

**GOVERNANCE AND MANAGEMENT OF PUBLIC SECONDARY  
SCHOOLS BY BOARDS OF MANAGEMENT IN MAARA, THARAKA NITHI**

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**A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF  
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## DECLARATION

I declare that this research project report is my original work and has not been presented in any other university/Institution for consideration of any certification. This project report has been complemented by referenced sources dully acknowledged, where text and data has been borrowed from other sources including the internet, they are specifically accredited and references cited using the current APA system in accordance with anti-plagiarism regulation.

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## **DEDICATION**

This report is dedicated to my loving husband Moses Kathuri and my son Faustine Murithi for their moral and psychological support accorded to me during the preparation of the study report. Thank you for the sacrifices and patience during the entire study period. May the Almighty God bless you immensely.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOG:</b>	Board of Governors
<b>BOM:</b>	Board of Management
<b>KEMACA:</b>	Kenya Education Management Capacity Assessment
<b>KESI:</b>	Kenya Education Staff Institute
<b>MOEST:</b>	Ministry of Education Science and Technology
<b>PA:</b>	Parents Association
<b>SBM:</b>	School Based Management
<b>SMC:</b>	School Managing Committees
<b>TF:</b>	Task Force

## ABSTRACT

Board of Management (BoM) is an important organ for school governance or leadership and management structure. Kenya like any other African countries which have undergone decentralization, has only been directing its efforts into devolving the fiscal and physical material entities, while forgetting the people who in reality are meant to assume the management responsibilities at schools. The purpose of the current study was to investigate the effectiveness of Boards of Management in governance and management of public secondary schools in Maara, Tharaka Nithi County. The research study employed a descriptive survey design that embraced both qualitative and quantitative approaches. The target population for the study was 751 subjects. These included 50 principals, 700 Board of Management members from 50 public secondary schools and 1 District education officer. The sample comprised of 81 people, who included 30 principals, and 50 BOMs; 5 from each sampled schools from Maara and one DEO. This sample was arrived at through random sampling technique. The researcher used questionnaires and an interview guide to collect the data. The data and information was then coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). The results were discussed according to study objectives to address the research questions appropriately. The results of data analysis were presented in frequency tables. The study findings established that all the schools under this study had an operational Board of Management. BOM members were involved in financial management, physical and material resources, human resources and discipline. In response, 60% of them indicated that they were always involved, 30% of them said that they were sometimes involved while only 10% said that they were rarely involved. BOM members were involved in soliciting for the school, budget preparation and approval, analyzing of the monthly trail balance and discussing audit reports. On upholding a healthy and positive school-community relation, the study established that the Board of Management did their best in maintaining a cohesive society. Boards of Management face a handful of challenges in the management of public secondary schools. These range from shortage of funds, poor financial management skills in budgeting, accounting and auditing procedures as was indicated by 83% of the principals and 70% of the Board of Management members. Other challenges that have come out clearly is lack of physical and material resources and conflicting interests among the board members. Albeit all these responsibilities the Board of Management it was established that they were not well trained to handle the delicate issues. This study recommends that; Schools should set up appropriate structures to ensure proper communication, training and capacity building of all the members involved in the management. Schools should involve BoM members who have wide knowledge in management and supervisory duties. Communities' participation in school development should not be relaxed after their initial involvement in setting up the schools. The minimum academic qualification for the BOM member to be appointed in any education institution should be raised to a degree level from amongst people with integrity and competence.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This chapter entails the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, scope of the study, limitations and delimitations of the study, Assumptions, The study also presents the theoretical Framework, Conceptual framework and the definitions of key terms.

### **1.2 Background of the Study**

Education reforms in the world are inevitable due to the mismatch between the education system that was developed in the 19<sup>th</sup> century and the new technological era. The world's demand for education, greater access, equity and good quality services in the education system have in the recent past put more pressure for more reforms. Other factors that have accelerated reforms in secondary education include; need for more access, equality and quality. These changes have generally affected the governance management and accountability of secondary schools (World Bank, 2008] Kenya like any other African countries which have undergone decentralization, has only been directing efforts into devolving the fiscal and physical material entities, while forgetting the people who in reality are meant to assume the responsibilities at schools. Boards of management from the sampled schools were expected to be trained, co-ordinated, motivated and empowered through technical assistance and offered supportive inputs to enable them excel in their roles.

The new Constitution of Kenya (2010) established Boards of Management in secondary schools. The Board of Management as mandated by the new Constitution is an important component of the school leadership, management and governance structure. However, the appointment of the board members has not been done in consideration of the education credentials (Republic of Kenya, 1999). Management skills by the board members have been wanting as many lack the needed competencies to run the educational institutions. Therefore, the school heads are the dominant figures in the management of the institutions and thus are mandated to oversee academic and financial roles in the school. However, the Kenyan Constitution has mandated the BOM to take a central role in the educational management are expected to perform different but complementary roles in the school.

Ramani and Zhimin (2010) admits that conflicts in institutions are real between different management groups, like BOM, PA and the principals, as they depend on one another. It is notable that differences in any system or organization occur which may hinder smooth functioning of the institution. There is room for conflicts where role definitions and boundaries of responsibilities are not specified between the stakeholders. The Board of Management is an instrument for decentralizing of the school administration; ensure participation by members of teaching and non-teaching staff, parents and the community in achieving the school goals. In this role, the BOM is expected to exercise a delegation of power and authority in the schools that encourages commitment by all, trust, and a sense of ownership. Generally in Kenya and Tharaka Nithi in particular, this has not been the case in public secondary schools. The Board of Management has been left with questions of whether they are supposed to take full control of the school, or leave some of the responsibilities to the principal.

Consequently, this has created a gap in their governance and management capabilities as either poor or made them feel they are not of great consequence in the institution (Wainaina, 2015). The situation has left many questions as to whether the level of decentralization complements the conditions that enable effectiveness in the management of secondary School. The study sought to establish if the ministry of education prepared all the key players in their roles and responsibilities. Is the system of appointment considering competence of the managers filling the positions in the management? Are the school governing bodies trained on assuming their roles? How does the secondary school governing structure counter overlaps or gaps of roles and responsibilities to avoid misunderstanding in the management? Is the government monitoring that decisions are made based on reliable and transparent information in schools? School governance structures discussed in this research are decentralized to different degrees. Therefore, the study sought to examine the effectiveness of the Board of Management in governance and management of public secondary schools in Maara, Tharaka Nithi County.

### **1.3 Statement of the Problem**

The new Constitution of Kenya (2010) established Boards of Management in secondary schools as a way of decentralization. The Board of Management as mandated by the new Constitution is an important component of the school leadership, management and governance structure. Embedded within the vision 2030, is the administrative decentralization by devolution which is one of the government key reform measures currently under implementation throughout the country.

The decision to decentralize decision making powers to lowest levels down closer to the schools, led to the establishment and institutionalization of school boards geared

at improving the physical facilities in schools, provision of financial and material resources, managing the human resources and facilitating the implementation of the curriculum.

Kenya like any other African countries which have undergone decentralization, has only been directing its efforts toward devolving the fiscal and physical material entities, while ignoring the people who in reality are meant to assume the management responsibilities at schools. School Boards of Management are expected to be trained, motivated and empowered in technical assistance and support. As such, the research was directed on answering questions on the current governance and management of secondary schools. What are the powers and influence of the school Boards? What abilities do the school Boards have to provide physical facilities in schools? How are the management skills of the Board of Management in running a school? Finally, do they boards of management in schools possess the necessary competencies in managing secondary schools?

#### **1.4 Purpose of the Study**

The purpose of the current study was to investigate the effectiveness of Boards of Management in governance and management of public secondary schools in Maara, Tharaka Nithi County.

## **1.5 Objectives of the Study**

The study sought to;

1. Explore the involvement of BoMs in governance and management of public secondary schools.
2. Establish the role played by Board of Management in mobilizing and influencing the community participation in public secondary schools in Maara, Tharaka Nithi County.
3. Determine the strategies that can be used to improve management and governance in secondary education by BOM.
4. Establish the challenges BOMs face in the management of public secondary schools in Maara.

## **1.6 Research Questions**

Based on the research objectives, the study sought to answer the following questions:

1. How are the BOMs involved in the governance and management of public secondary schools?
2. What is the contribution of BOMs in mobilizing and influencing the community participation in public Secondary Schools in Maara, Tharaka Nithi County?
3. What are the strategies that can be used to improve management and governance in secondary education by BOM?
4. What challenges do the BOMs encounter in the management of public secondary schools in Maara?



### **1.7 Significance of the Study**

The findings of this study may be of significance in respect to the following; it might enhance knowledge and broaden awareness on the roles, functions and responsibilities of School Boards in fostering institutional development and change in secondary education delivery. It may generate new information and knowledge insights that might enable other education decision makers and stakeholders in Kenya and elsewhere to utilize when making critical decisions .Finally, the findings of this research may be used to provide some information that could inspire other researchers and educationist to carry out more studies related to the subject. Schools may benefit from the trained board of management through good management and governance. The benefit will also be extended to other stake holders like the Ministry of education and the Kenya Management Institute who many use the information gotten to inform the value of training programmes for members of the boards of management.

### **1.8 Scope of the Study**

The study was conducted in Maara district Tharaka Nithi County. The study focused on roles of Boards of Management in governance and management of public secondary schools in relation to; involvement of BoMs in governance and management, the role played by Board of Management in mobilizing and influencing the community participation, the strategies that can be used to improve management and governance and the challenges BOMs encountered in the management of public secondary schools in Maara and Tharaka Nithi.

### **1.9 Limitations of the Study**

Poor road network affected the overall accessibility of some schools forcing the researcher to take a lot of time in carrying out the study. This was mitigated by early

booking of appointment with the BOM members and adjustment of time for data collection where necessary so as to ensure that all the respondents had time to respond to the questions.

### **1.10 Delimitations of the Study**

The current study limited itself only to principals and BOMs from public secondary schools in Maara, Tharaka Nithi County. These respondents provided the required information on the role of BOMs on governance and management of public secondary schools. It was de-limited to one county leaving out 46 others and hence the findings of the study are to be generalized with a lot of caution.

### **1.11 Assumptions of the Study**

This study assumed that:-

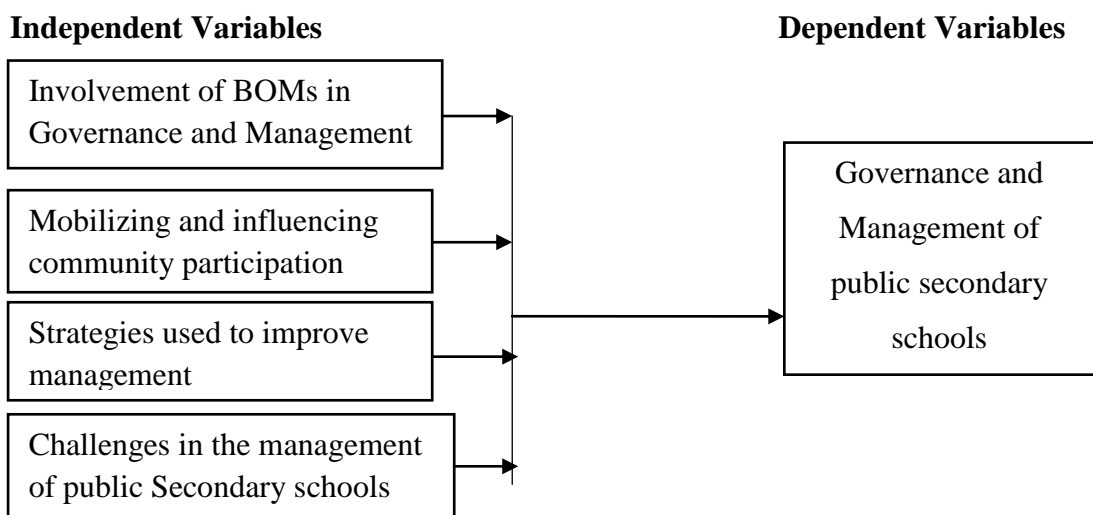
- i. All secondary schools in Maara, Tharaka Nithi have a legally constituted Board of Management.
- ii. The Boards of Management in the sampled schools held regular meetings.
- iii. The members of the BOM understood their roles.

### **1.12 Theoretical Framework**

This research study was guided by School- Based Management (SBM) model proposed by (Pushpanadham, 2006). SBM's principle is the decentralization of administration, ensuring participation by staff, parents and the community in the school. Involving School-Based Management guarantees improved quality of education. The principle focuses on devolving significant decision-making authority from the central government and District Education Offices to individual schools. The theory is in support to the principal's argument that Boards of Management should involve members familiar with the management practices. This model is perceived as

a tool for inclusivity by all stakeholders as it leads to commitment, trust, and a sense of ownership. The purpose of BOMs in the management is manifested by this model, as they develop an efficient school system by building structures that improve the standards of education. Boards are responsible for taking on board all stakeholders in the management of the schools. The SBM model outlines managerial roles of boards as being: curriculum management, financial management, school governance and human resources management. However, most members of BOMs in public secondary schools lack these crucial skills. By conceptualizing this model, BOM as one of the school governing body can lead to the effective governance and management of public secondary schools in line with the educational reforms in the Constitution. Effective BOM is a reflection of a progressive learning culture, high academic performance, good human interactions, and a sense of ownership by all stakeholders, reputation, and transformation. As a result, it has led to effective governance and management of public secondary schools (Sang and Sang, 2011).

