the school enough for the school to achieve its objectives?

(iii) Challenges faced in school management

18. What are some of the challenges you face in relation to management of the school? _____

19. What is the relationship if any between school management and students learning in your school?

20. How does this relationship affect academic performance of the students?

21. What are some of the mitigation measures which can be put in place to overcome the challenges mentioned in number 18 above?

(iv) Impact of Management on Academic Performance (KCSE)

22. Is there any relationship between academic performance and management in your school?

APPENDIX III

QUESTIONNAIRE FOR BoG MEMBERS

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper.

Please tick (✓) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

Section A- Personal Data

1. Age
2. Gender
3. Educational background
4. Profession

Section B- Institutional Data

5. Name of the school-----
6. Location of the school-----

Section C – Thematic Areas

(i) Managerial styles and Skills

7. Have you ever undertaken a specialized management training course?

- a) Yes (b) No

8. If yes, specify _____

9. How many BoG members have undergone management training course?
10. What type of leadership and management styles/skills do BoG members use in the school?
11. How does the board members relate with the fellow members?
(a) Excellent (b) Good (C) Fair (d) Bad
12. How often does the BoG meeting held in your school?
13. How does the board members relate with the principal?
(a) Excellent (b) Good (C) Fair (d) Bad
14. In your opinion, rate the efficiency of BoG members in management of secondary schools in Mandera County?
(a) Excellent (b) Good (C) Fair (d) Bad

(ii) Resource Availability

15. Does the school have enough teaching and learning materials?
16. How do you utilize some of the school resources in realizing the school objectives and overall development of the school?

17. Are the resources in the school enough for the school to achieve its objectives?

(iii) Challenges faced by BoG in School management

18. What are some of the problems encountered by board members in school management? _____

19. How does the board solve their managerial problems? _____

20. In your opinion how can challenges faced by BoG members in the management of secondary schools in Mandera County be overcome? _____

(iv) Impact of management on KCSE Performance

21. Is there any relationship between management of schools and academic performance?

a) Yes (b) No

22. How does school management by the BoG affects academic performance (KCSE) of the students?

APPENDIX IV

INTERVIEW SCHEDULE FOR BOARD OF GOVERNORS

1. Age
2. Gender
3. Educational background
4. Profession

Section B- Institutional Data

5. Name of the school-----
6. Location of the school-----

Section C – Thematic Areas

(i) Managerial styles and Skills

7 (a) Have you ever undertaken a specialized management training course?

- i) Yes ii) No

(b) If yes specify _____

8. How many BoG members have undergone management training course?

9. What type of leadership and management styles/skills do BoG members use in the school? -----

- a) Why?
- b) How?

10. How does the board members relate with the fellow members?

- (a) Excellent (b) Good (C) Fair (d) Bad

11. How often are meetings the BoG meeting held in your school?

12. (a) How does the board members relate with the principal?

- (i) Excellent (ii) Good (iii) Fair (iv) Bad

(b) What caused such relationship?

13. (a) In your opinion, rate the efficiency of BoG members in management of secondary schools in Mandera County?

- (i) Excellent (ii) Good (iii) Fair (iv) Bad

(b) Explain your answer?

(ii) Resource Availability

14. Does the school have enough teaching and learning materials?

15. How do you utilize some of the school resources in realizing the school objectives and overall development of the school?

16. Are the resources in the school enough for the school to achieve its objectives?

(iii) Challenges faced by BoG in School management

17. What are some of the problems encountered by board members in school management? _____

18. How does the board solve their managerial problems? _____

19. In your opinion how can challenges faced by BoG members in the management of secondary schools in Mandera County be overcome? _____

(iv) Impact of management on KCSE Performance

20. Is there any relationship between management of schools and academic performance?

(a) Yes (b) No

21. How does school management by the BoG affects academic performance (KCSE) of the students?

APPENDIX V

TIME FRAME

Chronology

Activity	Month 2010- December2011						
	Dec 2010	Jan 2011	Apr 2011	May	Aug 2011	Sep/ Oct 2011	Nov/ Dec 2011
Proposal Writing and Corrections							
Data Collection							
Data analysis and writing the first draft							
Submission of the first draft							
Corrections							
Writing the final draft							
Submission of the final report							

APPENDIX VI
PROPOSED BUDGET

Material/Services	Amount (Ksh.)
Stationery and binding	20,000
Copy preparation	10,000
Field research	30,000
Communication	20,000
Miscellaneous	40,000
Total proposal cost	120,000



KENYATTA UNIVERSITY
GRADUATE SCHOOL

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

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

Our Ref: E55/CE/15551/08

Date: 2nd July, 2011

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. ADAN HUSSEIN IBRAHIM -
- REG. NO. E55/CE/15551/08

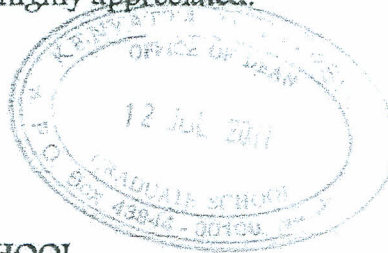
I write to introduce Mr. Adan Hussein Ibrahim who is a Postgraduate Student of this University. He is registered for an M.Ed degree programme in the Department of Educational Management, Policy and Curriculum Studies in the School of Education.

Mr. Adan intends to conduct research for a thesis project entitled, "The Challenges Faced by the Board of Governors (BoG) in the Management of Secondary Schools and their Impact on KCSE Performance: A Case of Mandera County, North Eastern Province, Kenya."

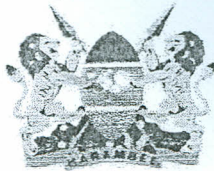
Any assistance given will be highly appreciated.

Yours faithfully,

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL



JMO/fwk



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NCST/RRI/12/1/SS-011/1224/4

8th September, 2011

Adan Hussein Ibrahim
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The challenges faced by the board of governors (BoG) in the management of secondary schools & their impact on KCSE performance: A case of Mandera Country, North Eastern Province, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Mandera District for a period ending *31st December, 2011*.

You are advised to report to the District Commissioner & the District Education Officer, Mandera County Mandera District before embarking on the research project.

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

A handwritten signature in black ink, appearing to read 'P. N. Nyakundi'.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Mandera District

The District Education Officer
Mandera District