

**EFFECTIVENESS OF BOARDS OF MANAGEMENT IN PUBLIC PRIMARY
SCHOOLS IN NYERI COUNTY, KENYA**

BY

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DECLARATION

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This thesis is my original work and has not been presented for a conferment of degree in any other university or for any other award.

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DEDICATION

This study is dedicated to my husband Mutahi Miricho, our children Ian Baaru and Olive Muthoni, for their great support and encouragement.

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ABBREVIATIONS AND ACRONYMS

BOG:	Board of Governors
BOMs:	Boards of management
CDE:	County Director of Education
CEB:	County Education Board
CEO:	Chief Executive Officer
CSO:	Curriculum Support Officer
KEMI:	Kenya Education Management Institute
PTA:	Parent Teacher Association
SMC:	School Management Committee
SQASO:	Sub-County Quality Assurance and Standards Officer

ABSTRACT

School Boards of Management (BOMs) replaced School Management Committees (SMCs) in the management of public primary schools in Kenya. Studies on the effectiveness of the school boards have concentrated on secondary school management leaving gaps with respect to the primary schools. The purpose of this study was to assess the effectiveness of BOMs in the management of public primary schools in Nyeri County, Kenya. The specific objectives of the study were, to: establish the effectiveness of BOMs in management of funds in public primary schools; determine the effectiveness of BOMs in management of human resource in public primary schools; establish the effectiveness of BOMs in the management of physical facilities in public primary schools and, to assess the effectiveness of BOMs in facilitation of curriculum implementation in public primary schools. The study was guided by the Mintzberg Management Theory. This theory describes models of management in institutions. It puts emphasizes the role of managing body in influencing the achievement of the organization's goals. The study adopted the descriptive survey research design. The target population was 806 subjects comprising 403 BOM chairpersons and 403 head teachers. The researcher used simple random sampling to select 81 head teachers and 81 chairpersons of BOMs which translated to 20% of the study population. Data was collected using structured questionnaires for BOM Chairpersons and for head teachers. All the questionnaires were tested for reliability through piloting and a coefficient of reliability was established at 0.702 for head teachers and 0.723 for the board members' questionnaire. To test for validity, the researcher designed the instruments and handed to the supervisors for analysis and provision of feedback. Qualitative data was collected, organized into themes and categorized before being analysed. Quantitative data was analysed using descriptive statistics such as frequency and percentages with the aid of Statistical Package for Social Sciences (SPSS version 20). After the analysis interpretations, conclusions and recommendations were made. The study revealed that majority of the head teachers were satisfied with BOM members' financial and human resource management in public primary schools. Further, majority of BOM members indicated that they ensured adequate provision of physical facilities in public primary schools. Results of the study also showed that more than half of the head teachers indicated that BOM members were effective in facilitation of curriculum implementation in public primary schools. The study concluded that though BOMs were effective in the management of public primary schools in Nyeri County, they faced many challenges. Key among them was lack of regular training on their roles targeting all BOM members. The study recommended that the Ministry of Education should strengthen the frequency and quality of courses for BOMs and target all members to improve their effectiveness in financial, human resource and physical resources management as well as facilitation of curriculum implementation.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Internationally, school management bodies exist in different countries and are referred to in various names such as management committee, overseers and local boards. They are charged with day to day duties of running schools. Marcus (2009) noted that the school boards of management have the overall authority to run and manage the school affairs. These include determining the acquisition of resources, allocation and use. Thus, the school board of management carries the weight of many daily decisions that touch the lives of children and their education. Marcus further noted that apart from decision making, most school boards deal with matters such as finance, personnel, curriculum and facilities.

In Britain, since the inception of the Board of Management in educational institutions, the roles of boards of management have changed periodically. For example, in Britain, the boards serve institutions that contain the eighth to twelfth grade students (Van, 2001). This is also common in most European countries and some developed countries in the Far East. The primary role of boards of management at these institutions is to assist the principal in running the school. Similarly, school boards are an integral part of education management in United States of America (USA). Van (2001) noted that all schools in USA were required to establish a board of management to run the daily affairs of the institution. The school boards of management have a duty to work very closely with the local municipalities and regional governments to ensure adherence to laid out government educational policies. However, members of school boards of management must have achieved

some minimum criteria that includes: minimum educational experience, community standing and resourcefulness based on their knowledge and expertise.

African countries with boards of management within the educational sector include South Africa and Malawi. In particular, Boards of Management (BOMs) in South Africa comprise of high standing individuals in the society. These individuals hold major accomplishments in the education sector and in other fields. Also, the individuals in school boards possess knowledge in various aspects of management including financial and human resource management. Similarly, in Malawi, laws and government policies dictate and control the appointment of BOMs (Dawson, 2008). In addition, to holding major accomplishments in the education field, these individuals must have served as role models in their respective careers and specializations and transmit it to school management. Therefore, the concept of school BOMs has been entrenched in developed and developing world as an effective way of managing public education institutions. Hence, the need to carry out research on the effectiveness of BOMs especially at the primary school level in Kenya. School management is tasked with ensuring that teaching and learning resources are organized, managed, controlled and effectively used to achieve desirable objectives of learning.

In Kenya, after the establishment of constitution of Kenya 2010, the Basic Education Act in 2013 (Republic of Kenya, 2013) which gave rise to the Boards of Management (BOMs) to replace what was previously the School Management Committees (SMCs) in the management of the public primary schools and Boards of Governors (BOGs) in secondary schools. The management of schools in Kenya is guided by the Basic Education Act. Subsection 55 of the Act says that there shall be a board of management for every public school. The Act further describes the composition of

board of management. Section 59 of the Basic Education Act outlines the functions of the BOM. These functions are similar to those earlier performed by the SMC but have however been updated in accordance with the new constitution of 2010.

The Basic Education Act lays out the framework for the composition of the BOMs. The BOM consists of six persons elected to represent parents of the pupils in the school; one person nominated by the County Education Board; one representative of the teaching staff in the school elected by the teachers; three representatives of the sponsors of the school; one person to represent special interest groups; one person to represent persons with special needs and a representative of the students' council who shall be an ex officio member. The head teacher is the secretary to the board and is accountable to the board. Mutemi (2015) outlined various roles of BOMs as per Basic Education Act. These roles touch on management of financial, human resource and physical facilities as well as facilitation of curriculum implementation.

On financial resources, the Basic Education Act states that the BOMs should administer and manage resources of the institution. They receive, collect and manage funds accruing to the institutions. However, Koros (2015) adds that many education commissions and taskforces have acknowledged the existence of poor financial management in public schools. There have also been criticisms in the press countrywide by parents and community in some primary schools over lack of accountability. In some extreme cases, parents have stormed primary schools and forced the head teachers out.

On human resource management, the Basic Education Act stipulates that the BOMs should advice county education boards on the staffing needs of the institutions. They also recruit, employ and remunerate non-teaching staff as may be required by the

institution. They should encourage learners, teachers and non-teaching staff, parents and community to render voluntary services to the institution.

In the management of physical facilities, the Act provides that BOMs ensure physical development of educational institutions to promote quality education. The BOMs are mandated to ensure that the educational institutions have proper and adequate physical facilities. The BOMs also allow reasonable use of the facilities of the institution for community, social and other lawful purposes, subject to such reasonable and equitable conditions as it may determine including the charging of a fee. Kindiki (2009) as well as Onderi and Makori (2012), agreed that school governing bodies provide a link between parents and the schools and in that way, parents participate in school affairs concerning the education of their children. Through such a link, the BOMs become part of the school in making decision in involvement of parents and use of physical facilities.

On facilitation of curriculum implementation, the Act tasks the BOMs to ensure promotion of quality education for all pupils in accordance with the standards set under the Act or any other written law. They should promote the best interest of the institution and ensure its learning and development. However, a study in Kenya by Koros (2015) noted that members of school BOMs who had completed basic education were more effective in these roles than BOM members with lower education. Kengere and Thinguri (2017) further noted that some BOM members use their positions for personal gains while others possess low educational qualifications hence lack the necessary experience as far as facilitation of curriculum implementation was concerned.

Koros (2015) argues that the greatest challenge facing schools was the incompetence of the members of BOMs some who were selected due to sheer proximity to influential people in the society. These claims necessitated this study to be carried out to determine the effectiveness of BOMs in financial, human resource and physical facilities management as well as facilitation of curriculum implementation in public primary schools.

1.2 Statement of the Problem

This study was triggered by gaps identified from previous study findings. Koros (2015) pointed out that many education taskforces acknowledged that despite the policies on role of BOMs as a management body being clear on paper, there existed poor management in primary schools on the ground. Kirigia (2011) concluded that BOM members were ineffective in performing most of the tasks under their stipulated functions. Kirigia suggested further study should be carried out on the effectiveness of management boards in public primary schools. Most of the previous studies on management of schools targeted secondary schools and sub-counties. This kind of study was therefore scanty in the literature reviewed. It was therefore necessary to assess the effectiveness of BOM in the management of public primary schools. This study was therefore carried out to determine the effectiveness of BOMs in the management of public primary schools in Nyeri County since the formation of BOMs in 2016 in order to fill this knowledge gap.

1.3 Purpose of the Study

The purpose of this study was to assess the effectiveness of boards of management in the management of public primary schools in Nyeri County.

1.4 Objectives of the Study

The study objectives were to:

- i. Establish the effectiveness of BOMs in management of funds in public primary schools in Nyeri County, Kenya.
- ii. Determine the effectiveness of BOMs in management of human resource in public primary schools in Nyeri County, Kenya.
- iii. Establish the effectiveness of BOMs in the management of physical facilities in public primary schools in Nyeri County, Kenya.
- iv. Assess the effectiveness of BOMs in facilitation of curriculum implementation in public primary schools in Nyeri County, Kenya.

1.5 Research Questions

The study was guided by the following research questions:

- i. How effective are the BOMs in management of funds in public primary schools in Nyeri County, Kenya?
- ii. What is the effectiveness of the BOMs in management of human resource in public primary schools in Nyeri County, Kenya?
- iii. How effective are the BOMs in management of physical facilities in public primary schools in Nyeri County, Kenya?
- iv. How effectively do the BOMs facilitate curriculum implementation in public primary schools in Nyeri County, Kenya?

1.6 Significance of the Study

The study findings would assist stakeholders in education to underscore the role of school boards of management in effective management of public primary schools.

The Ministry of Education may use the findings to strengthen training courses and seminars for BOM members. The study adds to the existing literature regarding school management. It should be useful in providing data to other education management scholars as they carry out further research. Also, head teachers may use the findings to understand the effectiveness of their BOM members. Consequently, they would be in a position to understand the needs of members of school boards of management and promote effective leadership. The study is expected to provide a basis for further research from the recommendation of the findings.

1.7 Limitations of the Study

Limitations are some aspects of the study that the researcher is aware might negatively impact on the research but, he or she has no control over them (Mugenda & Mugenda, 2003). This study faced several limitations. These included a few instances where some respondents delayed or failed to give data as expected. To mitigate this, the researcher assured the respondents of confidentiality of their views.

Another limitation is that the research was conducted in only one county hence the findings may only be generalized to other regions with caution. Similarly, the researcher was aware of the busy schedule of some of BOM members.

1.8 Delimitations of the Study

According to Mugenda and Mugenda (2003), delimitations are boundaries of the study. This study delimited itself specifically to management of financial resources, human resource, physical facilities and facilitation of curriculum implementation. The study was also only carried out among the head teachers and BOM members in Nyeri County. Although there were many functions of BOMs, the study concentrated on

assessing the effectiveness of BOMs in management of funds, human resource management of physical facilities and facilitation of curriculum implementation.