### 1.13 Conceptual Framework



**Figure 1.1: Conceptual Framework on Governance and Management of Public Secondary Schools By BOMs**

Source-Researcher 2017

The Constitution of Kenya 2010 decentralized the education management by establishing the Board of Management and mandated them in decision making and running of the individual secondary schools. Board of Management system is based on collaboration between the community hosting the schools, sponsors, principals and teachers in dealing with governance and management related concerns in schools. Effectiveness in governance and management of secondary schools requires all the stakeholders (the government, school management, parents, and the community) to work in harmony for the benefit of the schools. Governance and management overlaps with leadership, a perception of great contemporary interest in most countries in the developed world

Governance and Management of public secondary schools by the BOMs has been a challenge. The study focused on the different aspects of school management by the Boards of Management in Maara Tharaka Nithi. In the diagram above, the independent variables are; involvement of BOMs in governance and management of public secondary schools and its impacts on their managerial skills, roles of BOMs in mobilizing and influencing community participation, the strategies used to improve management and the challenges BOMs face in governance and management of public secondary schools. The dependent variable in this framework is the governance and management of public secondary schools. The study tenets that are discussed include; knowledge on BOMs' roles in maintaining positive relations with the community, criteria and procedure for appointment, competence and experience and commitment by the Board of Management. This in-turn results to ineffectiveness and poor governance and management of secondary schools.

#### **1.14 Operational Definitions of Terms**

**Governance:** Refers to the processes, mechanisms and relations through which schools are managed by the Board of Management and other relevant authorities in secondary schools in this research.

**Management:** Refers to the act of planning, budgeting, Controlling and directing the school's human and financial resource by the BOMs to achieve the overall goals in public secondary schools.

**Stakeholder:** Refers to any group or individual in a school system such as parents, government, teachers, Board of Management, sponsors, the community and students. Stakeholders has an influence, affect or is affected by the operations of the public secondary schools.

**School Managers:** Refers to any individual or governing bodies which are mandated with the running of public secondary schools in this research being the principals and Board of Management.

**School strategic plan:** Refers to a document outlining what a public secondary school intends to achieve and how to achieve it in a specified time span not less than three years.

**Strategic planning:** Refers to a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter reviewed past studies, empirical and theoretical literature on the effectiveness of the Board of Management in the management of public secondary schools. Literature review concentrated on the work done by other researchers to determine the underlying issues related to the study. The chapter is organized in order of the research objectives as follows; to explore the involvement of BoMs in governance and management of public secondary schools; establish the role played by Board of Management in mobilizing and influencing the community participation in public secondary schools; to find out the challenges BOMs face in the management of public secondary schools in Maara. Literature review was guided by themes generated from objectives. The chapter also gives gaps in the summary.

#### **2.2 Background Information**

School management has run a long race over the past years all over the world. Bettie (1985) traces the school management boards to a period as early as between (1870) and 1902. Studies done by Shearn et al (1995) cites that there are appropriately one hundred thousand American citizens serving on school boards in the United States. These laymen make the decisions, which affect the educational welfare of millions of youngsters enrolled in our schools; they are people who give countless hours of their time to this particular public service". In Papua New Guinea, community participation and sharing of decision making in education developed from 1956 when the Education Advisory Board and the District Advisory Committee were set up.

The 1969 Weeden Report and the 1970 Education Act extended the powers of those bodies and established schools Boards (Otieno, 2013).

Kenyan secondary schools are categorized into government supported (public) and private schools. In public schools the government provides teaching staff through Teachers service commission and subsidize the student fees. The government also control the fees paid by students in public schools and is used to buy teaching and learning resources (Moi Girls High school website, 2007). Establishment of Boards of Management (BOMs) is guided by the Education Act Chapter 211 of Laws of Kenya and backed by the new Constitution 2010, decentralized most of the functions to individual schools. BOMs are part of the management of all public secondary schools in Kenya with their appointment approved by the Cabinet Secretary of Education Science and Technology. According to Moi Girls High School website (2007), for one to be considered for the role in the Board of Management, s/he must have shown leadership ability and potential to contribute toward rendering voluntary service for the promotion and management of education. The overall goal of having management bodies in schools is to ensure that the school produces sober persons of sound mind, moral integrity, and refined character for a better society. On the contrary, the existing Boards of management in schools are comprised of people without leadership skills, hence the need that drove the study.

### **2.3 Involvement of BOMs in Governance and Management**

After independence in 1963 the management of secondary schools involved other stakeholders in the form of Board of Governors. Establishment of the Board of Governors was mandated by the Education Act Cap. 211 (1968). According to Onderi and Makori (2013) the changes in the system was a result of the recommendations

made by the first Kenya Education Commission Report of Ominde in 1964. The composition of the Board of Governors included parents, sponsors and other members of the community. Omollo (2013) underscores that in the appointment of members of the Board of Management and other school governing committees, certain qualities should be taken into consideration. Such persons must be committed to participate in the school's activities, should be a competent individual and have experience in line with the management and development of educational institutions (Ministry of Education Science and Technology, 1988). As stipulated in the education act the head teacher is a member and a secretary of the board and is accountable to the board (World Bank, 2008(a). The World Bank (2006) outlines that secondary school heads are experienced teachers/ principals selected on the basis of their seniority. They manage at least three different aspects of school life including academics, finances and general administration. BOMs have been mandated to aid the principals in the management of the school in all the three aspects of management. However, their inability and possibly lack of commitment hinders them from fully participating in these management aspects.

Under the new Constitution of Kenya, the Basic Education Act 2013 mandated the Boards of Management to run schools in all aspects of management. Section 59 (a-f) of the New Education Act stipulates the functions of the BOM as follows: Promotion of the best interests of the institution and ensure development; promote quality education for all pupils in accordance with the standards set by the Act or any other law; Ensure and assure the provision of proper and adequate physical facilities for the school; determine causes of pupils' indiscipline and make a report to the County Education Board; facilitate and ensure the provision of guidance and counseling to all



learners, teachers and non-teaching staff and others, parents and community, and other stakeholders to render voluntary services to the institution amongst others (Orodho et. al, 2013).

Sidhu (2007) argues that Board of Managers in schools play a fundamental role in the governance and administration. It is the responsibility of the Board of Management to delegate the management of public secondary schools in Kenyan education system. They have been given authority in decision making by the ministry at the individual schools. Board of Management influence and control important issues, such as school budget, discipline, appointment and promotion of teaching and non-teaching staff. According to Sidhu (2007) the establishment of BOMs has given all the stakeholders in the school responsibility for decisions about the budget, personnel, and ensuring the curriculum is implemented. Boards of Management in schools were established for the purposes of decentralizing school administration. The devolved system enhanced the management of education systems by involving participation by members of staff, parents and the community in the school set up. Thus, all the stakeholders in the education system get a chance to show commitment, trust, and a sense of ownership, an aspect that is lacking with the Board of Managements in public secondary schools (Sang and Sang, 2011).

According to the South Africa Schools Act (SASA), it is the responsibility of the SGB to develop the mission statement of the school; adopt the code of conduct for learners of the school, and determine the admission and language policy of the school (Onderi and Makori, 2013). Onderi and Makori further argues that school governing body (SGB) is charged with the responsibility of administrating, planning and management of everything related to school funds, assets and the school budget. In the UK, boards

are in charge of school administration, strategic planning, staff appointment and dismissal, accountability, staff review and appraisal, monitor and evaluate performance, approve the school budget, setting strategic vision and aims, appoint the head teacher, act as a critical friend by providing support and challenge and community cohesions and the school, among others”. On the contrary, there is a lot of collisions and divisions in the management of public secondary schools (Onderi and Makori, 2013).

According to Ibrahim and Orodho (2013), “When the BOM functions well, the school is well supervised and performs well. Ibrahim and Orodho further argues that the BOM is important in the governance and management of the school for several reasons which include, but are not limited to, the following; liaising with the head teachers in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school’s staff and learners, soliciting support for the school from the community and developing the quality and standards of education” (Orodho, 2013).

According to Unesco (1993) “effectiveness can be viewed and defined using terms and conceptions that could yield efficiency, improvement, quality, development, evaluation, monitoring, reviewing, professional appropriateness, accountability, and performance among others”. From the forgoing therefore, effectiveness is a very broad subject stretching over purpose, effort and accomplishment. Thus, effectiveness of BOMs may be perceived as school’s performance in the external examinations, smooth running of the school, student’s behaviour at home and many more. Okumbe (2001:29) in his book, *Human Resource Management* states that “since the overall management of secondary schools and colleges is vested in the boards of governors.

Therefore, it is imperative that the members of these boards not only be person with good education but also people with sufficient practical knowledge in educational management”. Therefore, the question on whether the Boards of Managements in our public secondary schools are merit based appointed or it is about whom you know in the society arises. Hence the purpose of conducting this research study.

#### **2.4 Mobilizing and Influencing Community Participation**

Mulford (2003) states that “learning is no longer restricted to what goes on within the school walls. It is universally accepted worldwide that schools must relate well to their surrounding communities if they are to be effective”. Mulford further argues that “in societies that have been undergoing profound economic and social restructuring, the school’s role needs to be related directly to the changes that are taking place around it”. In the light of this, the Board of Management is charged with the responsibility of upholding school community relation. According to Randson et al., (2005), how the community and the parents perceive the school make noteworthy differences to the student’s performance. Therefore, the Board of Management and the principal are expected to work to improve relations between the school and the community. Education is a public venture and will be no better than the community want to have it. Mosha (2006), in identifying jobs that Board of Management were expected to do, observed that BOMs should foster good relations with parents and the local community. Unlike the current situation where the BOMs may take the role of mobilizing the community participation for granted According to Murphy and Tacy (2002), communities are unsurprisingly interested in their own well-being and survival, and have a keen interest in their offspring or new recruits. The school therefore, as the key institution for the transmission and acquisition of the knowledge,

values, and skills, might be regarded as the most vital asset of any community. Thus we expect a close relation between the schools and their community (Tsotesti et al, 2008).

A school is an open system and a social organization that flourishes on the active inter-relationship within it and with its pertinent communities. The school and the community are interdependent in one way or the other. That is what happens in the school affects the community and also what happens in the community affects the school as well. Thus, it is common understanding that the community builds its schools and the schools build their communities (Sidhu, 2007). Schools cannot be existent in seclusion but in cooperation with the community or society in which it treasures itself. Therefore, the schools' success or failure depends to a largely, on the general educational atmosphere of the communities and their value system (Ihebereme, 2008).

Tsotesti et al., (2008) underlines that the task of safeguarding a healthy relationship between the school and the community lies majorly on the Board of Management. However, BOM face a lot of dilemmas while managing positive school community relations like fear to lose control, trying to please all people in the school and the community, disagreement with the principals about what community involvement means and unwillingness by some teaching staff to cooperate in community involvement among others. Most parents have view that every call to school activities involves raising fund or intimidating them on a particular fee to be paid by their children. Thus they stay away indefinitely a situation that undermines collaboration between all stakeholders in the schools' running (Motsamai et al., 2011).

Poor or mismanaged community relationship can conceal the institution's license to do business. Some of the social environments of the community in which some managers find themselves do not pave way for effective leadership (Ihebereme, 2008). In order to maintain positive relations within the school community, the BOMs need to consider inclusivity in the managing positive community relations. Using a whole school approach brings on board, all members of the school community, the adults in the school, students, parents/guardians and members of the community to work towards this common goal (Murphy & Tacy, 2002).

Ideally, having an inclusive phenomena among all the members of the school community cultivates a feeling of safety, inclusiveness, and acceptable, a factor that develops a progressive school climate. In this case the community actively promotes positive behaviors and interactions with the schools, thus, the development of schools. "Boards of Management in conjunction with the schools should at all times uphold, promote and support moral behaviors that reflect their boards' code of conduct, equity and inclusive education policy and character development initiatives" (Queen's Printer for Ontario, 2008). Unfortunately the Board of Management in many secondary schools does not seem to understand this. They have left this burden to the principals who sometimes are overwhelmed by the responsibility. It is from this backdrop that the researcher was prompted to study the role of Board of Management in maintaining positive relations with the community (Wyk, 2007).

From the foregoing discussion, the roles and responsibilities of the Board of Management are extensive and have varying interpretations about what governance and management mean. The question that comes to therefore is, how are the BOMs skills knowledge and experience in relation to school management and governance

improve the school-community relations? How confident are the board members in dealing with issues or matters related to their roles of maintaining positive community relations effectively?

## **2.5 Strategies used to Improve Governance and Management of Public Secondary Schools**

Educators around the world have been trying to make changes in schools and trying to make schools to more efficient and effective. Throughout the mid and late 1970s school improvement efforts were directed at improving students' basic skills and implementing state wide testing Programs to ensuring acquisitions of these skills (Carlson, 1996). The rapid growth and change of the needs of the society, enforces schools to update their system in accordance with the growth and varying necessity of the society. Such increasing competitive environment in which schools operate forced them to raise standards and improve the quality of their service (Harris, 2005).