1.9 Assumptions of the Study

In the course of undertaking the study, there were several issues that were presumed by the researcher. These included:

- i. That all public primary schools have BOMs composed of professionals who are dedicated to their duties.
- ii. The respondents were willing to cooperate, be honest and truthful in providing information on the effectiveness of BOMs in management of public primary schools.
- iii. That the respondents in the study were aware of the effectiveness of BOMs on school management.

1.10 Theoretical Framework

The study was based on Mintzberg's model of management Theory (1979), which describes models of management in institutions. It puts emphasizes the role of managing body in influencing the achievement of the organization's goals. It suggests five distinct organizational. It suggests five distinct organizational forms as conventional approach to bureaucracy theories applied to schools. Mintzberg proposes that managerial work can best be described, discussed, and taught by focusing on the activities in which managers engage. The theory developed by Mintzberg is based on observations of five chief executive officers who came from diverse backgrounds.

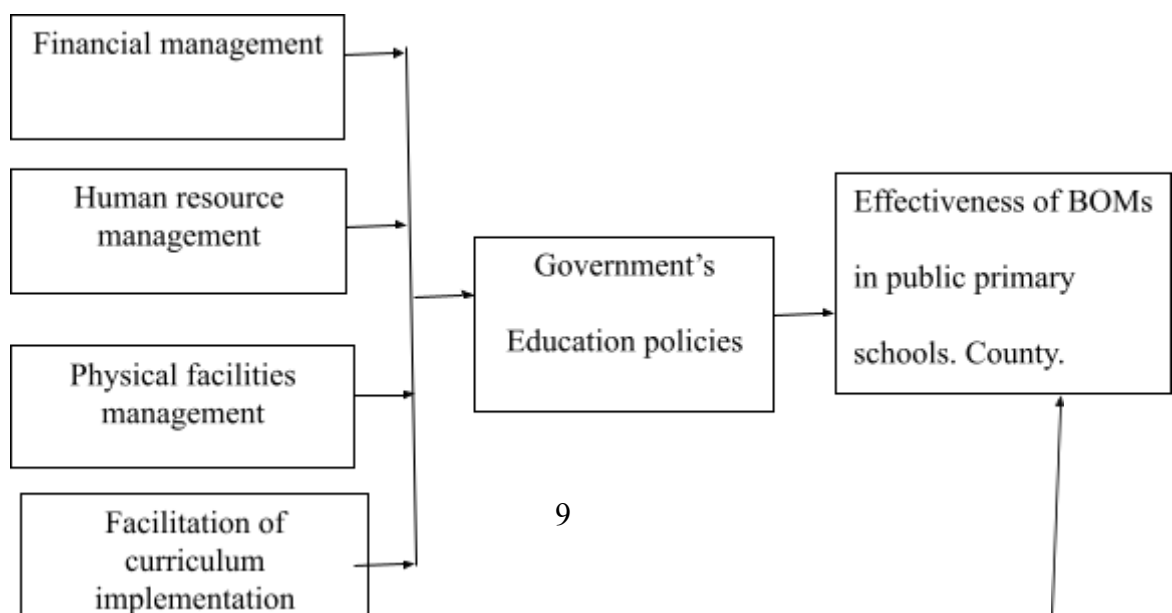
Mintzberg says that the school is a professional bureaucracy with five parts namely the senior management team at the strategic apex (BOM), the middle line (Head

teacher) providing the link with the third part which is the operating core (the teaching force). The fourth part constitutes the techno-structure consisting of professional support from education advisers and other agencies (CSO & SQASO). The final part is the support staff (cleaners, watchman, secretary and cook) among others. Mintzberg (1979) thus suggests that the school is a decentralized structure with interrelationships between the five organizational structures.

These interrelationships make the theory suitable because it is linked to the study in that members of Board of management (BOM) are placed at the strategic management apex of the school. All the other parts particularly the head teacher, the teaching force and the support staff have roles to play which touches on finances, human resource, physical facilities and curriculum. Since the BOMs are charged with management of these other parts of the school system, its effectiveness can make a great impact in influencing the success of a school.

1.11 Conceptual Framework

The conceptual framework of the study is presented in Figure 1.1. This figure shows the interrelationship between variables in the effectiveness of BOMs in management of public primary schools.



Independent Variables **Intervening Variables** **Dependent Variable**

Figure 1.1 Conceptual Framework of the Study

Figure 1 shows the interrelationships between variables in the effectiveness of BOMs in management of public primary schools. The conceptual framework of this study involves four independent variables influencing the effectiveness of BOMs in the management of public primary school in Nyeri County. These variables include the financial management, human resource, physical facilities and facilitation of curriculum implementation. There are also the government policies factor which appear as intervening variable. These policies give direction to how schools will be managed from time to time.

These factors influence the effectiveness of BOMs in management of public primary schools. The school boards of management as the overall overseers of curriculum implementation are charged with ensuring that there is prudent financial management. The school receives funds from various sources and it is upon the BOMs to ensure that the funds are used for the vote heads budgeted for. The school BOM also ensures that the schools operate within their budgets. The school management is also charged with ensuring that the school has adequate physical facilities. The school board of management is also responsible of ensuring the school has the required human resource. The human resource in schools includes the teaching and non-teaching staff. As the overall decision making body in the school, the board of management is also tasked to ensure that it effectively facilitates the implementation of curriculum. The board acts as the government's overseer of curriculum implementation in the schools.

1.12 Definition of Significant Terms

Board of management: There are members selected to serve in a body mandated with the responsibility of managing a primary school. The term is used in this study to represent primary school management bodies mandated with overseeing the management of primary schools.

Board Member: An individual selected to serve in the school board of management.

Curriculum facilitation: Refer to support given in order to help make it easy to carry out all the activities that enable teaching and learning in a school take place successfully.

Effectiveness: Refers to the capability of BOM in the management of primary school in achieving the overall goals.

Financial Management: Refers to the administration of financial resources including money and how to generate it.

Human resource: Refers to all the people who work in the institution to enable it deliver its mandate. These include teaching and non-teaching staff.

Management: Refers to the process and practices established by legislation to run schools in order to realize educational objectives.

Physical facilities: Refers to the school facilities that include classrooms, playfields and all other amenities needed to ensure conducive learning environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains review of some related literature on school management. It has subsections on concept of school management, review of related studies in the international context, school management in Kenya, roles of BOM in financial, physical facilities, human resource and facilitation of curriculum implementation.

2.2 Effectiveness of Boards of Management

Okumbe (2001) defines management as the process of designing, developing, and effecting organizational objectives and resources so as to achieve the predetermined organizational goals. This intimates that the educational manager is both a policy maker and an executor. In education management, the management coordinates people in order to achieve educational objectives or goals.

Internationally, school management bodies exist in different countries and are referred to in various names. Pierre (2016) noted that in Sweden, there was the transfer of responsibility for school management from the municipalities in the early 1990s to other entrusted authorities such as school boards. This trend was recently adopted by many countries where educational authorities entrust more and more autonomy to schools. This helps meet the principles of goal-oriented leadership focused on achieving the results of each school. The management team of each school is held accountable for the results obtained (Pierre, 2016).

Bray and Kevin (2008) stated that school boards of management were created following the passage of the Education Act in most countries including New Guinea.

Each school was required to have a board comprising at least five members representing the community. Each board was required to include the head teacher and a teachers' representative provided they did not form a majority. The New Guinea law required that the school boards should have at least one meeting per academic term. The statute also required the school boards to have an oversight role on the financial and human resource aspects of the country's educational resources. The Ministry of Education was also granted the oversight roles over the school boards to ensure all legal and financial terms of reference were adhered to.

Effective management in schools calls for adherence to all appropriate legal system, observance to prudent financial management concepts as well as observing human rights in dealing with human resources in an institution. However, the greatest challenge was ensuring that the institution was collaborative and cooperative in the affairs of the local community. This collaboration was a key element of effectiveness in school management. Thus, effective management has many facets, key among them being; adherence to state Laws, cooperation with local community, accountability, responsibility and transparency in governance. Key concepts of transparency, according to Harry (2007), is the open and competitive recruitment and retention of human resource and prudent financial discipline. These two aspects play a big role in an institution's effective management.

In Morocco, school management councils are integral in education management in the country (World Bank, 2015). They provide an avenue for parents to participate in decision making within their respective schools. School councils also serve as tools for the decentralization of education in the country. Since the early 2000s, the government of Morocco has focused on decentralization of education administration in the country shifting power to the parents and school principals. A school

management council comprised of; the principal, a teachers' representatives, a representative of the technical and administrative staff, male and female student representatives. Other core members included the head of the parents' association as well as a local leader representing community interests. Notably, teachers constitute the highest number of members of the council making it unbalanced (World Bank, 2015).

The concept of school governing board is popular across the globe. It brings together stakeholders and synergizes their knowledge and efforts towards improving the quality of education. It is a tool used to promote a participatory approach to school management. Therefore, the school principal, teachers, parents and students sit together and deliberate on issues affecting their school and develop policies to address them. Nevertheless, these boards face several challenges in different countries including lack of autonomy and independence to make critical financial and human resource decisions and unclear laws on their existence and power. However, they remain a critical element in education management in different countries across the globe. Therefore, the implementation of the board of management (BOM) as envisaged in the Basic Education Act in public schools should be aligned with the short term and long term education goals and policies. These goals and policies fast-track the realization of the country's vision 2030 in which education is a key pillar under the social development of the country.

In Kenya, schools are established and operated within the context of laws, regulations and other legislative and executive instruments passed by the government to give directions on the way formal education should be organized and managed. These laws and regulations operate through policy guidelines issued by the Ministry of Education

and other authorities in form of administrative directives. The Constitution of Kenya guarantees every child a right to access basic education. Notably, a child is any individual in the country who has not attained the age of eighteen years (Wango, 2011). Hence, the government is under obligation to provide the infrastructure and human resource necessary for provision of basic education services. Basic education in Kenya covers pre-primary, primary and secondary education (Wango, 2011). In addition, the Constitution requires the government to include affirmative action policies ensuring the youth access education and training. The training equips them with the necessary skills to access jobs in the market. The Constitution places the mandate of the provision of education and the management of education at the national government level. However, ECDE and vocational training are devolved to the county governments.

Since independence, there have been various reports on the management of public schools in Kenya. For instance, Ominde (1964) recommended the transfer of management of primary schools to School Management Committees (SMCs). The committees consisted of various stakeholders including the head teacher, parents, representatives of the sponsoring churches and the community. These committees at the primary school level represented the first instance of education management at the local level. Moreover, parents would become increasingly involved in the daily activities of the school. Notably, the Ominde commission was formed after the country gained independence and set the precedent for the education system and management in the country. The commission's report also laid the basis for the enactment of the education laws including the Education Act of 1968.

The Education Act of 1968 was the legal blueprint for education matters in the country. It set the basis for engagement among different stakeholders in the education sector. Moreover, it provided the basis for engagement of development of policies that governed the behaviour of different stakeholders towards each other. The Act outlined the roles and responsibilities of different stakeholders in the sector including the school management committees. The School Management Committees (SMCs) became the primary education management tools at the local level. These School Management Committees enjoyed autonomy from the local councils that controlled most schools in their locality. The School Management Committees (SMCs) would make major financial decisions based on the allocation of the financial resources extended by the national government. Since the enactment of the Act, school management committees became an integral part of education management in the country. The committees would function until their title and role was reviewed under the Basic Education Act of 2013. The Act was consistent with the requirements of the new constitution enacted in 2010.