To achieve these objectives MOE has developed a General Education Quality Improvement Package which comprises the six pillars: such as Teacher development, Curriculum, management and leadership, School improvement, Civic and Ethical Education and Information Communication Technology. School improvement program is one of the components of general Education Quality Improvement Package. The school as a social institution needs to adjust itself in order to be in a steady state. One of the mechanisms for this adjustment is improving their overall activities in relation with the needs of the student, parent and community at large. Accordingly, by taking the demand of society into consideration, Ministry of Education (MOE) has installed new program for schools. This newly introduced program is known as school improvement program /SIP/. According to MOE (2010),

school improvement program is aimed to support schools in addressing the following four school domains: Teaching learning, school leadership and management, parents-community school relationship, and safe and healthy school environment. Each of these domains is equally important, if anyone is weak, the strength and the success of the whole will be affected. Thus the schools should give due emphasis for each domain.

The major focus areas of the improvement in governance is school leadership and management, parent and community partnership, student-centered learning, professional development and collaboration and quality instructional program. To this end school management improvement program guideline has developed (MOEST, 2005, p: 57). This is the very reason that motivated the researcher to conduct the study in secondary schools of Maara, Tharaka Nithi.

Professional development is part of the ongoing process of continuous management improvement and it should happen, formally and informally, in every public secondary school. Importantly, effective school leaders know how effective professional learning can be put into operation as part of an overall strategy for improvement in management. Investing in professional learning is the key to ensuring that schools become learning communities where all the stake holders work together, learn from each other and share best practices on effective governance and management. It is only through the collective work and by creating a shared professional knowledge that sustained school improvement will be secured (Adams, 1993).

The community involvement domain is another aspect that describes the development of quality ongoing community partnerships and networks. Schools are responsive to community expectations, value diversity and encourage contribution. Positive futures and cultures of success are promoted as educational outcomes. These elements describe how: schools develop effective relationships with parents/careers to support student engagement with learning the school enriches the curriculum through partnerships and activities involving the local community and resources the school celebrates successful learning outcomes and promotes its achievements across the wider community (Mekango, 2013).

## **2.6 Challenges that Boards of Management Face while Governing Schools**

Mulford (2003) argues that, in contemporary democracies administrative environments are not simple, coherent and imperative. Administration operates in a complex ecology of institutions, actors, goals, rules, interests, powers, principles, values, beliefs and cleavages. Mulford (2003) study research of 12 English schools that were widely acknowledged for their effective leadership and found that principals face seven tensions and three dilemmas as follows; focus upon their roles not only in maintaining and consolidating what they have already achieved, but also in managing the challenges associated with moving their individual schools forward. The tensions were leadership versus management, development versus maintenance, internal versus external change, autocracy versus autonomy, personal time versus professional tasks, personal values versus institutional imperatives, and leadership in small versus large schools (Mulford, 2003).

Boards of Management in public secondary schools have not been spared the tensions and dilemmas in their governance and management. They are involved in many



aspects of the school like financial management, appointment of the teaching and non-teaching staff, setting targets and standards of the school, approving budgets and implementation of the curriculum (Onderi and Makori, 2012). Despite all the responsibilities, the BOMs lack appropriate skills, knowledge and understanding and partly low education level (Kindiki, 2009).

Beam, Claxton and Smith (2016), pointed out that management of secondary schools is marred by a list of demanding issues like; diversity, reform initiatives, accountability measures, scarce resources, and inadequate support from principals and the teachers. According to Beam et al. (2016), the challenges faced by the Board of Management are not just task oriented. The new leaders must sometimes overcome leadership perceptions by previous Board. Thus, the new members might have to navigate the challenges of establishing credibility among individuals or groups that have obtained formal or informal power within the school. These sometimes negative perceptions of the administration sometimes can add to the challenges the BOMs face”.

Onderi and Makori (2012) indicate that in Switzerland, besides tension and/ or friction between chairs of governors and principals, there is also another strand of tension involving principal (ships). In Switzerland there are two types of principal (ships), one in charge of several schools and the other one in charge of only one individual school (site) known as site principal (ship) and tensions among these groups of actors has been frequently reported”.

In his study, Nyandusi (2012) established that Board of Governors in secondary schools’ management indicated that “there have been growing concerns over the

differences between secondary school head teachers and the board of managers on management issues. Some of the areas where they have differed include but not limited to qualifications of BOM, staff recruitment, decision making, and the general performances of schools. Sometimes the disagreements have completely paralyzed the school operations to the disadvantage of the students and the whole school community.

According to Onderi and Makori (2012), Principals and BOM both contribute to educational development in various ways and because of their nature and status; they are meant to perform different but complementary roles in the life of the school. However, in a number of cases evidence suggest that their roles occasionally overlap resulting in tensions and conflicts. Conflicts among governing bodies have also been reported in South Africa, Zambia and Kenya. Due to these conflicts the efficiency and effectiveness of the managing board is hindering and hence reduced performance.

In many education systems in developing countries there are tensions and conflicts in the roles of PTAs and BOMs. Onderi and Makori (2012) in their study argued that tensions and conflicts are likely to occur in the following situations: when responsibilities and roles are either not clearly defined or overlapping or when certain groups have gone beyond their mandates. Role conflict involves real differences in role definitions, expectations or responsibilities between individuals who are interdependent in social systems. If there are ambiguities in role definitions in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal frictions between the persons involve. Tensions and conflicts challenge the Board of Management and PTAs effectiveness in discharging their duties (Onderi & Makori, 2012). To avoid such conflicts by individuals in the management, the

Ministry of Education must enforce clearly written statements of respective roles, powers and duties.

The World Bank (2006) working paper underlines that the school head is recognized by the government as an accounting officer. The Head teacher is also directly accountable to the DEO and to the BOM, and he is also supposed to report to the PTA (especially on the use of its resources). Unfortunately, PTAs complain that they have not been provided with the necessary documentation by the school head or by the BOM to be able to monitor finances and even understand how money is spent. Poor or inadequate capacity of the BOMs at institutional level is another challenge that Boards of Management face. Elimu Yetu Coalition paper of (2012) argues that apart from the inadequate capacity and the absence of policy guidelines to assist members of the BOMs and SMCs, there is no provision for training these officials”. In areas that require technical knowledge such as the ICT, inadequate capacity of the members affects the productivity. This affects the overall quality of service delivery. These challenges are a hindrance to effectiveness of the Board of Management in the governance and management of public secondary schools in Kenya.

## **2.7 Summary of Gaps that the Study filled**

The foregoing literature reveals that the roles and responsibilities in the management of public secondary schools are increasingly becoming extensive and complex. There is lack of the necessary capacities and skills by BOMs to provide the requisite management support and assistance to secondary schools. The board feels that they have not been taken through training on the management roles, despite the complex situations they have to deal with in the governance and management of public secondary schools.

Board of Management is conceptualized as occupying a bridging role in the management of secondary schools. The BOM is expected to democratically represent the local people and the school, and what they want done. The current situation in the schools does not reflect the expectations of the community and the school itself. Therefore, it leaves us with questions whether the BOMs understand their roles regarding the management of schools. Issues such as maintaining positive relations with the community, appointment and composition and the competence of the board members are questionable. From the literature reviewed, it has come out that there are issues associated with the appointment of members of the board. The composition and effectiveness of the Board of Management in handling of school matters is also questionable. The researcher, therefore, was prompted to carry out this study to answer all those questions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter on research methodology describes the overall methodological framework used in achieving the purpose of the study. Specifically, the chapter described the research design, location of the study, target population, sample and sampling procedures, research instruments, pilot study, validity, reliability, data collection and data analysis, Ethical and logistical considerations.

#### **3.2 Research Design**

The study adopted a descriptive survey design to capture the effectiveness of BOMs in the governance and management of public secondary schools. The study employed a combination of both qualitative and quantitative data collection and analysis techniques. Data collection was done using questionnaires and interview schedule as research instruments. The choice of this design was in line with Orodho (2009) that descriptive survey defines the connection that exists between specific events in a research study. Therefore, design allows researchers to gather information, summarize, present and interpret for the purpose of clarification. The researcher therefore, sought answers to questions by analyzing the role of Board of Management in the governance and management of public secondary schools from Maara Tharaka Nithi County.

#### **3.3 Location of the Study**

The research study was carried out in Maara, Tharaka Nithi County in the Eastern part of Kenya. The choice of this location for the study was based on the rampant issues of

governance and management of secondary schools by the Board of Management. The researcher also zeroed on this area because, the researcher is currently a teacher in the district. Therefore, it was considered appropriate as this would enable the researcher to simplify the data collection process and make it easy for her to access different official documents and information from the schools.

### **3.4 Target Population**

The total target population was 751 subjects from 50 public secondary schools in Maara, Tharaka Nithi County. Hence, the target population was 50 principals, 700 BOM members and one DEO. The Head teachers and BOMs were stratified as those from public boarding secondary schools and those from public day secondary schools.

### **3.5 Sampling Procedures and Sample Size**

According to Orodho (2002), sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population. To obtain the sample, the researcher selected 30 public secondary schools randomly from the target population of 50 schools. The choice considered some different characteristics among the public secondary schools such as day and boarding; single sex and mixed schools. Later items in the sample were selected from each stratum to constitute the sample of 30 schools using simple random sampling technique. Then the researcher proportionately selected samples from each stratum. Of the 30 secondary schools chosen, the sample consisted of 90 members of board; 3 from each school from the sample. Additionally, the study selected 30 principals from schools sampled for the purposes of this study.

**Table 3.1: Sample Population**

<b>Category of Schools</b>	<b>Public schools</b>	<b>Principals</b>	<b>BOMs</b>
Public Boys Boarding Schools	10	10	30
Public Girls' Boarding Schools	10	10	30
Public Mixed Boarding Schools	5	5	15
Public Day Schools	5	5	15
<b>Total</b>	<b>30</b>	<b>30</b>	<b>90</b>

30 schools were sampled. The total sampling matrix in this study therefore, yielded a sample population of 121 respondents including 1 DEO. In choosing the Board of Management members the researcher used simple random sampling by personally visiting the schools included in the study's based on the differences.

### **3.6 Research Instruments**

The main tool for data collection in this study was the questionnaire. Questionnaires were given to the Principals and the BOMs. The questionnaires were used for data collection because they offer considerable advantages in the administration, the opinions of respondents can be obtained in a structured manner, Orodho J.A. 2010}. It also presents an even stimulus potential to large numbers of people simultaneously and provides the investigation with an easy accumulation of data (Mugenda, 1999). Questionnaires have a guarantee of anonymity, and standardized questions that help in producing candid answers, thus, allowing the researcher to collect a broad spectrum of views and also seek opinions.

The study also employed interview method in which the researcher initiated face to face contacts and collected the information from the respondent. The aim of the

interview was to give the informant an opportunity to provide views and experiences freely. Mwombeki (2013) logically concludes that “we interview people to find out from them those things we cannot directly observe and that we have to ask people questions about those things”.

### **3.7 Pilot Study**

Prior to the actual study, a pilot study was conducted in 3 public secondary schools which was not part of the main study. The researcher involved 6 respondents who were not included in the main study. The procedures used in pre-testing were identical to the ones to be used in the actual study or data collection. Piloting was an important exercise as it helped information gathering, thus facilitating testing of reliability and validity of the research instruments. Piloting was conducted by self-administering the questionnaires. The responses and comments made were used to improve the instruments by making necessary adjustments.

#### **3.7.1 Reliability of the Research Instruments**

To ascertain the reliability of the instruments, test re-test technique was used by collecting data from the same group of respondents twice. A second test was conducted after two weeks. Six identical respondents were included in the study for the two tests and a comparison made between the two results was analyzed. Spearman correlation coefficient  $r$  was employed to compute the reliability of the instruments. A coefficient of correlation of 0.8 was considered reliable enough to judge the reliability of the instrument because its standard and thus reliable. The reliability test results are as shown in Table 3.2.



**Table 3.2: Reliability Results**

<b>Respondents</b>	<b>Reliability</b>
Principals	0.79
Deputy Principals	0.80
Teachers	0.75

The reliability results therefore concludes that the instruments were reliable hence suitable for this research because according to Gay 2002 any coefficient of reliability above 0.7 was deemed to be acceptable.

### **3.7.2 Validity of the Research Instruments**

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences which are based on the research results. The questionnaire items to be used for data collection were subjected to face and content validity while interview guide was passed through a credibility check. In achieving validity, the researcher depended on three experts who critiqued the questionnaire items by suggesting modifications where necessary. This not only increased the content validity of the instruments but also helped the researcher to remain focused on the purpose of the study. The items in the questionnaires were also related to the research questions and the specific objectives of the study. The researcher also used triangulation which is the use of different data collection methods to gather the same information. In this case the researcher used both the questionnaire and face-face interviews to fill the information gaps.

### **3.8 Data Collection Procedures**

The researcher was given a letter of approval from the university to certify that consent had been granted to the researcher, after which a research permit was sought

from the National Council of Science and Technology (NACOSTI). The researcher further booked appointments with the respective heads to schedule for dates and time for her coming. After that the researcher visited the sampled schools and distributed the questionnaires to the respondents. The researcher employed research assistants due to the bulkiness of the exercise. Training of the research assistants was done to inform them on what the data collection entails. The training covered the general processes of data collection to ensure credibility of the data collected. Questionnaires were distributed to the selected schools with the help of the principals. Finally the researcher collected the instruments from the field, edited them and coded them. It took two weeks for the researcher to go round picking the completed instruments. The completed items were then numbered ready for analysis.