Gachathi (1976) brought one of the drastic changes in the management of schools. It spelt out the importance of having School Management Committees (SMCs) in primary schools and Boards of Governors (BOGs) secondary schools. This was mainly to streamline the management of all public schools in the republic. Therefore, the commission empowered the SMCs with the role of management of primary schools. Indeed, some of the responsibilities of the education officers were delegated to the SMCs. They were incorporated in major financial decisions while enjoying increased autonomy of expanding their school's human resource. School Management Committees (SMCs) were in a position to hire additional teachers through contracting. Also, School Management Committees (SMCs) were responsible for remunerating the

teachers employed on contract. Moreover, School Management Committees (SMCs) enjoyed an oversight role on head teachers increasing accountability. In essence, the Gachathi report recommended the expansion of the power and responsibilities of the committee.

Kamunge (1988) also greatly contributed to enhancing of the management of educational institutions in Kenya. It highlighted the need to delink daily management of schools from the school boards. It further called out for more emphasis on the selection of people serving in the school boards. The report highlighted the mismatch between the responsibilities of the SMCs and the qualifications of its members. The School Management Committee Members were required to make major decisions concerning the projects to be undertaken and allocation of the available funds to the school. Accordingly, it called for establishment of minimum qualifications for any person willing to serve in the school boards of management in terms of educational and professional qualifications. The report noted that people with higher educational and professional qualifications made better decisions concerning the running of public institutions.

2.2.1 Effectiveness of BOMs in Financial Management

Financial management encompasses instituting checks and balances in an education institution. These checks and balances ensure that financial resources available to the institution are used to advance its core objective that is, the provision of quality education. MoE provides the framework for the implementation of the checks and balances through policies and procedures. These procedures touch on various aspects of financial management of an educational institution including the allocation and utilization of financial resources. Therefore, financial literacy is of utmost importance

for individuals involved in the running of education institution. The members of BOMs in schools who make financial decisions need to have some proficiency in financial management matters including budget making, procurement and disposal of public properties.

In Denmark and Germany (World Bank & IMF, 2012) it was noted that there was an enhanced autonomy of the school boards. The members of the school boards exhibited entrepreneurial skills to ensure that the school generated funds and also raised funds internally and externally to support their projects. An example is provided by a country like Denmark where the school board becomes true "entrepreneurs" executing the main decisions of the school management where the representatives of the profession are generally the majority. For example, in the new professional education, based on a general framework of decisions to be implemented, the school head who is the executive personnel in the school has powers from the school council to share the work between teachers and their hours of work.

In a study on the Scottish education system, Stewart (2014) analysed the systems that existed in educational institutions. The sole focus was to establish the extent to which the school systems support the educational goals of educational institutions. It was established that management of finances was not accorded the necessary oversight and mass wastage was evident. The procedure of allocating the financial resources was a challenge. It was evident that there were no procedures for allocating various school projects the available finances. As such some unnecessary programmes were allocated more funds even though they were not core materials needed for teaching and learning. This denied the core materials funds leading to poor quality of education. World Bank (2015) also noted that board members viewed training positively and thought it as the only way their skills on school management could be

improved. The study revealed that there was need for the parent members to be upgraded so as to make contribution on the quality of education provided in their schools.

A study by Van (2001) reveals that most of the parents serving in the boards are illiterate. In particular, the study revealed that about thirty seven percent of the parents serving as board members did not possess any financial knowledge. This lack of competence exposes them to manipulation by school managers and fellow board members. Moreover, they cannot perform their oversight role effectively. Indeed, lack of financial management knowledge is a major impediment in promoting sound financial decisions. Conversely, lack of financial knowledge among board members can lead to disagreements between board members and head teachers. Ogeno (1987) reveals that board members who do not understand basic accounting practices struggle following the income and expenditure of the institution. Hence, they oppose the head teacher's recommendations derailing the implementation of the projects. Consequently, they affect the quality of education and the performance of the students. Also, the wrangles can result in political interference leading to the transfer of a highly efficient head teacher.

Another major cause of the wrangles is lack of knowledge of the extent of their power (Ogeno, 1987). The members do not understand their role in financial decision making and oversight. It should be a collaborative decision making process with all stakeholders enjoying the power to make contributions. The board should seek to arrive at a consensus. However, some board members devalue or demean the contribution of head teachers and believe that the ultimate decision lies with them. This misconception leads to disagreements.

Heystek (2011) outlines the education governance structure in South Africa. Heystek indicates that in the post-apartheid South Africa, different leaders have focused on increasing the literacy levels in the country. Individuals mandated to lead different departments at the provincial level are responsible for training board members on the fulfillment of their mandate (Heystek, 2011). There is an elaborate structure or program to orient individuals into these roles. Otherwise, appointment of a less knowledgeable and skilled individual especially among parents affects the effectiveness of the board. The responsibilities of the board include the management of school funds generated from student fees, determining the feasible projects and determining the short-term and long term education objectives of the school. The objectives must align with the national government's objectives of providing quality education. Hence, school governing boards in South Africa enjoy considerable power compared to their counterparts in Morocco.

Sushila (2006) posited that in Kenya the parents supplement the school's financial resources. Though the government abolished the school fees in 2003 cushioning parents from exorbitant fees, the parents are encouraged to assist and contribute towards the development of the school. The BOM needs to oversee the allocation and utilization of these funds. Misuse of the funds may affect the morale and motivation of the parents and well-wishers in supporting future projects financially.

Glassman and Sullivan (2008) indicate that board of governors do not have adequate financial education and literacy. These members do not make any meaningful contribution to the financial management of the institution. In this case, financial literacy touches on basic accounting procedures and protocols laid down by the ministry. They include the accounting principles that outline the income and

expenditure of the institution. Lack of financial management experience among school management committees or the boards of management is common across Africa. Conversely, school governors make poor decisions affecting the efficiency of the school in realizing its mission and objectives.

Morales and Morales (2014) noted that financial planning establishes the procedure to achieve the established financial goals of an organization. Thus, financial planning provides the procedures that guide, coordinate and control the actions for the fulfillment of financial objectives. The financial plan should be derived from an organization's strategic plan that is drawn by the management. Adequate financial planning must consider the needs and opportunities that will be presented in a certain period of time in order to elaborate the planning in the short, medium and long term. Once the financial plan is established, dynamic control mechanisms should be sought to monitor the course of real actions.

Ngugi (2004) conducted a study on the effectiveness of BOGs in Kajiado District, Kenya. The study noted that BOG members do not fathom basic financial accounting calculation and other terms making it difficult to contribute to the financial management of the school effectively. Also, Ngugi (2004) postulates that principals manipulate BOGs to suit their desires. They use their knowledge and power to manipulate BOGs to accent to their suggestions and conclusions without scrutinizing the accounts thoroughly. This laxity in enforcing internal controls leads to loss of finances through corruption and wastage.

Kirigia (2011) says boards' duties involve discussions and adoption of proposed school budget, receiving revenue and taking responsibility for expenditure of all monies by school. Kirigia noted that BOG members included the head teacher as a

signatory to the school accounts. KESI (2011) identifies some of the main school accounts as tuition account (A/C 1), operations account (A/C 2) and parents/ Boarding (A/C 3). KESI (currently KEMI) further explains that estimated expenditures must be approved and authorized by the board members. The members also monitor the expenditure of school money. KESI further suggested that some of the sources of finances include Free Primary Education (FPE) funds from the government, payments by parents like for school projects, Constituency Development Funds (CDF) and other donors.

Ongeri (2015) also studied the effectiveness of BOMs in delivering quality education in Kajiado County, Kenya. It was determined that BOM members were not integrated in the financial management of secondary schools in the region. However, BOMs were involved the allocation of physical resources and motivation of teachers. In particular, BOM members counseled students and supported the teachers to enforce discipline. The researcher also recommended the training of BOM members on financial and human resource management. Consequently, the members can make meaningful contribution to the decisions improving their quality greatly.

King'oina, Ngaruiya and Mobegi (2017) held that BOM members should possess adequate knowledge of the operation of these accounts. The members of school management should include the school head as a signatory to the school's main account as the school head is the accounting officer for all monies received by the institution. Moreover, they should audit these accounts regularly to ensure that they meet the minimum thresholds set by the MoE policies. Therefore, instances where BOM meet once or twice per year exposes a school to misappropriation and loss of funds. The head teacher and accountant can conjure schemes up to siphon the funds and hide their trail completely.

2.2.2 Effectiveness of BOMs in Human Resource Management

The Basic Education Act (Republic of Kenya, 2013) lays out emphasis on the role of the BOMs in the recruitment employment and remuneration of non-teaching staff as may be required by the institution. The public schools face two categories of staff; teaching and non-teaching staff. Employment and management of teachers is under the Teachers Service Commission (TSC Act 2012). However, the BOM has the role of advising the government on staffing needs in schools. It also employs some teachers to supplement the ones schools get from TSC. Teachers are the primary human resource in Kenyan primary schools. Teachers are the cornerstone of any education institution as the core elements of the transmission of knowledge in education institutions (Sushila, 2006). Hence, major stakeholders in the education sector should monitor the welfare of teachers constantly. The process commences with the identification of teaching candidates who progress to different teacher training institutions in various countries. Eventually, these individuals graduate to become teachers at different levels of education in various countries. In some countries like Sweden, teachers are held in very high regard and enjoy high monetary benefits like other professionals like doctors and lawyers.

Bedoya (2003) in his work entitled "The new management of people and their evaluation of performance in competitive companies" discussed the concept of the human resources function and its relationship with the management. He noted that evaluation of human resource performance in the competitive educational institutions was lacking. The study specific objective was to establish the criteria to align the function of Human resource and performance management. This study examined the role of the human resources manager in strategic management and performance plans within educational institutions. The study concluded that the institutions needed to

develop and design programs for training, development and evaluation of their results. The study also called for regular feedback to staff pointing on their achievements. The study noted that the function of human resource manager is to determine the type of people who can give better results within the organization.

Hanushek, Kain and Rivkin, (2013) posited that teacher evaluation is a function of the school management. This evaluation is based on observation of the lessons. Director visits classes and inspects written work of students to ensure pedagogical continuity. The evaluation of teachers, on this basis, concludes by an annual balance sheet interview. The school head has powers derived from the school board to appoint or dismiss staff members. For example, in secondary education, the school head proposes to the provincial council the appointment and dismissal of teachers (PASEC, 2006). It should be noted, in this connection, that a teacher may be dismissed after evaluation of his results by specialist disciplinary committee and after verification that their advice was not headed following a first visit. As a person given responsibility by the school board, the principals must ensure that teachers are committed to working together in groups. However, due to the nature of evaluation carried out by the employer, majority of the school principals lay greater emphasis on ensuring that the academic performance is the sole project running in majority of the schools. In this context, there is need for the school boards as the representatives of the Ministry of Education as well as the Teachers Service Commission to develop a better tool for evaluation of school leadership.

Education International (2007) argued that educational managers should consider students' academic performance as teacher's performance since academic achievement of learners forms a greater yardstick in evaluating an educator's

competency. The results of this study means that effective school boards should monitor the performance and effectiveness of teachers as the lead producers of results. This is a human resource management role of the boards. The study pointed out that the efficiency increased through listening to the concerns of teachers by the members of the board.