### **3.9 Data Analysis Procedures**

Following the data collection, the researcher analyzed the data to obtain answers to the research questions and according to the theme of the study; governance and management of public secondary schools by BOMs. The study used descriptive statistics to analyze the data obtained. Qualitative and quantitative methods were used for data analysis; qualitative data generated from questions were organized into themes and categories pertinent to the study. This also helped identify information that was relevant to the research questions and objectives. The quantitative approach on the other hand was used on aspects that can be qualified by measures of central tendencies.

The Statistical Package for Social Sciences (SPSS) software was used to assist in data analysis. This generated average and standard deviations, which were discussed according to the study objectives, addressing the research questions appropriately.

Qualitative information was sorted and organized into homogenous groups. Using a code sheet, the researcher arranged all open ended questions, then coded the key words and summarized the information in frequencies and percentages. The results of the data analysis were then interpreted; inferences made and presented in frequency tables, bar graphs and pie charts.

### **3.10 Ethical and Logistical Considerations in the Study**

The researcher first sought a research permit to allow her to conduct the study as well as follow the proper chain of command while doing the research. The respondents willingly participated in the study without force or coercion and also were briefed on the subject matter before the study to have sufficient knowledge and comprehension of the elements of the subject matter. The information collected by the researcher was treated with confidentiality as the respondents remained anonymous throughout the study. The work was submitted to the turn it in software to check for plagiarism.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

The research study investigated the effectiveness of Board of Management in governance and management of public secondary schools in Maara, Tharaka Nithi County, Kenya. A total of 30 secondary schools were used for the study, mainly 10 public boys' boarding schools, 10 public girl's schools, 5 mixed boarding schools and 5 day secondary school. The research was hinged on the following objectives;

- i) To explore the involvement of BoMs in governance and management of public secondary schools.
- ii) To establish the role played by Board of Management in mobilizing and influencing community participation in public secondary schools in Maara, Tharaka Nithi County.
- iii) To determine the strategies that can be used to improve management and governance in secondary education by BOM.
- iv) To find out the challenges BOMs face in the management of public secondary schools in Maara.

This chapter presents findings in sections according to the research questions of the study. The researcher focused focus on the demographic background of the respondents in the first section. Other sections cover involvement of BOMs in governance and management, role played by the Board of Management in maintaining positive community relations, strategies that can be used to improve management and governance in secondary education by BOM, and the challenges that BOMs face in the management and governance. The questionnaire return rate was 30

(100%) for the principals and 50 (83%) of the Board of Management, out of the total 60 given.

## 4.2 Demographic Information

This section presents demographic information. These include the gender of the respondents, duration of service as a BOM member, academic qualification and the professional occupation. Table 4.1 presents the responses by gender of both the principals and the Board of Management members.

**Table 4.1: Demographic Information by Gender of Principals (n=30) and BOMs (n=50)**

Gender	Principals		Board of Management	
	f	%	f	%
Male	23	75	38	76
Female	7	25	12	24
Total	<b>30</b>	<b>100</b>	<b>50</b>	<b>100</b>

The research established that majority of the BOM members 38 (76%) were male while 12 (24%) were female and 23 (75%) of the principals were male and 7 (25%) female. There were more male than female respondents in both the segments, but the two thirds gender rule was obeyed in the choice of the respondents. The study established that men dominated in the composition of most of the BOMs. This could be attributed to the fact women may not be as aggressive when it comes to issues of leadership positions as compared to men. Women, though in the boards may make little comment or endorse motions in contrast with the men. This pattern of women underrepresentation is surprising even with the new Constitution that strongly fights

for the voice of women. These findings conform to those of Mkongo (2013) who in his study attested that most of the boards were highly dominated by men.

#### 4.2.1 Experience of BOM and the Principals

The research study sought to find out if the Board of Management and the principals had experience in their positions. The researcher focused on the years of service of the board members and the principals. By doing this the researcher aimed at establishing whether there was any relationship between the years of service and the effectiveness in governance and management of public secondary schools. Data obtained was recorded in the Table 4.2.

**Table 4.2: Years of Experience in Service by BOM and the Principals**

<b>Board of Management</b>			<b>Principals</b>		
<b>Years in service</b>	<b>f</b>	<b>%</b>	<b>Years in Service</b>	<b>f</b>	<b>%</b>
1-2 years	15	30	1-5 years	2	7
3-4 years	25	50	5-10 years	3	10
5-6 years	5	10	10-15 years	15	50
Above 6	5	10	15 and above	10	33
<b>Total</b>	<b>50</b>	<b>100</b>	<b>Total</b>	<b>30</b>	<b>100</b>

Table 4.2 reveals that majority of the principals 25 (83%) had experience of 10 years and above heading secondary schools. Principals who had served below ten years were 17% with those serving for 5-10 years and 1-5 years having representation of 3 (10%) and 2 (7%) respectively. Principals are the custodians in the management of the secondary schools as they act as the chief accounting officers. They act as managers by handling and watching over the school resources, ensuring there is quality delivery in the classroom by teaching staff, management of the curriculum and the overall

administration of the school. The findings therefore, may mean that most principals had served longer as principals and were experienced in the governance and management of all aspects of management in secondary schools in Maara District.

Bosire, et al. (2009), indicate that an active principal is inspirational, integrative, and collaborative, involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. It is the responsibility of the principal to create a conducive environment for all the members of the school fraternity to play their part effectively in order to achieve school goals.

The study established that majority of the Board of Management members 40 (80%) had served for less than five years. Only 5 (10%) of the board members had served for 5-6 years while 5 (10%) had six years in service as BOM. The findings show that majority of the BOMs had served for less than six years. This means they were new in their schools as board members, probably doing their first term. Therefore, it means that most of the BOMs might have little requisite skills in the management of schools a situation that could affect their effectiveness in the governance and management of public secondary schools. Kingi (2015), in a research carried out in Scotland identified inexperience of BOM in financial and human resources as a hindrance to their role in school management. Magiri (2005) posits that members of newly constituted Board of Management may not have been fully aware of their roles in management of school human and financial resources which eventually may lead to over reliance on the deliberations of the school heads. Majority of the members lack substantial experience and management skills, education and training.

#### 4.2.2 Academic Qualification of the Board of Management

This study related the level of education of the BOM with their effectiveness in the governance and management of public secondary schools in Maara, Tharaka Nithi County. The research findings were recorded and presented in the Table 4.3.

**Table 4.3: Academic Qualifications of Members of BOMs**

<b>Academic Qualification</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Primary Level	5	10
O-level	10	20
Diploma	20	40
Graduate	15	30
<b>Total</b>	<b>50</b>	<b>100</b>

It was revealed that majority 35 (70%) of the BOM members were diploma and bachelor's degree holders. Only 15 (30%) had O level education and below. These findings confirm that majority of the Board of Management members had academic qualifications for the position as BOM members and even participating in the management of educational institutions. The findings are in line with the Ministry of Education Science and Technology (2004) policy guidelines on the required qualifications for appointment into BOM. Onderi and Makori (2013) in their study on training needs of BOM and PA in Kisii County established that most Board of Management members have an education level above primary school.

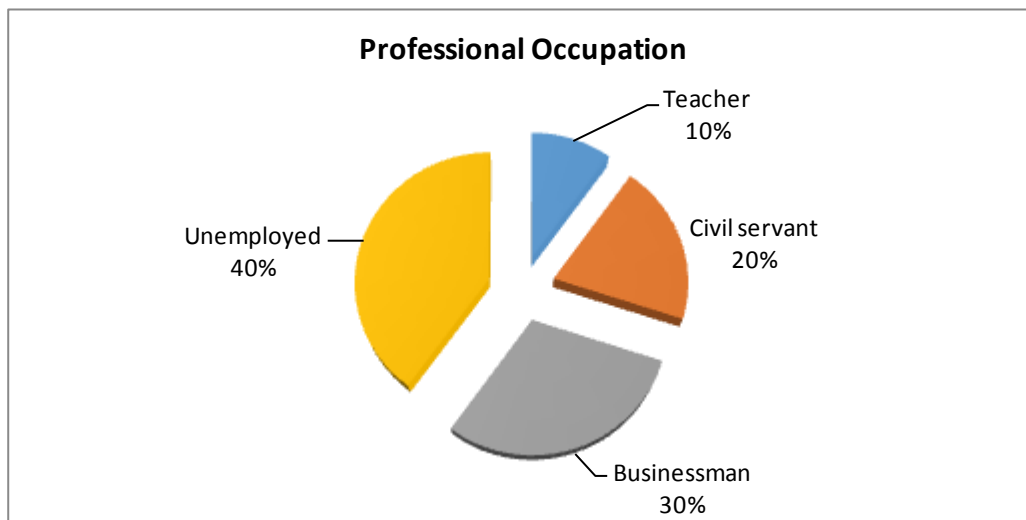
According to Kindiki (2009) academic and/ or educational background of BOM members in Kenyan schools affected the effectiveness of human resources management in secondary schools in terms of mismanagement and embezzlement of funds. According to Dawson (2008), poor education background of the BOM



members may constrain the effectiveness in overseeing the management of secondary schools and offering appropriate policy guidelines.

#### 4.2.3 Professional Occupation of the BOMs

The study also sought to determine the professional occupation of the BOMs to find out whether there is any connection between board members professional occupation and the effectiveness in the management of public secondary schools. The responses were recorded in the Figure 4.1.



**Figure 4.1: Professional Occupation of BOM**

This study revealed that 20 (40%) of the BOM members were unemployed either as house wives, or on other form of low cadre employment. Those in business were 15 (30%), 10 (20%) were civil servants and 5 (10%) were teachers. It was also evident from this study that public secondary schools in Maara, Tharaka Nithi County was in the hands of the community as all the representation of the Board of Management included all classes of people. According to study by Mutai (2002), one of the factors that influenced the effectiveness of BOM members in their governance and management of public secondary schools was their professional status. Professional

status impacts their assessment of issues and use of relevant information that would facilitate decision making process. Dawson (2008) argued that BOM members who are in careers which expose them to administration might have acquired knowledge, skills and attributes that equip them with requisite capacity for institutional governance and management (Onderi and Makori, 2013).

As was discovered from the majority 28 (55%) of the Board of Management, the members might not have been subjected to induction on their role as a BOM member. The study established that only 22 (45%) of the BOMs had undertaken induction on the management of secondary schools. These findings agree with the study carried out by James et al., (2010) that there was a disparity concerning attendance to secondary school training by BOM and that a majority of BOM members may not have been trained on governance and management. Training of the BOMs is expected to facilitate proper management of secondary schools. According to Bush and Heysek (2003), training makes a difference in school management, thus without it, Board of Management members may be in trial and error\ with the governance and management of schools as they discharge their roles. Equipping the BOMs and to expose them to management, there is need for them to undergo training to prepare them on what is expected of them. Thus, the bottom line is that exposure to training influences effectiveness in the governance and management of public secondary schools.

Regarding how regular board meetings are held, majority of the BOMs 40 (80%) indicated that indeed meetings are held on regular basis; at least once in a term as supported by both the principals and the BOM. The findings therefore are evident that majority of the schools held BOM meetings at regularly to meet the Basic Education

Act threshold of at least thrice annually. Regular board meetings, expose BOMs to management skills as they tackle different aspects of the school management thus may enhance their effectiveness in the governance and management of public secondary schools.

### **4.3 Involvement of Board of Management in the Governance and Management**

The first objective was conceptualized to explore the level of involvement by Board of Management in their governance and management of public schools in Maara. The study established that all the schools under this study had an operational Board of Management which was representative and well constituted as reported by all the BOM members (50) and principals (30). It was also established that the principals followed the laid down requirements on the nomination of the BOMS representing all the interested groups. This is in line with the MOEST (2004) policy guidelines on the composition of the Board of Management.

According to Onger (2013), effective Board of Management in governance and management of schools motivate teachers and support staff, create a climate for them to do their best out of them, promote confidence and optimistic attitudes which posters smooth running of the school.

#### **4.3.1 Composition of BOM According to Interest Represented in the Board of Management**

Management of public secondary schools involves different interested parties who are always represented in the Board of Management. The study established that the following interests were represented by the BOMs as was indicated by the principals:

community, sponsor, special interest and PA nominee which meant that the principals had proper information on the composition of the board. Data on different representation is as in Table 4.4.

**Table 4.4: Different Interests Represented by the BOM**

<b>Interested Groups Represented</b>	<b>Frequency</b>	<b>%</b>
Sponsor	20	40
Special Interest	10	20
Community	15	30
PTA nominee	5	10
<b>Total</b>	<b>50</b>	<b>100</b>

The study revealed that 20 (40%) of the respondents represented the sponsor in the Board of Management in their schools. The community was represented by 15 (30%) of the respondents who were involved in the study, while special interest group and PTA nominees were represented by 10 (20%) and 5 (10%) respectively. The findings of this study are in agreement with Mutai (2012) that, religious organizations are most the sponsors of schools in Kenya. Thus, their involvement should be considered as they could compliment guiding and counseling for the teenage students. In fact before independence management of educational institutions taken by missionaries, who established schools, provided teachers, financed all the activities and also provided spiritual and moral guidance. This mirrors the wanting situation in public schools in Maara, hence the relevance of this study.