Njue (2008) analysed the effectiveness of school management in Nairobi and how they influenced teachers' attitude. The study established that school boards in some schools highly motivated their teachers and this resulted in very high performance in the examinations. The study also established that highly motivated teachers had an effect on learners since their period of studies was made better through provision of an enabling learning environment. The study further studied how school boards contributed in providing conducive learning environment to children and teachers. The study also sought to underscore the strategies used by school boards to settle conflicts involving the teaching staff. The school bards also offered to be arbitrators as well as active participants in teacher discipline through giving all a fair chance to defend themselves. Through provision of fair chance and an enabling environment for teachers, the school boards of management paved way for the staff in the school to effectively work and produce better results.

Mwangi (2009) held that the human resource function should have the sole purpose of informing the members of staff on various achievements. At the same time, they should ensure, through a rigorous selection of the company's staff, better results of both profits and prestige. This would raise the esteem of the staff and lead to significant improvement of their work. He observed that the goal of the company should become a common goal to all the people working in the organization. This

means that school boards need to consider efficiency and competency of the people they recruit in order to achieve better results. They should select the type of people that can achieve the results required in a school.

Arenas (2010), in his thesis on school management in primary schools specifically analyzing how school management is carried out in primary schools. The school management should strive to maintain a harmonious and integrated development of the school to satisfy the diverse needs of learners. Therefore, it is necessary to put in place various measures to support learners with different needs in order to develop all the learners' abilities and potential. Arenas observed that in elementary schools, there were many managers who could not assume leadership that stimulates the faculty member for production of quality education that is offered there. In this sense, it was necessary to reflect on the importance of assuming an open and committed attitude to change. Arena emphasized on the need for change. This included change of attitude among the human resource in an institution for educational improvement. In a school, this meant the need for a change in conceptions, beliefs and attitudes of teachers about the meaning of education, about the teaching and learning processes and the functions of the school. Although Arenas (2010) was carried out in a more developed economy where the history of school administration was established several centuries ago, the researcher found it still relevant to our situation because change of attitude and mind set was important among teachers in all schools.

KESI (2011) defines human resource management as the function of attracting, developing and retaining sufficient numbers of qualified and committed employees to perform the activities necessary to achieve organizational goals. Human resource managers are therefore responsible for putting in place programmes and activities and

creating a working environment that not only generates efficiency but also employees' satisfaction. The overall purpose of human resource management is to ensure that organizations achieve success through the people. This emphasizes the importance of BOMs' efficiency in their role in management of human resource.

Farah, 2013 explains that leadership skill in human resource management is the responsiveness to the needs of all educational stakeholders including the students, teachers and parents. This knowledge helps the school head to address them specifically increasing their satisfaction within the institution. For instance, addressing the needs of their teachers such as provision of adequate teaching materials contributes to their productivity within the institution. Notably, a school manager should ensure that the administration listens to different stakeholders and incorporates some of their views in the solutions.

Farah (2013) outlines the characteristics of effective school managers. Farah further points out that school management is a multifaceted role that requires different leadership skills. Thus the school management and leadership require knowledge and skills for synergizing the work and efforts of all stakeholders. These skills include planning that encompasses setting short term and long term objectives and identifying viable strategies to realize them. Planning provides an excellent foundation for future success of the institution. Moreover, all stakeholders understand the importance of their roles in promoting the organizational goals. In addition, planning assists head teachers and other education managers to identify opportunities and detect problems (Farah, 2013). Consequently, there is need for institutional managers to seize the opportunities presented to counter challenges that could negatively affect educational institutions as well as develop strategies for the future of their institutions.

Similarly, school managers should be highly flexible to accommodate varying opinions and personalities of different stakeholders (Farah, 2013). The administration should communicate with the other stakeholders clearly and respect their opinions. Moreover, the managers should be a good negotiator and conjure support for his or her decisions. Conversely, the manager might opt to enforce the organizational goals and orientation to the stakeholders leading to increased resistance to the proposed change. The resistance derails the management efforts to realize objectives in the stipulated period. Also, the derailment can lead to poor academic performance jeopardizing the career of the school manager. Other qualities of an effective school manager include networking, motivation and teamwork (Asiago, 2010). Networking covers the relationships in institution's external environment. A school manager should establish a good working relationship with external stakeholders including education officials at various levels of government.

Moreover, the school management should liaise with other managers and learn from their experiences and knowledge. Also, a school manager should promote a spirit of teamwork within the institution. Each stakeholder should understand individual role in the realization of the institutional objectives. In addition, the management should appreciate the importance of these roles in facilitating the achievement of the objectives. Finally, the administration should motivate their staff to perform their jobs diligently and innovatively. Moreover, the school management should be creative to assist in effective dissemination of knowledge to the students.

Additionally, Ajowi, Simatwa and Ayodo (2011) noted that among the outstanding leadership traits exhibited by majority of leaders and particularly in educational management include emotional stability or emotional intelligence. School leader and

other leaders in various sectors should exhibit high levels of emotional stability characterized by the ability to remain calm and objective even in high pressure situations. This objectivity assists the school management to make good decisions and advance the realization of the institutional objectives. Moreover, these decisions help in avoiding conflicts in future. Another trait is intellectual breadth Katumbi, (2006). A leader ought to invest in himself or herself through increasing leadership capacity and knowledge regularly. Hence, the school management is in a position to deal with different situations competently. Moreover, a wider knowledge base assists a manager to understand different aspects of educational management and embrace change easily.

Butteris (2013) talked about the importance of training human resources in the transformation processes in the educational field. He explains the importance of expanding knowledge. This points out the importance of capacity building of human resource. In the United States, school boards play an advisory role in the schools in this process. The school boards articulate the staffing needs to the district board charged with the responsibility of hiring teachers. The boards should harmonize their expectations of the potential candidates to recruit the best possible candidate for the post.

Another major role of the board is the motivation of teachers. Moche (2013) postulates recognition of workers is an effective motivation tool. Employees feel valued and appreciated at their respective workplaces. Recognition takes many forms including praise, respect, awards, training opportunities and right tools for the job. BOM members should commend teachers on their contribution towards realization of the institution's goals. These commendations were in many forms including monetary

incentives and other benefits. These benefits include training opportunities, certificates and prizes. Recognition leads to higher self-confidence and esteem among teachers. In addition, the teachers are innovative and willing to take up new challenges within the learning environment.

Similarly, Mukiti (2014) noted that BOMs in Kenya enjoy some level of autonomy in the teacher recruitment process. Their powers extend to the ability to hire more teachers to meet their staffing needs. In the past, the Board of Governors (BOG) were in a position to recruit additional teachers for their schools. The Basic Education Act of 2013 extends some power to the BOM in meeting the staffing needs of their respective institutions. They enjoy the independence of hiring additional teachers to meet their staffing needs albeit, temporary. Indeed, some institutions especially in the marginalized areas face acute teacher shortage necessitating the board to hire more teachers. Conversely, the Teacher Service Commission fails to post additional teachers to the institution promptly. Essentially, the roles of school boards in recruitment of teaching staff revolves around document verification since there is a recruitment schedule and marks established by the Teachers Service Commission. However, this mainly applies to secondary school boards. In the primary schools, BOMs employ only temporary teachers.

Mukiti (2014) argued that BOMs should promote the wellbeing of the teaching and non-teaching staff in their respective institutions. They can only achieve this through an in-depth understanding of the needs of these members of the staff. Consequently, they should address them promptly during their meetings. Inadequate attention to the staff needs can lead to a disjointed working environment that affects the students profoundly. Moreover, staff members can compromise the quality of their services

that can have devastating effects on the education institution. Therefore, the roles of BOM in human resource management involves provision of an enabling environment as well as provision of quality teaching and learning materials to human workforce which is essentially teachers.

Kiilu (2015) seems to agree with Mukiti (2011) by expounding more on the view that BOMs should provide a friendly working environment for the teachers. This environment includes the provision of adequate and up to date teaching materials. Moreover, the institution should implement a fair and transparent duty sharing plan. These measures ensure that all teachers get their fair share of work avoiding overloading that is detrimental to their performance at the work place. Hence, the BOM should follow the management of the education institution closely as envisioned in the Basic Education Act. The study further noted that the school aesthetics contributed to the appeal of the workplace. For example, a primary school can have beautiful gardens, clean and well maintained pavements. Aesthetics increase employee satisfaction.

2.2.3 Effectiveness of BOMs in Physical Facilities Management

In mainstream organizations and corporations, a board of directors manages the institutions. Within a school set up, the Basic Education Act mandates the BOMs to manage the public primary schools in Kenya. The day to day management is carried out by the school head under the supervision of the school board of management. The management includes that of physical resources.

Aghion and Cohen (2004) carried out a study on the public school management and the role of school boards in Morocco. Among the school board tasks were to ensure that there are a set of rules established for the institution, ensuring adherence to the

same rules, identifying the human and physical resources needs of the school as well as developing a framework on how the institution will achieve its objectives. However, the school board had no power on certain aspects like the appointment, transfer or dismissal of teachers, financial and administrative oversight. It appeared like their role was mostly physical resource management. The government provides a template that outlines the composition and role of school management boards. The council serves for a period of three years and should meet at least twice in a year.

Onyango (2001) indicates that physical resources include items that facilitate the learning and teaching processes in an education institution. These resources meet specific needs within the institution. They include basic infrastructure, furniture, text books, teaching guides, libraries, laboratories and chemicals. The process of managing physical resources encompasses several factors like identification of needs, planning, cost estimation, quality assessment and determination of maintenance standards. Physical resources should meet the basic needs of different stakeholders including the students and teachers. This includes provision of basic infrastructure such as adequate and spacious classrooms and staffrooms respectively. Moreover, the classrooms should have enough furniture to enhance the learning and teaching experience. In addition, the classrooms require adequate lighting and protect the students from dangerous weather patterns. BOMs should ensure that the school's basic infrastructure and learning and teaching materials are available. Otherwise, BOMs are required to establish plans for soliciting and allocating funds for building new structures or improving the current ones.

Mutai (2003) conducted a study on the effectiveness of BOGs in the Management of Public Secondary Schools in Buret District. The study noted that some BOGs have

been in existence for long and little change had taken place in their schools. The research findings indicate that majority of respondents perceived the BOG members as effective in participation in resource management of school. Similarly, majority of study participants had perceived BOG members to be very effective in provision of physical facilities. The BOG members was also found to be effective in participation in financial management in schools.

Sushila (2006) argued that schools struggle with management of financial resources to the extent of forgetting to monitor physical facilities. This is perhaps because financial resources are more prone to corruption than physical facilities resources in Kenya. Physical facilities require close monitoring by the authorities to ensure proper utilization and maintenance. The mismanagement of physical facilities is likely to lead to high cost maintenance. This may affect the provision of essential education services due to lack of basic infrastructure and amenities. Indeed, cases of schools operating without classrooms or where children learning in dilapidated classrooms are rampant in Kenya.

Mwangi (2009) noted that the MoE provides basic guidelines for the quality of the infrastructure and education materials in the schools. The BOM should adhere to these guidelines always. In addition, the BOM could supplement government provided resources with independently raised resources to improve the quality of works and equipment in educational institutions. The process of quality control commensurate with a careful inspection of the work or products of the contractor or supplier respectively. The BOM should inspect the facilities to ascertain the quality and ability to meet the stakeholders' needs. They should also seek a competitive price

for the facilities. These ensures that the schools get good and long-lasting facilities reducing the money used to cater for tear and wear.

Kirigia (2011) noted that the school management should ensure that the physical facilities within the institution are well repaired and maintained. This means that the school board of management should undertake school building projects and ensure constant repair and maintenance of the facilities. The board members should also ensure health and safety of the facilities. The functions means that BOM must make sure that the project they approve in their meeting must be monitored to completion. As the secretaries to the BOM, the head teachers are the main implementers of educational programmes designed by the BOM. Head teachers are also responsible for management of the public schools on a daily basis but accountable to the BOM. More successful board members ensure that head teachers do their job by constant monitoring and evaluation of school development projects and assessment of physical facilities.

2.2.4 Effectiveness of BOMs in Facilitation of Curriculum Implementation

The Basic Education Act explains that the role of the BOM is to enhance learning through provision of quality education opportunities to Kenyan children. This is in agreement with Wraggs (2010) who says the role of school management is to oversee curriculum implementation in schools. This means that BOM in every school should support curriculum by monitoring its implementation. Where necessary and possible the board should facilitate curriculum implementation by looking for ways to supplement the curriculum materials for learners (Mwangi 2009).

In Uganda, Nkundabanyanga, Tauringana and Muhwezi (2014) conducted a study on the relationship between board management and the academic performance of

schools. It was evident that the school boards played a central role in enhancing academic performance. As the management unit in the school, the board had the overall responsibility to ensure that the quality of learning offered in the institution met the expected standards. The study further explored the effectiveness of school boards in carrying out various roles including financial management based on its activities and composition. In this case activities include the frequency of the board meetings, size and financial expertise. The results indicated that the board's financial expertise and frequency of meetings affects the performance of the schools. In particular, schools whose board members had a high level of financial expertise had efficient allocation of resources. The frequency of meetings ensured that the board addressed issues promptly leading to fast implementation of proposals and resolution of problems. Nevertheless, the researchers indicated that there was no correlation between boards, frequent meetings and improved performance in secondary schools in the country.

Nkundabanyanga, Tauringana and Muhwezi (2014) note that secondary school boards in Uganda do not have student representation. Unlike the school governing board or council in South Africa or Morocco respectively, these boards do not have a student representative. This robs the school management a chance to get an accurate picture of the students' needs. There was a disconnection between the students' needs and board's policies that might result in conflicts. These conflicts might derail the progress and achievement of the school's objectives including the provision of quality education. Otherwise, inclusivity in the board assists in highlighting the issues affecting different stakeholders in the schools. The school management board should perpetuate the democratic governance of the schools and align the stakeholders' expectations with the school's objectives.

Katumbi (2006) noted that an effective school management provides the basis for realizing the main role of an education institution that is provision of quality education. The efforts of BOMs should be synergized towards realizing the primary objective of the school which is academic performance. Therefore, a school manager requires effective leadership skills to work properly with all stakeholders including the board of management (BOM). In fact, the school management sits with the head teacher being the secretary and provides direction and advice on future projects in the institution.

Mwangi (2009) explained the importance of curriculum support by board members. He argued that board members need to be equipped with information on curriculum requirements and their role in supplementing them. They should ensure that their schools allocate adequate financial resources for the supply of the required curriculum materials by the school. The availability of these materials ensures a smooth learning process in the school. In addition, they should monitor the quality of the materials to ensure that they meet the minimum requirements outlined in the curriculum guidelines. This means BOMs role in curriculum implementation is mainly that of offering support.

Kindiki (2009) looked at the effectiveness of boards of governors in curriculum implementation. He recommended that board of governors should play a major role in curriculum implementation. He suggests that school boards should visit schools frequently to interact with teachers in order to monitor curriculum implementation. He however, points out that lack of knowledge in curriculum implementation was a weakness among BOGs. BOGs cannot come up with an elaborate and detailed plan that provided a vivid roadmap on implementation of curriculum. Consequently, the

BOGs could not adequately allocate the school resources at optimal levels matching them to curriculum needs of their respective institution and this greatly affected the quality of education. In addition, these BOG members cannot monitor and evaluate curriculum implementation effectively.

Mukiti (2014) held that the BOM should also understand the MoE provisions on facilitation of curriculum implementation. This prepares the members of the management to comprehend the curriculum scope and their roles in facilitation of curriculum implementation. BOM member should remain abreast with the developments occurring in the education sector to promote continuous development in their respective institutions. They ought to work closely with the teachers and education officials in their respective jurisdictions who possess knowledge on the curriculum implementation.

The relationship between BOMs and education officials is not well documented (Kiilu, 2015). This is because of the decreased contact between the BOMs and education officials. Notably, the officials do not attend the school board meetings unless invited by the head teacher. This disconnect affects the level of curriculum information available to the board members. They rely heavily on the head teacher for information on curriculum. The BOM members should also get academic updates from the head teacher, who is also the secretary to the board. In turn, the BOM could recommend measures to be taken by the teachers to maintain high standards. The BOM members may look for funds to reward teachers and pupils for motivation. Kirigia (2011) adds that the BOM members may also organize and hold education days in the school. However, Kiilu observes that a head teacher can fail to give enough information on curriculum implementation especially if the school was not

performing well generally and particularly in his or her subjects. Hence, there is need for increased contact between the education officials and BOMs.

Furthermore, there should be induction training for BOM members which should contain information the basics of facilitation of curriculum implementation. This information should help them understand the role of different stakeholders in curriculum implementation and oversight (Mukiti, 2014). They will ensure that the school does not flout the curriculum requirements. In addition, they will understand the limit of their curriculum oversight role to avoid interfering with school activities. For example, a BOM member who does not understand the limit of the power of the board on curriculum matters might try to impose their will on the head teacher and teachers. Their suggestions might be in conflict to the curriculum policies jeopardizing the teaching and learning process in their respective school.

2.3 Summary of Literature Review

Literature review carried out in this chapter indicates that most of the studies done on BOMs mainly focused on secondary schools. Studies carried out on the effectiveness of primary school boards were scanty. Indeed, Kirigia (2011) suggests that study should be carried out on the effectiveness of boards of management in public primary schools.

Similarly, the studies focused on sub-counties. According to available literature, studies on the effectiveness of BOMs in executing their mandate in primary schools in a whole County were scanty. Again, majority of the studies investigated the role of BOMs in regard to one component of management such as financial management, human resource management, physical facilities management or curriculum implementation.

Knowledge on the effectiveness of BOMs in primary schools was not readily available as they had been in existence for only a few years by the time of this study. This explains the limited literature on their effectiveness. Specifically, to the best of my knowledge as a researcher and according to available literature, there were no studies done on the effectiveness of BOMs in primary schools in Nyeri County in regard to all major aspects of management in a primary school. Therefore, this study sought to fill this gap and provide a basis for future studies on primary school BOMs. Moreover, policy makers in education at the national and county level can use the study's results and recommendations to guide policy development on BOMs in future.

CHAPTER THREE

RESEARCH AND METHODOLOGY

3.1 Introduction

This chapter covers the research design chosen by the researcher. It also discusses the research location, population as well as sampling procedure and size. The chapter also provides a highlight on the data collection instruments, validity and reliability of instruments, data collection procedures and data analysis procedure.

3.2 Research Design

The study adopted descriptive survey research design since it provided information to answer research questions concerning effectiveness of BOMs. Descriptive studies is touted as the best design that allows collection of information that explains the relationship between social variables (Gay, Mills and Airasian, 2006). Source survey design is used since it is widely acknowledged as an appropriate strategy for capturing the opinions, perceptions and attitudes of people about events and above all, it can be used to generalize findings (Mugenda & Mugenda, 2003). Therefore, the study sampled part of the population who were interviewed through questionnaire and interview guides and their responses generalized for the entire population.

3.3 Location of the Study

The location of the study was Nyeri County in central Kenya. It borders Kirinyaga to the East, Nyandarua to the West, Laikipia to the North, Murang'a to the South and Meru to the North East. Nyeri County is about 130 km North of Kenya's capital city, Nairobi. The region was selected due to the high number of public schools which form the core of this study. The region was also selected since it offered a large region

that was diverse in terms of categories of schools. The region has also very urban, peri-urban and rural schools with well-established infrastructure. The region is also well endowed with many primary schools where almost every village has a primary school.

3.4 Target Population

Target population refers to an entire set or group of individual events that have common observable and measurable characteristics (Mugenda & Mugenda, 2003). The target population was 806 comprising of 403 chairpersons of BOMs and 403 head teachers. The population spread according to Constituencies that make up Nyeri County, was as follows; 74 chairpersons from Mathira, 49 from Nyeri Town, 46 from Tetu, 113 from Kieni, 57 from Othaya and 64 from Mukurweini. Therefore, a total of 403 public schools where the BOM chairpersons were drawn from.

3.5 Sample Size and Sampling Procedures

Sampling is the process of selecting a sub-set from a set/group that will form the basis of generalization of the entire population (Mugenda & Mugenda, 2003). A sample therefore is defined as a small number selected from the population. The researcher used both simple random sampling and purposive sampling during the study. Gay, Mills and Airasian (2006), posited that in social sciences, a proportion of 10% for very large populations or 30% for smaller populations was adequate to represent the entire population. Kerlinger (1986) says that a sample of 10% is good enough. The researcher used simple random sampling to select 81 head teachers and 81 chairpersons of BOMs from a target population of 403 for each category of respondents. To get the head teachers and BOM chairpersons, the researcher sampled the schools from a list of public schools sourced from the county education office.

This formed 20% of the target population. It therefore meant that, depending on the return rate of questionnaires, the researcher worked with between 10% - 20% which was adequate. Table 3.1 describes the study population and corresponding sample size used in the study.

Table 3.1: Sample Size Selection

Zone	BOM Chairpersons			Head Teachers		
	Populatio n	Sample	Percentag e	Populatio n	Sampl e	Percentag e
Mathira	74	15	20	74	15	20
Tetu	46	9	20	46	9	20
Nyeri Town	49	10	20	49	10	20
Mukurweini	64	13	20	64	13	20
Kieni	113	23	20	113	23	20
Othaya	57	11	20	57	11	20
Totals	403	81		403	81	

Source: County Education Office, Nyeri (2015).

3.6 Data Collection Instruments

Data was collected by use of questionnaires for head teachers and BOM chairpersons. The researcher developed a structured questionnaire used to collect data on the effectiveness of BOMs in the management of public primary schools in Nyeri County. The questionnaires had both closed and open ended items.

3.6.1 Head Teachers' Questionnaire

Questionnaire for the head teachers had five sections. Section A contained the demographic information; Section B had items on effectiveness of BOMs in financial management in public primary schools; Section C had items focusing on human resources management in public primary schools; section D dealt with physical facilities management in public primary schools while section E focused on

facilitation of curriculum implementation in public primary schools. This was analysed using Likert scale.

3.6.2 BOM Chairpersons Questionnaire

Questionnaire for the BOM chairpersons had five sections. Section A contained the demographic information; Section B had items on effectiveness BOM in financial management in public primary schools; Section C had items focusing on human resources management in public primary schools; section D had items on physical facilities management in public primary schools while section E focused on facilitation of curriculum implementation in public primary schools.

3.7 Validity of the Instruments

Validity of research instruments is a measure of how well the instrument will assist the researcher to collect relevant information required to respond to the concept being investigated (Gay, Mills and Airasian, 2006). To ensure the instruments were valid, the researcher designed the instruments and handed to the supervisors in the School of Education, Karatina University for analysis and provision of feedback. Instrument validity was further established by doing a pilot study. This assisted the researcher to identify weaknesses and vague areas before the final study.