### 4.3.2 BOM Involvement in Financial Management

The study sought to determine the involvement of the Board of Management in the financial management in public secondary schools in Maara, Tharaka, Nithi County. The Board of Management members were asked to report on their involvement in financial management issues and the responses were recorded and represented in Table 4.5.

**Table 4.5: Involvement in Financial Management as stated by BOM Members**

**(n=50)**

Financial Management	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
BOM solicits for school funds	20	40	20	40	0	0	0	0	10	20
BOM prepares school budget	30	60	10	20	0	0	5	10	5	10
BOM approves school budget	20	40	20	40	10	20	0	0	0	0
BOM analyzes monthly trial balances	20	40	10	20	10	20	10	20	0	0
BOM discusses Audit Reports	20	40	20	40	5	10	0	0	5	10
BOM is involved in the school's strategic planning	30	60	15	30	5	10	0	0	0	0

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

The study findings established that 20 (40%) of the BOMs were always involved in soliciting school funds by organizing fund raising events, contacting the alumni and seeking donations. Twenty percent 10 (20%) of the board members were not aware of the role of soliciting funds for the school. On budget preparation, 30 (60%) of the BOM members indicated that school boards were always involved, 10 (20%) pointed out that school boards were sometimes involved, while 10 (20%) of the members cited that the school never involved school boards and that they were even not aware

of their role in the budget preparation. This was attributed to the fact that the principal probably does not engage all the members of the board but a sub-committee to assist in the budget preparation. A budget as the financial plan on which transactions are benchmarked requires the input of the BOM. The members of the board are involved identifying sources for the grants to fund the budget, and avail information of the number of teachers whether permanent, temporary or part-time. The BOM are also involved in seeking submissions from other relevant groups in the school like the PTA for inclusivity. In contrast the findings reveal that some school board's members may not have or have little basic knowledge in matters involving financial operation and management of the school. It is expected of them to make and influence financial decisions, and commit to their role as a board member.

On whether they were involved in approving the budget, 20 (40%) of the board members indicated that they were always involved in approval of school budgets, while 20 (40%) of the members pointed that they were sometimes involved and 10 (20%) of BOM members were rarely involved. It was established that budget approval was the sole responsibility of the BOM after the preparation by the subcommittee representing the whole board. Motsamai, Lynette and Corene (2011), indicate that "the principal is the chief accounting officer of the school and is responsible to the management committee or school board for the control and use of school funds". According to Motsamai et al., (2011), "the principal shall maintain and keep records of income and expenditure of the school; prepare an annual budget and submit to the school board for its approval; and shall within three months of the end of each school year, submit a financial statement of the school to the board for its approval".

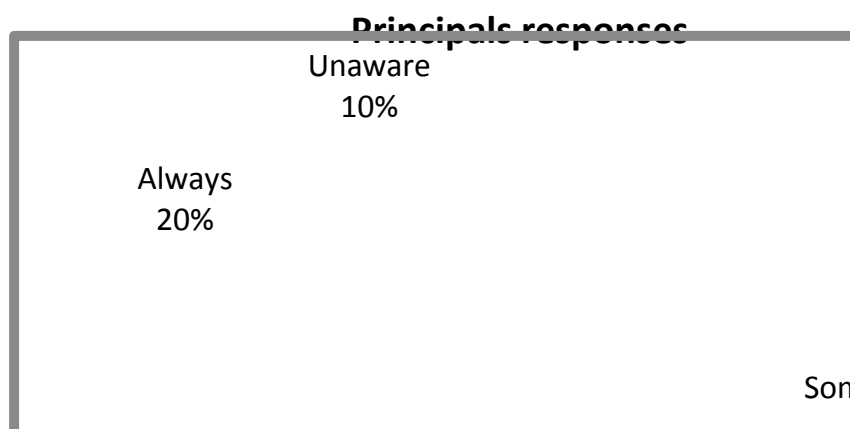
Asked on how they were involved in analyzing the monthly trial balance, 20 (40%) of the board members said that they were always involved, 10 (20%) said they were sometimes involved while 10 (20%) were rarely involve or were not aware of the monthly trial balances. The data reveals that the head teachers may have failed to involve some of the BOM members in financial matters of the school. The study findings also established that 20 (40%) of the school Boards were always involved in discussing the audit reports; another 10 (20%) indicated that they were sometimes involved, and 5 (10%) indicated that they were rarely involved while another 5 (10%) were never involved in any of the process. This again may have been because most of the schools dealt with finance subcommittees who directly assisted the principal in the analyzing of the monthly trial balances and prepare the audit reports. The other members were mostly involved in the approving whatever the sub-committee prepared.

The board members were asked of their involvement preparing the school's strategic planning. In response, 30 (60%) of them indicated that they were always involved, 15 (30%) of them said that they were sometimes involved while only 5 (10%) said that they were rarely involved. Principals involved the BOM in the strategic planning of the school in teaching, technology literacy, staff development and developing positive community relations. Some of the principals felt that some of the board members may have little expertise in financial matters and no experience in an administrative post and therefore will have little to offer. This therefore implies that experience helps the BOM in performing financial management practices in schools. Yet majority of the Board of Management members may also not have prior experience in management.

According to According to Yambo, Odhiambo & Odera (2014), the management of school finances is not an easy task as it requires knowledge and skills of planning (budgeting), organizing (coordinating), leading (communicating and motivating), as well as controlling (auditing). This study is in agreement with that of Yambo et al (2014), that “financial management is imperative as it enables the school to achieve effective education especially when the school budget is effectively implemented”.

Mutinda (2015) in his study, challenges facing Boards of Managers in management of public secondary schools indicate that, “the functions of school Board of Management include preparation of the annual budgets, overseeing collection of funds and other revenues, authorizing and scrutinizing the disbursement of funds according to the guidelines from the Ministry of Education. They incur expenditure on various activities of the school in accordance with the approved budget. They determine the amounts of fees, levies among other charges and award bursaries to the needy students.

The principals were asked on how frequently they involved BOM members in financial management matters and the responses are as presented in Figure 4.2.



**Figure 4.2: Principals Responses on the BoM’s Financial Management**



Figure 4.2 shows that 35 (70%) of the BoMs were sometimes involved in financial management matters, 10 (20%) were always involved, while only 5 (10%) of the boards were not aware of their financial management roles.

According to Onger (2013), BOM's ability to handle financial management in schools might be facilitated by their administrative experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of Board members who have administrative experience may enhance performance in financial management as compared to those who have little or no financial management skills.

### **4.3.3 Management of Physical and Material Resources**

The researcher was interested in finding out the effectiveness of the BOMs in the management of physical and material resources in secondary schools. Learning in secondary schools involves different tools, equipment and materials that facilitate effective learning. Physical facilities like dormitories, classes, laboratories among many others, while material resources include textbooks, reference books, teacher's guides, manuals, journals, magazine, reports charts, maps and raw materials such as laboratory chemicals, wood and metals. The Board of Management members was asked to rate their involvement in the management of physical resources and the findings were recorded and presented in the Table.

**Table 4.6: Involvement of BOM in Management of Physical and Material Resources as Stated by BOM members (n=50)**

Physical and Material Resources	A		S		R		N		U	
	n	%	N	%	n	%	n	%	n	%
BOM approves funds to buy textbooks, stationery, grocery	20	40	20	40	10	20	0	0	0	0
BOM mobilizes resources to put up physical structures such as classes, laboratories	30	60	10	20	0	0	5	10	5	10
BOM finances purchase of furniture	20	40	20	40	10	20	0	0	0	0
BOM maintains buildings by way of face lifting them	20	40	10	20	10	20	10	20	0	0
BOM does an audit of the school's facilities annually	20	40	20	40	5	10	0	0	5	10

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

The researcher in table 4.6 established that 20 (40%) of the BOMs were always involved in approving funds for buying textbooks, stationery, reference books, teacher's guides, manuals, journals, magazines, reports, charts and maps among others. Forty percent 20 (40%) indicated that they were sometimes involved, while few of the members indicating that they were rarely involved. On the BOM's role in mobilizing resources to put up physical structures, 30 (60%) of them indicated that they were always involved in sourcing for funds to put up physical structures like dormitories, classes and laboratories. The Board of Management equipped the laboratories, financed and maintained the school bus to facilitate learning in schools. Twenty percent 10 (20%) indicated that they were sometimes involved, while only 5 (10%) either were never involved or not aware of the role. It was perceived by a

majority of the respondents that physical facilities were not a problem in most of the schools. It was also noted that learning took place in a conducive environment in most of the schools in Maara, Tharaka Nithi County.

On the role played by BOMs in financing the purchase of school furniture, 20 (40%) of the BOM members were always involved, 20 (40%) indicated they were sometimes involved, while 10 (20%) were rarely involved in the financing of the furniture. The study revealed that majority 20 (40%) of the BOMs were always involved in maintaining the buildings in the school by way of face lifting them. Only 10 (20%) of the BOMs reported that they were never involved in the role. The research also discovered that BOMs were always involved in the auditing the school facilities annually as reported by a majority of the respondents. Only 10 (20%) of the BOMs reported that they were rarely involved or were unaware of the role. This indicates that despite the BOMs having little knowledge on school management, they took part in providing facilities to aid in student learning.

All the head teachers sampled reported that the BOM members in their schools were always involved in availing funds to buy text books, putting up physical structures, purchasing furniture and equipping laboratories. However, 25 (50%) of head teachers each reported that BOMs in their schools were never involved in maintenance of buildings and school buses. Most members of the BOMs were sometimes involved in physical and material resources management while few members were involved or not aware.

According to Nzabihimana (2010), “the school environment may affect academic achievement of students. Facilities such as desks, seats, chalkboard, teaching aids, and

cupboards are ingredients for effective teaching and learning”. Therefore, to achieve good quality education in secondary schools, the system must be overhauled optimally with appropriate trained and motivated teaching staff adequately supplied with necessary facilities and equipment (Ibid). This study therefore is in agreement with Nzabihimana (2000) who affirms that the provision of physical facilities and material resources enhanced learning conditions as learning takes place in an environment that is conducive. The principals and the board members indicated that learning resources were readily available which made the learning enjoyable. Thus, it is evident that BOMs in Maara schools have progressively provided the physical and material resources for the smooth learning.

#### **4.3.4 Management of Human Resources in Schools by BOMs**

The researcher was also interested in exploring the effectiveness of the BOMs in the management of human resource in public secondary schools. The data obtained on various aspects of management of human personnel was recorded and presented in the Table 4.7.

**Table 4.7: Involvement in Management of Personnel as Stated by the BOMs**  
(n=50)

Personnel Management	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
BOM is involved in recruitment of teachers	15	30	25	50	5	10	5	10	0	0
BOM is involved in recruitment of non-teaching staff	40	80	10	20	0	0	0	0	0	0
BOM is involved in annual appraisals for its employees	15	30	20	40	5	10	5	10	5	10
BOM motivates the teaching staff	20	40	15	30	10	20	5	10	0	0
BOM motivates non-teaching staff	10	20	20	40	10	20	5	10	5	10
BOM is involved in matters of teacher's discipline	30	60	10	20	5	10	5	10	0	0
BOM is involved in non-teaching staff 's discipline	20	40	10	20	10	20	10	20	0	0

Thirty percent 15 (30%) of the BOM members who took part in this study indicated that they were always involved in the recruitment of teachers, a majority of the respondents 25 (50%) reported that they were sometimes involved, while 10 (20%) were rarely involved or never took part in the recruitment of teachers. The findings reveal that the principals never involved some of the members of the board as in the selection of the teaching staff in the public secondary schools. From these findings it can be deduced that BOMs in schools were not effectively involved in the recruitment of the teaching staff in Maara Tharaka Nithi. According to the findings, 40 (80%) of the BOMs indicated that they were always involved in recruiting of non-teaching staff while 10 (20%) indicated that they were sometimes involved. These findings reveal that schools get the right personnel with the right qualification which means the

involvement of the BOM in the selection process facilitate quality of staff. These findings agree to those of James et al., (2012) who established that BOMs took centre stage in the recruitment of teachers in public secondary schools.

On the annual appraisals for the employees, 15 (30%) of the respondents indicated that they were always involved, 20 (40%) pointed out that they were sometimes involved, 15 (30%) indicated that they were rarely involved, were never involved or were not aware of any appraisals in their schools. The study also shows, majority 35 (70%) BOM who took part in the study were always involved in motivating teachers or were sometimes involved, while only 15 (30%) were rarely involved, or were never involved. Of the 50 BOM members, 10 (20%) acknowledged that they were always involved in motivating non-teaching staff, 20 (40%) were sometimes involved, 10 (20%) were rarely involved, and 5 (10%) were never involved while 5 (10%) was unaware of the role. This scenario implies that a majority of the Board members were poorly represented in the recruitment process and were not sure about their role as they relied on the principals to issue directions. In a study by Mutemi (2015), BOM's experience is very important in secondary school management of the employees. This is because management of the employees calls for the skillful planning, execution and control of school activities.