3.8 Reliability of the Instruments

The reliability of research instruments refers to consistency of the instrument to give consistent results after several tests to the same set of individuals (Mugenda & Mugenda, 2003). This consistency is important as it allows the set of respondents to provide reliable data for research. Repeated measurements deal with the ability to measure the same thing at different times. The same instrument should bring about

same results when used with the same respondents. To ascertain the reliability of research instruments, the researcher had to use the test-retest method. Thus, the instruments were first piloted with separate respondents who were BOM chairpersons and head teachers from 6 other schools which did not form part of the final study. These were 1 school per constituency. This way, the research instruments were pretested to ascertain their suitability. They were reissued to the same respondents within a span of two weeks to check if the responses obtained were the same or had changed. To achieve this, the researcher used coefficient, which should be as high as possible.

The following formula was used to calculate the correlation coefficient (r). A value of r=0.70 will be acceptable (Gay, Mills and Airasian 2006). The formula for determining (r) is given below:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

Where

$\sum x$ = sum of the x scores

$\sum X$ = sum of y raw scores

$\sum X^2$ = sum of the squared x raw scores.

$\sum Y^2$ = sum of the squared y raw scores

A coefficient of 0.70 or more shows that there is high reliability of research instruments. The results of the reliability was 0.702 for head teachers' questionnaire and 0.723 for BOM members'.

3.9 Data Collection Procedures

Prior to commencing data collection, a research authority and permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI). On receipt of the research permit and authority, copies of the same were distributed to all officers as required under the law to conduct research in any region of Kenya. This involved handing in a copy of the research authority to the County Commissioner and the County Director of Education - Ministry of Education, Nyeri. Thereafter, the head teachers of the respective schools were contacted accordingly. Questionnaires were distributed to the head teachers in their respective schools and then collected later. The researcher liaised with the head teachers on how to meet the BOM officials to administer the questionnaires.

3.10 Data Analysis Techniques

The process began by checking and editing of the returned questionnaires for errors. The raw data collected was systematically organized in a manner to facilitate analysis. In this study a combination of qualitative and quantitative data analysis methods were used since data collected was both qualitative and quantitative. Qualitative data that was generated from the interviews was categorized into themes, then inferences made based on the themes established.

Quantitative data was coded and entered into the computer for analysis. Data was then analyzed using the Statistical Package for Social Sciences Version 20 (SPSS). This was considered appropriate because it is quite efficient. It is able to handle large amounts of data, given its wide spectrum of statistical procedures purposefully designed for Social Sciences. To allow quantitative analysis, data was converted into numerical codes representing aspects on measurement of variables. This processed the

frequencies and percentages which were used to discuss the findings as per each variable. The analyzed data results were presented using frequencies; means and percentages. Effectiveness of BOMs in the management of public primary schools in Nyeri County was therefore measured by assessing the descriptive statistics such as frequencies and percentages. It was after this data interpretation that conclusions and recommendations were made.

3.11 Ethical Considerations

In Social Sciences research, there are basic tenets that must be observed to safeguard the interests of respondents as well as uphold the integrity of the research (Flick, 2006). In adhering to the ethical issues, the researcher acquired the authority to conduct research from NACOSTI as required under the Laws of Kenya. The researcher also ensured that the nature, scope and intended use of the research was well explained to every respondent. The researcher also ensured that every respondent was aware that they could pull out of the study at any time and their participation in the study was also free from any financial or any other form of coercion. The researcher also ensured confidentiality and anonymity of the respondents' identities by not requiring them to give their names on the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of finding. The chapter presents the response rate, demographic data of the respondents and the analysis of the data based on the research questions. Frequency distribution tables were used in writing the report. The researcher discussed the most outstanding features that contributed to effectiveness of the BOMs in the management of schools.

4.2 Response Rate

Questionnaire return rate is the proportion of the questionnaires returned after they were issued to the respondents. Out of the eighty one head teachers and eighty one members of BOM, seventy head teachers and sixty chairpersons of BOM returned the questionnaires. The return rate was between 10% to 20% and it was deemed adequate for data analysis according to Kerlinger (1986) who says a sample of 10% is good enough.

Data in Table 4.1 shows that out of the 81 instruments issued to the BOM chairpersons,

Table 4.1: Response rate

Category	Issued Instruments	Returned Instruments
Head teachers	81	70 (86.4%)
BOM Members	81	60 (74.1%)

	130	(100.0%)
Totals	162	

Data in Table 4.1 shows that out of the 81 instruments issued to the BOM chairpersons, 60 were collected back representing 74.1% return rate. Data also showed that 70 instruments issued to the head teachers were returned representing 86.4% return rate. The higher return rate for head teachers was that they were readily available in their offices unlike the BOM members who did not have physical offices. Thus, to get the BOM chairpersons, the researcher sought contact information from the head teachers of respective schools. The members were contacted and appointments were scheduled. However, not all BOM chairpersons were available in the period the study was carried out.

4.3 Effectiveness of BOMs in Public Primary Schools

The researcher started by analyzing demographic information of BOM chairpersons and head teachers that was relevant to the effectiveness of BOMs.

4.3.1 Demographic Data of the Respondents

The following section presents the demographic information of the respondents. It captures characteristics which include gender, age, educational and professional qualifications and experience. These characteristics covered both head teachers and BOM members. The researcher found this information relevant to effectiveness because it was found to support some of the findings from the questionnaires such as effectiveness of BOMs due to their experience due to age and length of stay.

4.3.1.1 Demographic Data of Head Teachers

The demographic data of the head teachers was based on their gender, age, professional qualifications, and number of years they had been in the current school.

Gender of Head Teachers

To establish the gender of the respondents, they were asked to indicate their gender.

The data is presented in Figure 4.2.

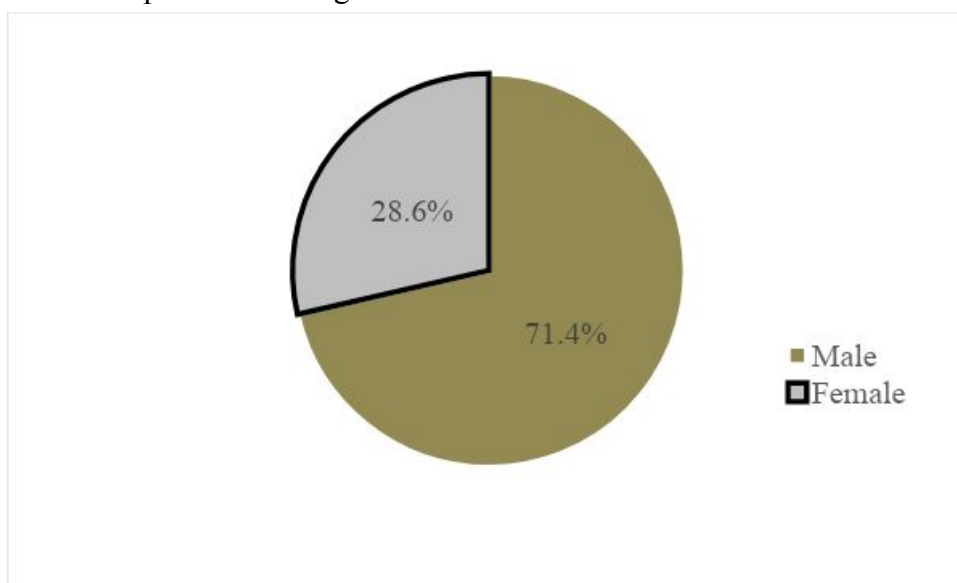


Figure 4.1: Distribution of Head Teachers by Gender

Data presented in Figure 4.1 shows that majority of head teachers were male. The high number of male head teachers can be attributed to the occupancy of leadership positions by males in a patriarchal society. Indeed, in the past, women have shied away from occupying senior positions in organizations and institutions alike (Mkongo, 2013). In addition, males are more aggressive making it more likely to assume leadership in institutions.

Age of Head Teachers

The head teachers indicated that their age was as follows:

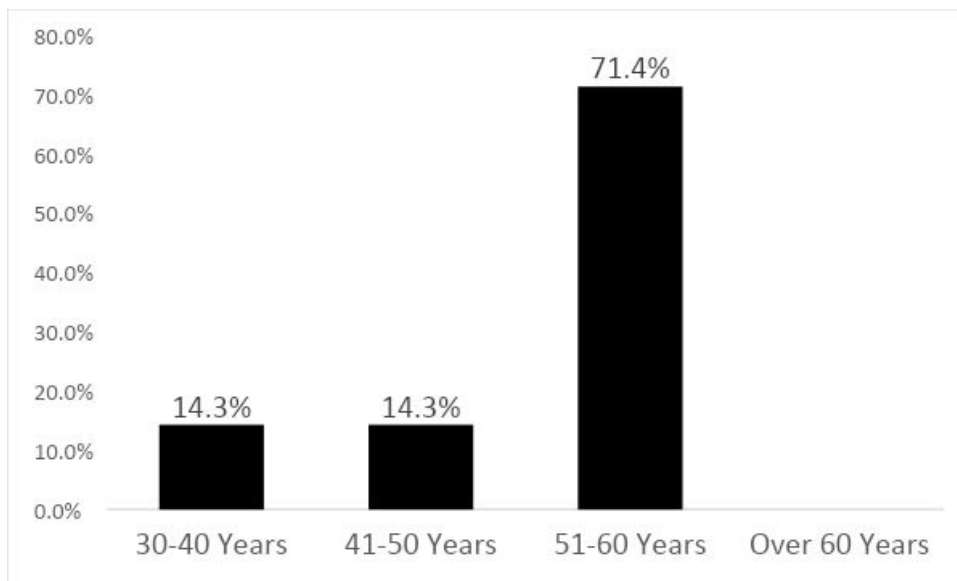


Figure 4.2: Distribution of the Head Teachers by Age

Data presented in Figure 4.2 shows that most head teachers are above fifty years highlighting their leadership experience. This experience might come in handy when dealing with different personalities in the BOMs.

Academic Qualifications of Head Teachers

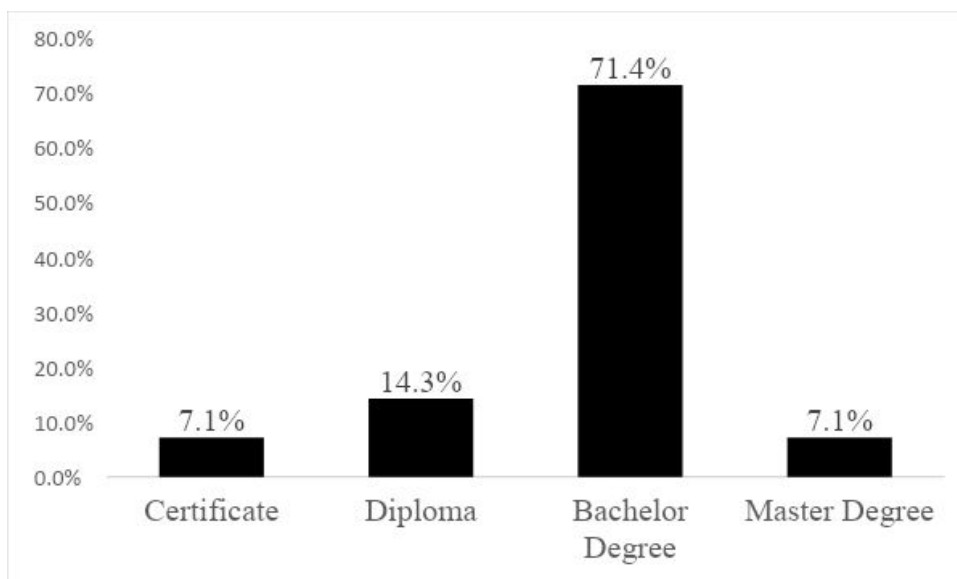


Figure 4.3: Distribution of the Respondents by Academic Qualifications

Information in Figure 4.3 shows that a higher number of the sampled head teachers had bachelor degrees. Therefore, majority of the head teachers had higher qualifications.

Professional Experience of Head Teachers

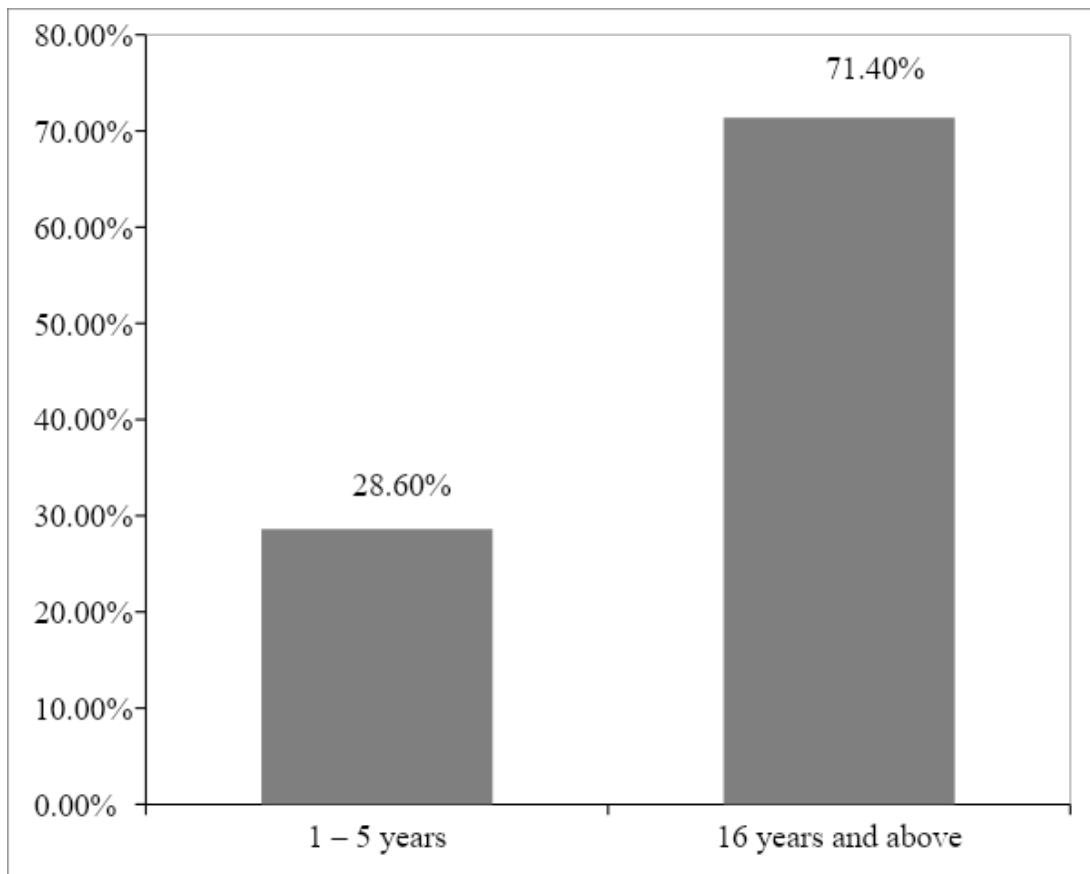


Figure 4.4: Distribution of Head Teachers by Professional Experience

Data in Figure 4.4 shows that majority of head teachers (71.4%) had professional experience of more than 16 years while 28.6% of head teachers had professional experience of between one and five years. The sampled head teachers had served in that position for considerable number of years. Therefore, they were in a position to provide information on the effectiveness of BOMs in the management of public primary schools. Apparently, these head teachers have worked in different types of

primary schools with varying characteristics like population, staffing and infrastructural development. Hence, they were in a position to provide in-depth information on the functions of BOMs.

Head Teachers by Years in their Current Station

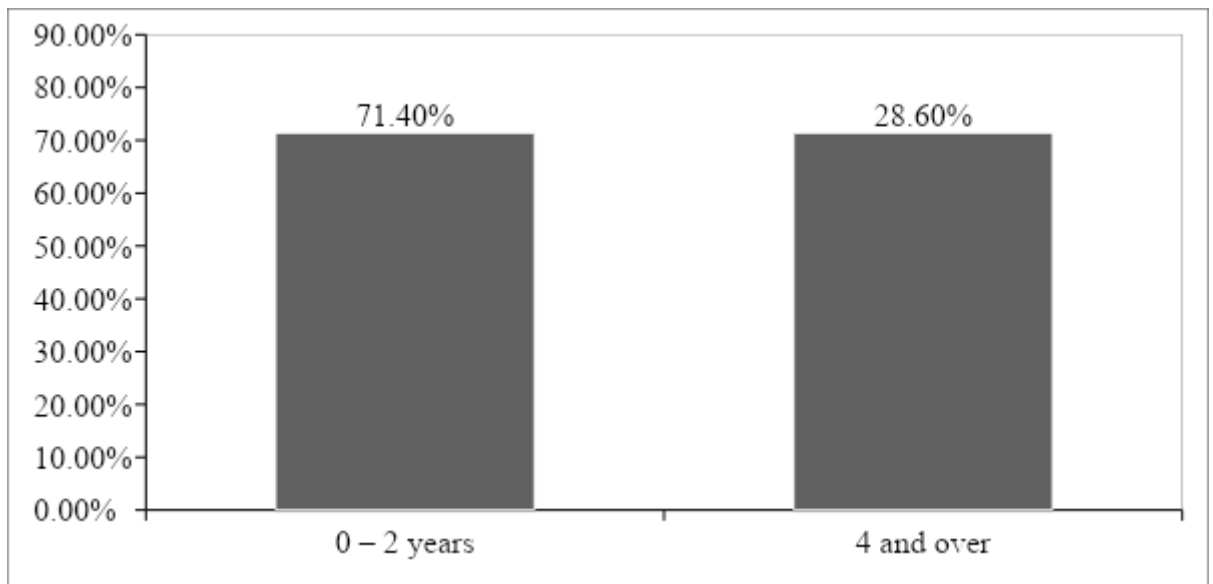


Figure 4.5: Distribution of Head Teachers by Years in their Current Station

Data in Figure 4.5 shows that majority of head teachers (71.4%) had been in the current school for more than four years while 28.6% of head teachers had been in the current school for less than two years. Apparently, the head teachers had been in their current school for considerable number of years enhancing the quality of information given on the effectiveness of BOMs in the management of public primary schools. During this duration, the head teachers had interacted with the BOMs and could provide invaluable information on the effectiveness of BOMs in their schools. They had also had a chance to serve with a good number of BOM putting them in a position to provide thorough information on the effectiveness of BOMs.

4.3.1.2 Demographic Data of BOM Members

The demographic data of BOM members was based on their gender, age, professional qualifications and number of years in the management.

Gender of BOM Members

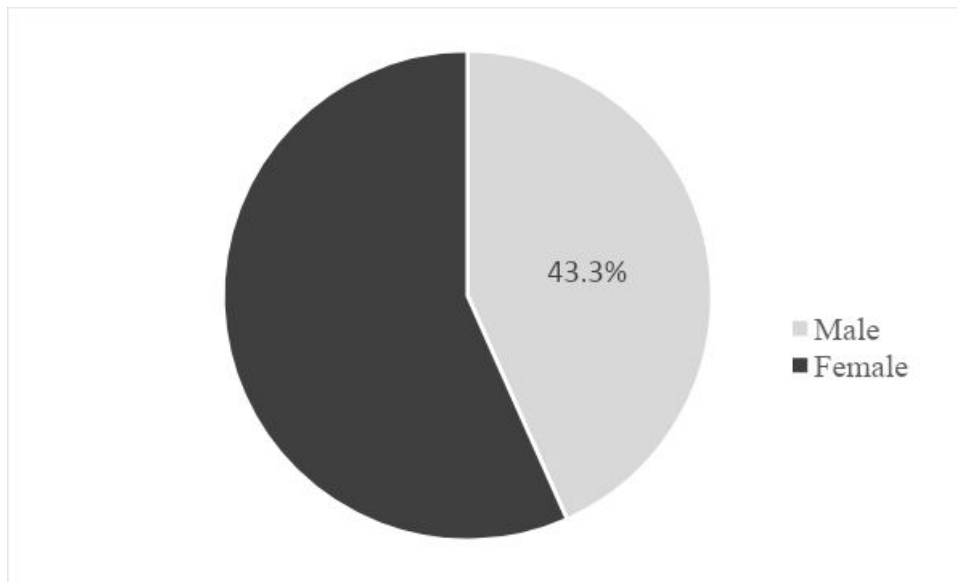


Figure 4.6: Distribution of BOM Members by Gender

The distribution of BOM members as in figure 4.6, showed that there was a significant higher proportion of female members of BOMs (56.7%) in the county compared to male (43.3%). Data showed a higher proportion of women in school leadership in the school boards of management. This indicates that women, who were previously marginalized in leadership roles in the society, were considered during the current BOMs inauguration. This was a requirement following the Constitution of Kenya (2010) that stipulated mandatory inclusion of 2/3 gender rule in public appointments. Therefore, women have greatly benefitted from this constitutional requirement as there has been considerable increase in the number of women

appointment. They bring their expertise and knowledge in the school management affairs.

Age of BOM Members

The second item in the questionnaire sought data on the age of BOM members. It put the BOM members into four categories covering ten years. The categories covered the age span of 20 to 60 years. Table 4.2 show the distribution of age of the members.

Table 4.2: Distribution of BOM Members by Age

Age	Frequency	Percentage
30-40 Years	2	3.3%
41-50 Years	40	66.7%
51-60 Years	14	23.3%
Over 60 Years	4	6.7%
Totals	60	100.0%

Data in Table 4.2 shows that the highest number of board members were in the 41-50 years bracket. BOMs consist of different people including teachers, members of the community and parents. This mixture of individuals might explain the age bracket of BOM members. Onger (2015) also established parents in the age bracket of 51-60 year had the highest frequency in his study. Onger had observed that some of the BOM members were incorporated into school management even though they did not have school going children. The selection of elders ensured that the local opinion shapers had an opportunity to serve the public (Onger, 2015).

The researcher also sought to establish the academic qualifications of BOM members. Notably, the Basic Education Act emphasizes on the qualifications of BOM members.

There are also policy guidelines from the Ministry of Education from time to time that give further guidelines especially on academic qualifications. Generally, all members should have acquired basic education. Basic education refers to primary and secondary education in Kenya.

BOM Members by Academic Qualifications

Demographic information on BOM members' academic qualifications was analysed.

Table 4.3 presents BOM members' academic qualification.

Table 4.3: Distribution of BOM Members by Academic Qualifications

Qualification	Frequency	Percentage
Certificate	34	56.7%
Diploma	12	20.0%
Bachelor Degree	11	18.3%
Master Degree	3	5.0%
Total	60	100.0%

Information in Table 4.3 shows that majority of BOM members (56.7%) had certificate qualifications. In this case, a certificate qualification included individuals who have completed secondary education and certificate courses in various disciplines. Data also showed that twenty percent of the board members had diploma, 18.3% had Undergraduate degree and five percent had master degree. The BOM members' academic qualifications provides a glimpse into their management skills. In this case, a certificate is evidence of completion of basic education including primary and secondary education.