On matters concerning teacher's discipline 30 (60%) of the BOMs indicated that they were always involved, 10 (20%) were sometimes involved. The study also revealed that 20 (40%) of the BOMs were always involved in matters of non-teaching staff discipline, 10 (20%) were sometimes involved 10 (20%) was never involved while another 10 (20%) were never involved. In spite of the lack of requisite skills in management of schools, the BOMS are involved in delicate issues such as

disciplining of the teaching and non-teaching staff. The study revealed that majority of the board members in public secondary schools are involved in matters of discipline which is sometimes hectic to them. This calls for training for the BOMs on administrative procedures, legal aspects, human management methods, interpersonal skills, communication, leadership and decision making (Wainaina, 2015).

All the head teachers reported that BOM members were not left behind in the recruitment of teachers and non-teaching staff and disciplining non-teaching staff. However, 8 (25%) of the head teachers recounted that BOM members were never involved in annual appraising of the employees as they had little or no knowledge on the process. Further, 8 (25%) of the head teachers reported that BOM members were never involved in motivating teachers while 8 (25%) reported that they were never involved in motivating the non-teaching staff. This study agrees with Jones et al., (2010), who argued that effective and efficient functioning of the school management may need literacy experience and exposure to human resource management on the part of BOMs which would contribute positively to their ability to participate fully in decision making.

#### **4.4 Role of BOM in Maintaining Community Relations**

Here the research sought to explore the effectiveness of the BOMs in maintaining community relations in public secondary schools in Maara, Tharaka Nithi County. On their effectiveness, the BOMs were asked to indicate the role they play and their involvement in the management of school-community relations. Their responses were recorded and presented in Table 4.8.

**Table 4.8: Involvement in Maintaining Community Relations as stated by BOMs (n=50)**

School Community Relations	A		S		R		N		U	
	n	%	n	%	n	%	n	%	n	%
Giving back to community projects	50	100	0	0	0	0	0	0	0	0
Community representation in the BOM	30	60	10	20	0	0	0	0	10	20
Community's level of participation	30	60	0	0	10	20	0	0	10	20
Use of school facilities by the community	25	50	15	30	0	0	5	10	5	10
Hiring locals as casuals in the school	35	70	10	20	5	10	0	0	0	0
Consulting the community before undertaking any project	25	50	15	30	10	20	5	10	0	0
Interaction with students in counseling sessions	25	50	13	25	7	15	5	10	0	0
Educating the public about projects in progress	15	30	25	50	0	0	5	10	5	10

Majority of the Board members 50 (100%) indicated that schools had giving back programmes where they (BOMs) are directly involved. Projects like sponsoring of needy students, installing water tanks where there is shortage of water, and hiring the school bus at a subsidized rate among others. Asked whether the community was well represented in the board, 30 (60%) of the members of BOM reported that the community was well represented, with only 10 (20%) of the BOM reporting that they were not well represented. Thus, according to the study the community was properly represented in the board which is a positive element in maintaining effective



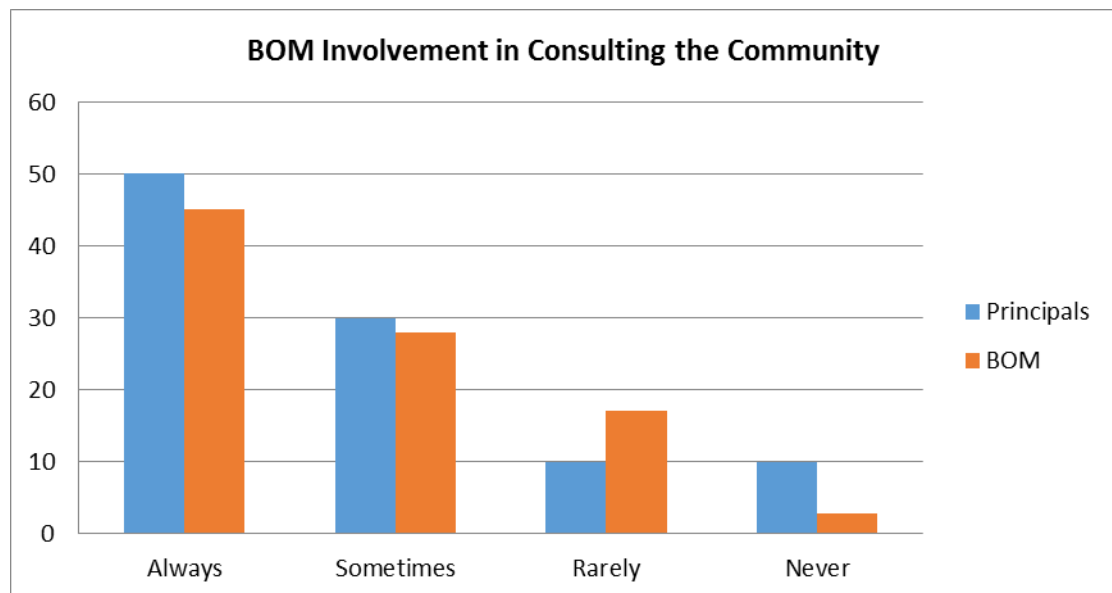
community relations as the exiting board should make sure that the neighbouring communities take part in the schools' programmes.

With regard to involving the community in school activities, 30 (60%) of the board members who participated reported that they always involved the community in the school activities, whereas 10 (20%) indicated that it was done sometimes and 10 (20%) were not aware of community involvement in the school activities. This means that the level of community participation was significant, thus the BOMs in public secondary schools in Maara maintained good community relations.

Regarding if they allowed the members of the surrounding community to use the school facilities, 25 (50%) of the board members indicated that they always allowed the community to use the school facilities, 15 (30%) indicated that they sometimes allowed the community, while 5 (10%) said they never allowed the community to use the school facilities while another 5 (10%) were unaware of any of the same. Majority of the respondents agreed that by allowing the community to use the school's facilities, they maintained a coercive school-community relation. This cannot be possible if the BOMs do not support the use of the school facilities. The study established that the BOM always hired locals as casuals in the school as acknowledged by 35 (70%), while 10 (20%) indicated that they sometimes hired the local community, and 5 (10 %) indicated that they rarely considered hiring local casuals in the school. According to Colorado Association of School Boards (2016), positive public relations is as essential to effective management of the school as well as articulated curricula, and neither should be left to chance. An effective school public relations program creates an environment in which the school can achieve its goals. It also demonstrates a school's accountability to the taxpayers or the

shareholders. Therefore, it is the responsibility of the principals as the chief accounting officers to make sure they have promoted the school-community relations even when the BOMs have failed. Thus, a healthy working relationship with the BOM and the Parent Association (PA) may be inevitable.

The BOMs and the principals were asked if they consulted the community before undertaking any project in the school and the responses were presented in the Figure 4.3.



**Figure 4.3: Responses on BOM involvement in Consulting the Community**

On whether the BOM was involved in consulting the community before undertaking any project, 15 (50%) of the principals and 14 (45%) of the board members indicated that they were always involved in consulting the community. Thirty percent 9 (30%) of the principals and 8 (28%) of the board members acknowledged that they were sometimes involved in consulting the community. Few board members said that they were rarely involved in consulting the community on the school’s projects. These findings are in agreement with those of Otieno et al (2016) who stressed that head

teachers are the mouth piece of the school and thus should always inform the community on the school's progress.

On whether the community was allowed to interact with students for counseling sessions, majority of the board members 25 (50%) indicated that they always allowed the community to interact with students for counseling sessions. This was basically because most of the schools were sponsored by religious organizations like the Methodist church of Kenya, Anglican church of Kenya and the Catholic Diocese. Twenty five percent 13 (25%) of the BOMs pointed out that they sometimes allowed the community to interact with students. Majority of the BOMs indicated that they were involved in educating the general public on matters concerning available programmes in the school. Board members are the school's ambassadors. According Pushpanadhan (2006), "a school is a social institution responsible in promoting social motivations and therefore it is the responsibility of the school communities to look after their institution in terms of buildings and furniture as a way of promoting community participation on the effective implementation of educational innovation as a way of meeting their needs".

Some parents had a negative attitude towards the schools, a situation that posed a challenge to the BOMs in their community relations. Sixty two percent 31 (62%) of the BOMs claimed that some schools had to enforce fines on parents who do not turn up for parent meetings. Only 13 (25%) of the respondents supported that parents availed themselves satisfactorily during parent meetings. The study also established that the parents may not have offered the required support to administer discipline among the students, 44% of the BOM indicated that parents were fairly supportive, while 10 (21%) said that parents were not supportive at all. Without the support of the

parents, the Board of Management cannot work effectively as parents are instrumental to the school development.

Fifty percent 15 (50%) of the head teachers in this study felt that parents were fairly supportive, while 8 (25%) of the head teachers reported that sometimes parents took sides with their children. It is clear from the study findings that parents did not usually support the school to curb indiscipline. The situation was undesirable as it would encourage the students to misbehave in schools knowing that parents were likely to side with the. The scenario is a challenge for the BOMs in maintaining school community relations. According to Nyandusi (2012), “the major significance of the school community is that the school is part of the society as the children come from the society and this helps in retaining its identity and viability”. The International Interdisciplinary Conference (2013) on Education and Development stated that “no school can operate effectively without community interest, understanding and participation, since the community supplements the educational opportunities offered within the community”. Therefore, the school depends on the larger community relations for better results. However, this study may not agree with International Interdisciplinary Conference on Education and Development (2013) as some of the schools may not have been involving the community to a large extent but they were just doing well.

#### **4.5 Challenges Facing Board of Management**

The fourth objective sought to find out the challenges facing the Board of Management in governance and management public secondary schools. The responses from the study were recorded and presented in the Table 4.9 as shown.

**Table 4.9: Challenges that BOM Face in the School Management as Stated by Principals and BOM**

Challenges	Principals (n=30)		Board of Management (n=50)	
	f	%	f	%
Lack of management skills	25	83	35	70
Shortage of funds	28	93	40	80
Conflicting Interest	24	80	32	64
Shortage of physical and material resources	27	90	38	76
Shortage of teaching staff	22	73	39	78
Student indiscipline	24	80	40	80
Lack of cooperation between BoM and PTA	18	60	28	56

The research study established that one of the major challenges that affect BOM in the governance and management of schools is shortage of funds. This was supported by 28 (93%) of the principals and 40 (80%) of the board members. Insufficient funds led to financial strain and some instances failing to pay creditors thus making the work of the BOM difficult. According to the DEO in an interview, schools that suffer insufficient funds rely on credit as a result of high cost of goods, inflation and fluctuation of prices of most essential commodities. This scenario affects the effectiveness of the BOM in the governance and management of the schools. Shortage of physical and material resource was another challenge that was indicated by 27 (90%) of the principals and 38 (76%) of the BOM. Some schools had inadequate physical facilities such as the laboratories and well equipped libraries. This was a challenge to the Board of Management as they strain with the limited funds to avail these facilities to the students. The finding is in agreement with that of Mutinda (2015), who stated that in most schools learning took place in unfavorable conditions

leading to poor performance in national examinations. He further attests that lack of school facilities especially instructional resources had a direct impact on quality of learning (Mutinda, 2015).

The findings indicated that, 25 (83%) of the principals and (70%) of the Board members agreed that inadequate management skills by the BOM was a challenge in the school management. Board of Management may not have received any training on the school management to prepare/equip them with necessary skills on their roles. The study finding is in line with the Ministry of Education (MOE, 2004) policy statement who observed that in the past some schools had nominated illiterate persons and had them appointed to the BOM. Such members had failed to advise and guide the schools, particularly on issues of quality education and proper financial resource management (MOE, 2004). Bosire et, al. (2009) attributed poor management of school resources to level of education of the BOMs where majority were illiterate and lacked capacity to plan and implement school policies (Ongeri, 2013).

Conflicting interest among the board members was reported by 24 (80%) of the principals and 32 (64%) of the board members. It was reported that some board members interfered with the process of procurement and tendering of supply of foodstuffs in the school as well as awarding of labour contracts which some school principals objected to because that is against the law.

Student indiscipline was reported by 24 (80%) of the principals and the Board of Management as a challenge that affects their role to a big extent. In an interview with the DEO, the study revealed that disruptive behaviour among students like strikes, drug abuse and bullying was a challenge to the BOM. In an interview with the DEO,

it was established that BOMs are faced by a countless challenges as they govern and manage schools. Student low academic performances, unavailability of the board members at times, managing discipline among students and teachers, revocation of the disciplined cases forwarded to education offices frustrated the efforts of board members. Thus the work of the Board of Management becomes difficult as they lack skills to handle all the short comings in the system.

Shortage of teaching staff was another challenge that was indicated by 22 (73%) of the principals and 39 (78%) of the board members. Sixty percent 18 (60%) of the principals and 28 (56%) of the board members noted lack of cooperation between Parent teachers and the board members as a challenge although this did not affect many of the schools. These findings are reinforced by earlier researchers who identified teacher shortage in public secondary schools due to a combination of factors such as retirement, death (especially from HIV/AIDS), dismissal and career change (Mutinda, 2015).

Thinguri et al (2013) attested that “poor participation by key stakeholders e.g. students, teachers, alumni of the schools, in decision making; Head teachers who are non- performers; political interferences; Fees defaulting by parents and BOMs having no experience on institutional matters were a hindrance to effective school management by BOMs”. These challenges coupled with the BOM’s inadequate managerial skills in many aspects of the school, had made them mismanage or schools.

#### 4.5.1 Challenges affecting BOM's Management Role

The researcher was interested in finding out the extent to which social vices e.g. bhang/cigarette and alcohol taking by students in the schools affected the BOMs in their management. All the members of the BoM 50 (100%) agreed that there was a prevalence of these social vices in the schools. The BoM were thus asked to rate the level of social vices in the school and around the community and reported the findings as shown on Table 4.10.

**Table 4.10: Level of Social Vices Affecting the BOM's Management Role**

<b>Rating</b>	<b>f</b>	<b>%</b>
High	12	24
Moderate	16	32
Low	15	30
None	7	14
<b>Total</b>	<b>50</b>	<b>100</b>

Regarding the social vices in the school and around the community, 16 (32%) of the respondents said it was moderate, followed closely by 15 (30%) of the BOM who indicated social vices as low. Twenty four percent 12 (24%) of the respondents reported social vices in the school as high. The study findings are worrying as more than 50% of the respondents reported that there were adverse social vices in schools.

According to the DEO, the impact of social environment to the students was worrying as schools had increased cases of indiscipline which made the work of the BOMs unbearable. This should be a cause of concern given that schools are located within the communities. Besides, students being juveniles were bound to be attracted to these vices within their school and therefore, a pointer to the increasing student's unrest and



falling moral standards in the schools. Indeed the BOM members pointed out that some community members were selling drugs to the students. The finding is supported by Chabari (2010) who attested that indeed the age of indulgence to drugs has dropped to as low as 4 years, with many reasons given for this. The problem of drug abuse is associated with introduction of foreign ways. Also parents abdicating their role of bringing up children in an atmosphere of love and leaving almost everything at the mercy of house help and televisions. All these challenges affect the effectiveness of the BOM as they struggle to solve the student indiscipline which has been left to the school by some parents.

#### **4.5.2 Impact of the Challenges on the Performance of BOMs**

The challenges faced by the members of Board of Management in the management of public secondary schools had also affected the way they governed the schools. For instance, some of the members of the BOMs lamented that they have little knowledge on their roles as they were not trained in school and financial management. Besides, they might have little requisite skills on what is expected of them in the governance and management of public secondary schools. Therefore, the board members reported that they ended up making decisions in delicate school issues such as teachers' discipline. The result was some of their recommendations were not honored and sometimes revoked by the DEOs and the MOE offices. The board members were thus forced to abide by the assessment report from head teachers as they (BOM) may not have been trained on the different aspect of management such as financial and discipline management.

Other challenges that were pointed out by the principals are; delay in appointing new boards, delay response to correspondence or delivery of information from the MOE,

inadequate supervision and assessment from the education offices, delay in replacing transferred teachers and frequent transfers of teachers was a challenge to the BOM and thus affected their effectiveness in the management of public secondary schools in Maara, Tharaka Nithi County.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter describes the summary, conclusions and recommendations of the study according to the findings. Suggestions for further research are also presented here.

#### **5.2 Summary of the Study**

The aim of this study was to explore the effectiveness by BOMs in governance and management of public secondary schools in Maara, Tharaka Nithi County- Kenya. A total of 30 secondary schools were used for the study, mainly 10 public boys' boarding schools, 10 public girl's schools, 5 mixed boarding schools and 5 day secondary schools. The study was organized according to the following objectives; to explore the involvement of BoMs in governance and management of public secondary schools; to establish the role played by Board of Management in maintaining positive relations with the community in public secondary schools in Maara Tharaka Nithi County; and to explore the challenges BOMs face in the management of public secondary schools in Maara.

##### **5.2.1 Involvement of BOMs in Governance and Management of Schools**

Management of public secondary schools involves different interested parties who are always represented in the Board of Management. The groups that are represented in the boards were; the community, sponsor, special interest group and the PA nominee. The study findings established that all the schools under this study had an operational Board of Management which was representative and well constituted as reported by all the BOM members 50 (100%) and 30 principals. The study established that BOM

members undertook several aspects of school management, among them being financial management, physical and material resource management, human resources and discipline. From the study findings 20 (40%) of the board members indicated that they were always involved in soliciting for the school funds by organizing fund raising events, contacting the alumni and from donors among other ways. Other ways of financial involvement by the members of the board were in the budget preparation as indicated by 30 (60%) of the respondents, approval of the school budget, analyzing of the monthly trial balances, discussing the audit reports and in the strategic planning of the school's activities. Some of the principals felt that some board members has no expertise in financial matters and no experience in an administrative post and therefore will have little to offer. This therefore implies that experience helps the BOM in performing financial management practices in schools.

The study established that BOMs were always involved in approving funds for learning materials such as text books, stationery, manuals, journals, magazines, reports, charts and maps among others. It was also established that the BOM members participated in sourcing for funds to put up physical structures like dormitories, classes and laboratories and equipping the laboratory among others. Other ways they were involved were; financing of the school furniture as supported by 20 (40%), maintaining the school buildings by way of face lifting as supported by 20 (40%) of the board members and auditing the school facilities.

On the involvement in the management of the human resources, 15 (30%) of the BOM indicated that they were involved in the recruitment of the teachers and 40 (80%) indicated that they were involved in the recruitment and disciplining of the non-teaching staff. The study also established that the Board members were involved

in annual appraisals of the employees, motivation the employees and disciplining both the teachers and the staff.

### **5.2.2 Maintaining Positive Community Relations**

The study established that the Board of Management maintained positive community relations with the school. Majority of the Board of Management members 50 (100%) indicated that schools had giving back to the community programmes where they (BOMs) are directly involved. Such projects includes; sponsoring of needy students, installing water tanks where there is shortage of water, and hiring the school bus at a subsidized rate among others. The study also established that the community was well represented in the board as supported by 30 (60%) of the members. It was also established that the community was involved in the school's activities and was allowed to use the school facilities such as hiring of the school bus at a subsidized rate. On whether the community was allowed to interact with students for counseling sessions, the study established that indeed the community was allowed to interact with students as was reported by a majority of the board members.

The study also established from the principals that the BOM members were always involved in the management of positive school-community relations. However, the principals indicated that it was not the responsibility of the board members to allow members of the community to interact with the students in the counseling sessions and educating the public about programmes available in the schools.

It was also revealed from the study that some parents had a negative attitude towards the schools a situation that posed a challenge to the BOMs in their community relations. This was actually supported by 31 (62%) of the BOMs who claimed that

schools had to impose fines for non-attendance of parent meetings. The principals lamented that poor support from parents was disastrous as it might encourage student's misbehavior having the knowledge that there is a likelihood of getting a fair backing or parents taking sides with them.

### **5.2.3 Challenges BOM face in the Management of Public Secondary Schools**

It was established that BOMs face a lot of challenges in the management of schools in Maara. One of the major challenges was cited by the majority of the respondents was shortage of funds. This was supported by 28 (93%) of the principals and 40 (80%) of the board members. Insufficient funds led to inability to settle debts due to financial constraints in schools.

Shortage of physical and material resource was another challenge that was indicated by 27 (90%) of the principals and 38 (76%) of the BOM. Some schools had inadequate physical facilities such as the laboratories and well equipped libraries. This was a challenge to the Board of Management as they strain with the limited funds to avail these facilities to the students.

The study findings also established that 25 (83%) of the principals and 35 (70%) of the Board members agreed that lack of management skills by the BOM was a challenge in the school management. Board of Management did not receive any training on the school management to prepare/equip them with necessary skills on their roles. Conflicting interest among the board members was reported by 24 (80%) of the principals and 32 (64%) of the board members. Some board members want to influence the tendering and procurement process and in awarding of labour contract at

school a move that most Principals objected as it contradicted the law. This heightened the tensions among the players hence bring frictions.

Student indiscipline was reported by 24 (80%) of the principals and the Board of Management as a challenge that affects their role to a big extent. In an interview with the DEO, the researcher revealed that students in secondary schools were involved in disruptive behavior like drug abuse. Student's academic performance was highly affected by such indiscipline as it led to suspensions and expulsion; a great challenge to the BOM.

The study also established that shortage of teaching staff was another challenge as was indicated by 22 (73%) of the principals and 39 (78%) of the board members. Sixty percent (60%) 18 of the principals and 28 (56%) of the board members noted lack of cooperation between PA and BOM a challenge although this was not so in many of the schools.

It was established that, the impact of social environment to the students was worrying as schools had increased cases of indiscipline which made the work of the BOMs unbearable. The study findings are worrying as more than 25 (50%) of the respondents reported that there were adverse social vices in schools such drug abuse, strikes, cults, bullying and use of abusive language. Advancement of technology and aping the foreign ways by students has contributed to most of the challenges of student indiscipline. Parents have also abandoned the role of parenting as they are busy with their careers. The situation has denied children an atmosphere of love and left almost everything at the mercy of house help and televisions. All these challenges

have been factors affecting the effectiveness of the BOM as they struggle with the governance and management of the public secondary schools.

### **5.3 Conclusions**

In conclusion, Board of Management involves different interested parties such as the community, sponsor, special interest group and the PTA nominee. The study findings established that all the schools under this study had an operational Board of Management which was representative and well constituted. Firstly, BOM members were involved in financial management, physical and material resources, human resources and discipline. BOM members were involved in soliciting for the school, budget preparation and approval, analyzing of the monthly trail balance and discussing audit reports. The board members are involved in providing physical and material resources for the school such as textbooks dormitories, laboratories, equipping the library, and maintenance of the school bus among others.

Secondly, on upholding a healthy/ positive school-community relations, the study established that the Board of Management did their best in maintaining a cohesive society. Members of the board were involved in giving back to the community projects. Thirdly, Boards of Management face a handful of challenges in the management of public secondary schools. These range from shortage of funds, poor financial management skills in budgeting, accounting and auditing procedures. Other challenges that have come out clearly is lack of physical and material resources and conflicting interests among the board members. Finally, albeit all these responsibilities the Board of Management it was established that they were not well trained to handle the delicate issues in the governance and management which has been established to affect their effectiveness in school management.



#### **5.4 Recommendations**

To achieve effectiveness of Board of Management, Schools should set up appropriate structures to ensure proper communication, training and capacity building of all the members involved in the management. Key members of the Board of Management should be trained on management and running of schools through Kenya Management Institute.

Schools should involve BoM members who have wide knowledge in management and supervisory duties. Involvement of members with record in development, with regular meetings with the principals for planning strategies to accelerate proper management of schools.

Communities' participation in school development should not be relaxed after their initial involvement in setting up the schools. It has to be a continuous exercise for the maintenance and sustainability of quality in education.

The minimum academic qualification for the BOM member to be appointed in any education institution should be raised to a degree level from among people with integrity and competence. Upon appointment the board members should pass a thorough induction course on all aspects of the management of schools with more emphasis on the financial management.

## **5.5 Suggestions for Further Research**

The current study is only a general survey carried out in a few sampled schools in Maara, Tharaka Nithi County. The research has focused on the effectiveness of Board of Management in the governance and management of public secondary schools. The following suggestion can be tried in pointing out other area of study:

The present study can be repeated in other counties using similar statistical methods but with a larger sample. This would help to identify how best we can have an effective Board of Management in governance and management of secondary schools.

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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

Margaret Kanana Mugambi  
Kenyatta University  
Department of Education Foundations  
P. O. Box 43844-00100  
Nairobi

Dear respondent,

**RE: INTRODUCTION LETTER FOR A RESEARCH STUDY**

I am a post graduate student at Kenyatta University doing a Master degree in Education that is; Education Management, Planning and Curriculum Studies. I am carrying out research on governance and management of public secondary schools by board of management in Maara, Tharaka Nithi County, Kenya. This research is aimed at eliciting information from the school principals, teachers and Education officers. I am glad to inform you that your institution /office has been selected as one of the respondents in this study. Kindly provide your honest response to enable me carry out this study and it will be held with strict confidence for purely academic purposes only. Do not mention your name or the name of your school/office. Please add any other relevant information that you may find valuable for this study.

Your co-operation will highly be appreciated.

Yours sincerely,

Margaret Kanana.

## APPENDIX II: QUESTIONNAIRE FOR BOARD OF MANAGEMENT

The research is aimed at investigating the effectiveness of Board of Management in governance and management of public secondary schools in Maara, Tharaka Nithi County. You are kindly requested to fill the questions to the best of your knowledge. This information is for academic purposes and will be treated with a lot of confidentiality.

### SECTION A: Demographic information

1. Gender                      Male                      [   ]                      Female                      [   ]
  
2. How long have you been a BOM member in this school?  
Less than 1 year   [   ]    1-2 years                      [   ]    3-4 years                      [   ]  
5-6 years                      [   ]    6 years and above                      [   ]
  
3. What is your academic qualification?  
Primary Level    [   ]                      O-level                      [   ]  
Diploma                      [   ]                      Graduate                      [   ]    Any other                      [   ]  
Please specify.....
  
4. Are you a member of any other school Board of Management?  
Yes                      [   ]                      No                      [   ]
  
5. What is your professional occupation?  
Teacher                      [   ]    Civil servant                      [   ]    Businessman                      [   ]  
Unemployed                      [   ]    Other                      [   ]  
Please specify.....
  
6. Have you undergone any induction on the roles of the BOM?  
Yes                      [   ]                      No                      [   ]
  
7. Are board meetings held regularly in your school?  
Yes                      [   ]                      No                      [   ]

If yes, how many times in a year?

Once [ ] Twice [ ] Three times [ ]

Any other [ ]

Please specify.....

**SECTION B: Involvement of the BOM in Governance and Management**

8. Does your school have an operational Board of Management?

Yes [ ] No [ ]

9. Were you nominated or seconded in the Board of Management?

Nominated [ ] Seconded [ ]

If nominated, who nominated you? .....

10. Which category do you represent in the BOM?

Sponsor [ ] PTA nominee [ ]

Community [ ] Special interest [ ]

11. Would you say clannism/nepotism (i.e. favourism of one's relatives/clansmen/ friends) ever influence B.O.M selection in your school?

No [ ] Sometimes [ ]

Quite often [ ] Other [ ]

Please explain.....

12. What is your opinion as a Board of Management member in this school?

I waste valuable time attending Board of Management meetings [ ]

It is a duty like any other work [ ]

I have a role and duty to help my school excel [ ]

Nothing changes, whether a member or not. [ ]

13. What is your position in the BOM?

Chairman [ ] Vice-chairperson [ ]

Treasurer [ ] Member [ ]

14. a) Are you aware of the interests and wishes of the category you represent?

Yes [ ] No [ ]

b) If yes, comment on the expectations of the group you represent in performance of the BOM's managerial roles.....

.....

.....

15. What recommendations would you give to provide appropriate mechanisms of revitalizing the appointment and composition of Board of Management for effective management of public secondary schools? .....

.....

.....

**SECTION C: Role of BOM in maintaining community relations**

16. Please respond to the following questions as tested in Likert scale of 1-5 by appropriately ticking against the matrix.

**Key:** A- All times-5, S- Sometimes-4, R- Rarely-3, N- Never-2, and D- don't know-1

No	Management of school community relations	5 A	4 S	3 R	2 N	1 D
1.	BOM contributes by giving back to community projects e.g. student sponsorship for the needy					
2.	The local community is represented by one member in the BOM					
3.	BOM involves the community in the school activities e.g. harambees					
4.	BOM allows the community to use school facilities					
5.	BOM hires locals as casuals in the school					
6.	BOM consults the community before undertaking any project					
7.	BOM allows members of the community to interact with students in counseling sessions					
8.	BOM educates the public about projects in progress					

## SECTION D: Competence of BOM in Governance and Management

17. Please react to the following questions as tested in Likert scale of 1-5 by appropriately ticking against the matrix.

**Key:** A- All times-5, S- Sometimes-4, R- Rarely-3, N- Never-2, and

D- don't know-1

No	Management of student matters	5 A	4 S	3 R	2 N	1 D
1.	BOM finances counseling sessions in the school					
2.	BOM is involved in matters of student discipline in the school					
3.	BOM discusses discipline during board meetings					
4.	BOM consults and supports the principal on matters of discipline					
5.	BOM determines the selection of student to join the school					
6.	BOM motivates the student to work harder					
<b>Management of physical and material resources</b>						
7	BOM avails funds to buy textbooks, stationery, grocery					
8.	BOM mobilizes resources to put up physical structures like dorms, classes, laboratories					
9.	BOM finances purchase of furniture					
10.	BOM maintains buildings by way of face lifting them					
11.	BOM does an audit of the school's facilities annually					
<b>Management of personnel</b>						
12.	BOM is involved in recruitment of teachers					
13.	BOM is involved in recruitment of non-teaching staff					
14.	BOM does annual appraisals for its employees					
15.	BOM motivates the teaching staff					
16.	BOM motivates non-teaching staff					
17.	BOM is involved in matters of teacher's discipline					

18.	BOM is involved in non-teaching staff 's discipline					
	<b>Financial management</b>					
19.	BOM solicits for school funds					
20.	BOM prepares school budget					
21.	BOM approves school budget					
22.	BOM analyzes monthly trial balances					
23.	BOM discusses Audit Reports					
24.	BOM is involved in the school's strategic planning					

**SECTION E: Challenges facing BOM in the Governance and Management**

18. How can you rate the following aspects in your school?

a) Academic performance in the school

High [ ] Average [ ] Low [ ]

b) Student indiscipline

High [ ] Average [ ] Low [ ]

c) Decay of student morals

High [ ] Average [ ] Low [ ]

19. Are students in your school involved in social vices like drugs, excessive drinking and other immoral behaviors?

Yes [ ] No [ ]

20. How would you rate the level of these social vices?

High [ ] Moderate [ ] Low [ ]

None [ ]

21. Explain the kind of influence the vices could have to the students?.....

.....  
 .....

22. Does the school have shortage of:

a) Physical facilities? Please specify.....

b) Materials e.g. textbooks? Please specify.....

23. What other means do you use to supplement the above resources?.....

.....

24. What challenges do you face in the management of the above resources?.....

.....

25. What strategies do you use to overcome them?.....

.....

26. Does the TSC always accept recommendations made by BOM on?

Recruitment      Yes            [   ]            No            [   ]

Promotion        Yes            [   ]            No            [   ]

Disciplinary     Yes            [   ]            No            [   ]

27. What are the main sources of finances for the school? .....

.....

28. Who is involved in soliciting school finances? .....

.....

29. Does the school have any income generating project?

Yes                [   ]            No            [   ]

If yes, please specify.....

30. What are the challenges that BOM face in the financial management in your school?.....

.....

.....

31. What strategies are put in place to overcome the above challenges?.....

.....

.....

**THANK YO FOR YOUR COOPERATION**

### APPENDIX III: QUESTIONNAIRE FOR THE PRINCIPALS

The research is aimed at investigating the effectiveness of Board of Management in governance and management of public secondary schools in Maara, Tharaka Nithi County. You are kindly requested to fill the questions to the best of your knowledge. This information is for academic purposes and will be treated with a lot of confidentiality.

#### SECTION A: Demographic information

1. Gender                      Male [  ]                      Female                      [  ]
  
2. How long have you been a Principal in this school?  
1-5 years                      [  ]                      5-10 years                      [  ]  
10-15 years                      [  ]                      15 years above                      [  ]
  
3. What is your academic qualification?  
O-level                      [  ]                      Diploma                      [  ]  
Graduate                      [  ]                      Any other                      [  ]  
Please specify.....
  
4. Have the BOMs in your school undergone any induction on their roles?  
Yes                      [  ]                      No                      [  ]
  
5. Are board meetings held regularly in your school?  
Yes                      [  ]                      No                      [  ]  
  
If yes, how many times in a year?  
Once                      [  ]                      Twice                      [  ]                      Three times                      [  ]  
Always                      [  ]



**SECTION B: Role of BOM in maintaining community relations**

6. Please respond to the following questions as tested in Likert scale of 1-5 by appropriately ticking against the matrix.

**Key:** A- All times-5, S- Sometimes-4, R- Rarely-3, N- Never-2, and D- don't know-1

No	Management of school community relations	5 A	4 S	3 R	2 N	1 D
1.	BOM contributes by giving back to community projects e.g. student sponsorship for the needy					
2.	The composition of BOM has a local community member					
3.	BOM involves the community in the school activities e.g. harambees					
4.	BOM allows the community to use school facilities					
5.	BOM hires locals as casuals in the school					
6.	BOM consults the community before undertaking any project					
7.	BOM allows members of the community to interact with students in counseling sessions					
8.	BOM educates the public about programmes available in the school					

**SECTION C: Appointment and composition of BOM**

7. Does your school have an operational Board of Management?

Yes [ ] No [ ]

8. Would you say clannism/nepotism (i.e. favourism of one's relatives/clansmen/friends) ever influence B.O.M selection in your school?

No [ ] Sometimes [ ]

Quite often [ ] Other [ ]

Please explain.....

9. What proportion of your B.O.M. members resides within close proximity (say within a radius of 5km) to the school?

Most of them [ ] Less than ½ [ ]

At least ½ of them [ ]

10. Do you experience difficulties in raising quorum during B.O.M. meetings?

No [ ] Sometimes [ ] Other [ ]

Please explain.....

11. What is your opinion of the Board of Management in this school?

It's a waste of valuable time attending Board of Management meetings [ ]

It their duty like any other work [ ]

They have a role and duty to help the school excel [ ]

Nothing changes, whether they are there or not [ ]

12. What recommendations would you give to provide appropriate mechanisms of revitalizing the appointment and composition of Board of Management for effective management of public secondary schools? .....

.....  
 .....

**SECTION D: Competence of BOM**

13. Please react to the following questions as tested in Likert scale of 1-5 by appropriately ticking against the matrix.

**Key:** A- All times-5, S- Sometimes-4, R- Rarely-3, N- Never-2, and D- don't know-1`

No	Management of student matters	5	4	3	2	1
		A	S	R	N	D
1.	BOM finances counseling sessions in the school					
2.	BOM is involved in matters of student discipline in the school					
3.	BOM discusses discipline during board meetings					
4.	BOM consults and supports the principal on matters of discipline					
5.	BOM determines the selection of student to join the school					
6.	BOM motivates the student to work harder					

	<b>Management of physical and material resources</b>					
7.	BOM avails funds to buy textbooks, stationery, grocery					
8.	BOM mobilizes resources to put up physical structures like dorms, classes, laboratories					
9.	BOM finances purchase of furniture					
10.	BOM maintains buildings by way of face lifting them					
11.	BOM does an audit of the school's facilities annually					
	<b>Management of personnel</b>					
12.	BOM is involved in recruitment of teachers					
13.	BOM is involved in recruitment of non-teaching staff					
14.	BOM does annual appraisals for its employees					
15.	BOM motivates the teaching staff					
16.	BOM motivates non-teaching staff					
17.	BOM is involved in matters of teacher's discipline					
18.	BOM is involved in non-teaching staff 's discipline					
	<b>Financial management</b>					
19.	BOM solicits funds for the school					
20.	BOM prepares school budget					
21.	BOM approves school budget					
22.	BOM analyzes monthly trial balances					
23.	BOM discusses Audit Reports					
24.	BOM is involved in the school's strategic planning					

### SECTION E: Challenges facing BOM

14. Are BOM members involved in controlling discipline of students?

Yes      [   ]              No      [   ]

If yes, explain how.....

If no, explain why.....

15. How can you rate the following aspects in your school?

a) Academic performance in the school

High [ ] Average [ ] Low [ ]

b) Student indiscipline

High [ ] Average [ ] Low [ ]

c) Decay of student morals

High [ ] Average [ ] Low [ ]

16. How would you rate the level of social vices (drugs, excessive drinking and insecurity) around the school?

High [ ] Average [ ] Low [ ] None [ ]

17. Explain the kind of influence the vices could have to the students in case they are there?.....

.....

18. Does the school have shortage of:

Physical facilities? Please specify.....

Materials e.g. textbooks? Please specify.....

19. What other means do you use to supplement the above resources?.....

.....

20. What challenges do you face in the management of the above resources?.....

.....

21. What strategies do you use to overcome them?.....

.....

22. Is the BOM involved in the recruitment of teachers?

Yes [ ] No [ ]

23. Does the TSC always accept recommendations made by BOM on?

Recruitment [ ]

Promotion [ ]

Disciplinary [ ]

24. What are the main sources of finances for the school? .....

25. Who is involved in soliciting school finances? .....

26. Does the school have any income generating project?

Yes [ ] No [ ]

If yes, please specify .....

27. What are the challenges that BOM face in the financial management in your school? .....

28. What strategies are put in place to overcome the above challenges? .....

**THANK YO FOR YOUR COOPERATION**



They have a role and duty to help the school excel [ ]

Nothing changes, whether they are there or not [ ]

11. What are some of the social vices that Board of Management members encounter in their schools?

12. How do these social vices affect them?

13. How does the board solve their managerial problems?

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

**APPENDIX V: RESEARCH APPROVAL FROM GRADUATE  
SCHOOL**



**APPENDIX VI: LETTER OF AUTHORIZATION FROM  
NACOSTI**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/15/65278/8853**

Date:  
**16<sup>th</sup> December, 2015**

Margaret Kanana Mugambi  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Effectiveness of Board of Management in Governance and Management of public secondary schools in Maara Tharaka Nithi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Tharaka-Nithi County** for a period ending **16<sup>th</sup> December, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Tharaka-Nithi County** before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Tharaka-Nithi County.

The County Director of Education  
Tharaka-Nithi County.

## APPENDIX VII: RESEARCH PERMIT


**THIS IS TO CERTIFY THAT:**  
**MS. MARGARET KANANA MUGAMBI**  
**of KENYATTA UNIVERSITY, 0-60100**  
**Embu, has been permitted to conduct**  
**research in Tharaka-Nithi County**

**Permit No : NACOSTI/P/15/65278/8853**  
**Date Of Issue : 16th December, 2015**  
**Fee Received :Ksh 1,000**

**on the topic: EFFECTIVENESS OF**  
**BOARD OF MANAGEMENT IN**  
**GOVERNANCE AND MANAGEMENT OF**  
**PUBLIC SECONDARY SCHOOLS IN**  
**MAARA THARAKA NITHI COUNTY, KENYA**

**for the period ending:**  
**16th December, 2016**


**Applicant's**  
**Signature**




*Margaret Kanana Mugambi*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice *Atiku*



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

Serial No. A **7503**

**CONDITIONS: see back page**