BOM Members by Years in the Management

The BOM members were also asked to indicate the number of years in the management. In this case, this included the years served in the management under the School Management Committee that were previously there. The respondents indicated the number of years that they had served in management positions in various schools. The BOM members responded as presented in Table 4.4.

Table 4.4: Distribution of BOM Members by Years in the Management

Years	Frequency	Percentage
1 – 5 years	21	35.0%
6 – 10 years	9	15.0%
11 – 15 years	9	15.0%
16 years and above	21	35.0%
Total	60	100.0%

Data in Table 4.4 shows that 35.0% of the BOM members had served for a period of less than five years. Data also showed that 15.0% of the BOM members had served the schools for a period ranging six to ten years while a corresponding proportion had served for a period ranging eleven to fifteen years. The study also showed that 35.0% had served for period over sixteen years. Therefore, it can be observed that majority of BOM members had been in the management for over six years and therefore were in a position to offer invaluable information for this study.

Board Members by Experience in School Management

Members were asked their duration in their respective primary schools. The data captures the duration or period that members had served in school management boards at the primary level. The Basic Education Act of 2013 stipulates that members of a board of management (BOM) should serve for a term of three years. Consequently, they can be reappointed for another term based on their performance.

Table 4.5: Distribution of Board Members by Experience in School Management

Years	Frequency	Percentage
0 – 2 years	42	70.0%
2 – 4 years	9	15.0%
4 and over	9	15.0%
Total	60	100.0%

Data in Table 4.5 shows that majority of BOM members (70.0%) had been in the current school for less than 2 years, 15.0% for between two and four years while an equivalent proportion of members had been in the school for more than 4 years. The data reveals that most board members who participated in the study had served for a relatively short time of about two years. Most of the members were serving their first terms in their respective schools. However, BOM members serve for two three-year terms. The second term depended on the productivity of BOM members that can limit them to a single term. Hence, the duration of service in the boards was acceptable based on these stipulations by MoE.

4.3.2 Effectiveness of BOMs in Financial Management in Public Primary Schools

The first objective of the study sought to establish the effectiveness of BOMs in the financial management in public primary schools in Nyeri County. The BOM chairpersons were asked to respond to statements regarding their effectiveness in financial management in public primary schools. Table 4.6 shows that the chairpersons' responses on their effectiveness in financial management in public primary schools.

Table 4.6: BOM Members and Effectiveness in Financial Management in Public Schools

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The effectiveness of board members can be strongly attributed to their experience in financial management	0 (0.0%)	30 (50%)	0 (0%)	30 (50%)	0 (0%)
I am knowledgeable and qualified in financial management	0 (0%)	27 (45%)	0 (0%)	33 (55%)	0 (0%)
Inadequate government funding for the schools influence BOMs effectiveness in schools	0 (0%)	36 (60%)	0 (0%)	24 (40%)	0 (0%)
Public schools face challenges due to the high cost of resources	0 (0%)	45 (75%)	0 (0%)	15 (25%)	0 (0%)
I handle the finances in the school effectively	0 (0%)	45 (75%)	0 (0%)	15 (25%)	0 (0%)
I adopt the proposed school budget	0 (0%)	30 (50%)	0 (0%)	30 (50%)	0 (0%)
I monitor the expenditure of school money	0 (0%)	42 (70%)	0 (0%)	18 (30%)	0 (0%)
I am sure of where the money planned to be spent will come from	0 (0%)	27 (45%)	0 (0%)	33 (55%)	0 (0%)

Data in Table 4.6 shows that half (50.0%) of the sampled BOM chairpersons agreed that members' effectiveness was strongly attributed to their experience in financial management. Conversely, 55.0% of BOM chairpersons indicated that they were not knowledgeable and qualified in financial management roles. Data from this table also shows that majority of BOM chairpersons (60.0%) agreed that inadequate government funding for the schools influenced boards' effectiveness. Also, majority of the BOM chairpersons (75.0%) agreed that the schools faced challenges due to the high cost of resources. Likewise, 75% said they that they handle the finances in the school effectively.

Majority of BOM chairpersons (50.0%) agreed that they adopted the proposed school budget. Similarly, BOM chairpersons (70.0%) agreed that they monitored the expenditure of school money. Fifty five percent of BOM chairpersons disagreed that they were sure of where the money they planned to spend on various vote heads in their schools would come from. The Basic Education Act Subsection 59 (o), gives authority to the BOM to collect, receive and account for funds accruing to the educational institution. Auditing of school accounts is done by Ministry of Education auditors.

The BOM chairpersons indicated that they did not possess management skills or understand various vote heads in the school accounts. Nevertheless, they approved budget without understanding the content. Lack of management knowledge has consequences on the daily running of the school. Boards of management approve figures without comprehending them thus exposing them to manipulation by the head-teachers. Conversely, it might lead to misappropriation of resources affecting the development of the school. This observation is in line with Mabeya (2009) who

argued that school management teams must be competent in preparation of institutional budgets to enhance effective financial management in public institutions. The law requires the BOMs to regularly meet and account for all funds allocated to educational institutions.

The BOM chairpersons however, indicated that their experience in financial management influenced their effectiveness in management of public schools. Finally, the BOM chairpersons also noted that there were financial challenges due to inadequate funds from the government which affects the school programmes and infrastructure.

The researcher also requested the head teachers to respond to statements that sought to establish BOM's effectiveness in financial management in public primary schools, Table 4.7 tabulates head teachers' responses on boards' effectiveness in financial management in public primary schools.

Table 4.7 Head Teachers' Responses on the Effectiveness of BOMs in Financial Management in Public Primary Schools

Statement	SA	A	UD	D	SD
The effectiveness of board members can be strongly attributed to their experience in financial management	50 (71.4%)	10 (14.3%)	0 (0.0%)	10 (14.3%)	0 (0.0%)
BOM members are well knowledgeable and qualified for handling their financial management roles	30 (42.9%)	10 (14.3%)	0 (0.0%)	30 (42.9%)	0 (0.0%)
Inadequate government funding for the schools influence BOM impact	10 (14.3%)	60 (85.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
The schools face challenges due to the high cost of resources	10 (28.5%)	50 (71.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
I am comfortable with the way the BOM handle the finances in the school	10 (14.3%)	60 (85.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
BOM members adopt the proposed school budget	10 (14.3%)	50 (71.4%)	0 (0.0%)	10 (14.3%)	0 (0.0%)
BOM members are signatories to school accounts	50 (71.4%)	20 (28.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
The BOM members monitor expenditure of school money	20 (28.6%)	50 (71.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Effective BOM members are sure of where the money they plan to spend will come from	20 (28.6%)	40 (57.1%)	0 (0.0%)	10 (14.3%)	0 (0.0%)

Findings in Table 4.7 show that majority of head teachers (71.4%) strongly agreed that the effectiveness of board members could be strongly attributed to their experience in financial management. Moreover, they acted as signatories to the school accounts. The same number of head teachers agreed that board adopted the proposed school budget. The BOM members adopted the budget with limited contestations and input.

Data further shows that 42.9% of head teachers strongly agreed that BOM members were well knowledgeable and qualified for handling their financial management roles. Majority of head teachers (85.7%) agreed that they were comfortable with the way the board handled the finances in the school. The same number of head teachers agreed that inadequate government funding for the schools influence BOM's performance in their schools.

Data in Table 4.7 also showed that majority of head teachers (57.1%) agreed that effective BOM members were sure of where the money they plan to spend would come from. Kirigia (2011) noted that members of school boards duties included raising the prerequisite funds to finance the operations of the institution. The members of the school board were charged with receipt of school revenue, vouching and authorising expenditure incurred by the school. Further, Kirigia (2011) explains that some board members including the head teachers are signatories to the school accounts. They should therefore ensure that institutional budgets are adhered to in order to enhance financial prudence.

This study concludes that BOM members with a strong financial management background are more effective in the management of public primary schools. The study implied that the BOM selection should put more emphasis to members with financial management background to enhance effective management of primary school resources. Kirigia (2011) argued that public schools receive huge financial resources from the Ministry of Education and thus needs to have sound financial managers. This could only be effective if the head teachers and the school management had required financial management skills to ensure prudent management of public funds.

The findings agree with Mabeya (2009) that BOM members must be involved in the school budget making process as well as the implementation of the same. However, for this to be effective, the BOM members must have the pre-requisite financial management skills. These skills play a big role in making financial decisions in line with public financial management policy in Kenya. Kirigia (2011) holds the view that among the key responsibilities of BOM members include; discussion on and adoption of the school budget, raising and receiving the revenue, preparation of the financial budget as well as authorizing expenditure.

4.3.3 Effectiveness of BOMs in Human Resource Management in Public Primary Schools

The second objective of the study was to determine the effectiveness of BOMs in human resource management in public primary schools. The data is presented in Table 4.8, Table 4.9 and Table 4.10. The discussion follows after every table.

Table 4.8 Board Members and their Effectiveness in Human Resource

Management Public Primary Schools

Statement	SA	A	UD	D	SD
My effectiveness can be strongly attributed to my experience in human resource management	6 (10.0%)	39 (65.0%)	6 (10.0%)	6 (10.0%)	3 (5.0%)
I am involved in motivation of both non-teaching and teaching staff in the school	6 (10.0%)	36 (60.0%)	6 (10.0%)	6 (10.0%)	6 (10.0%)
I am able to manage the human resource	6 (10.0%)	39 (65.0%)	6 (10.0%)	6 (10.0%)	3 (5.0%)
I participate in the recruitment, employment and remuneration non-teaching staff	6 (10.0%)	36 (60.0%)	6 (10.0%)	6 (10.0%)	12 (20.0%)
I ensure sufficient number of qualified and committed employees in schools	6 (10.0%)	36 (60.0%)	6 (10.0%)	6 (10.0%)	12 (20.0%)
I ensure employee satisfaction	60 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
I ensure that the school achieves success through the staffs	6 (10.0%)	39 (65.0%)	6 (10.0%)	6 (10.0%)	3 (5.0%)

Data in Table 4.8 shows that majority of board chairpersons (65.0%) agreed that their effectiveness can be strongly attributed to their experience in human resource management and that they ensured that the schools achieved success through the staffs, the same number of board chairpersons strongly agreed that they were able to manage the human resource. Majority of chairpersons (60.0%) agreed that they were involved in motivation of both non-teaching and teaching staff in the school. All the board members (100.0%) strongly agreed that they ensured employee satisfaction.

The study observed that BOM members participated in motivation of staff in the school. The findings concur with Kiilu (2015) that the school boards of management should establish ways of motivating the teachers, non-teaching staff as well as learners. Motivated teachers ensured effective curriculum implementation in schools.

Data showed that majority (70.0%) of the chairpersons of BOM agreed they were involved in the recruitment and hiring of some of the school staff. The study observed that BOM members participated in the recruitment and remuneration of the school staff. The conclusions were in line with Mukiti (2014) who noted that the role of recruitment of staff had been charged to the boards of management. Mukiti (2014) further noted that the recruitment of staff by BOMs was not only limited to non-teaching staff but that the Teachers Service Commission (TSC) had drafted rules for use by the BOMs in hiring the teaching staff. This was particularly in secondary schools.

The head teachers were also asked to comment on BOM members' effectiveness in human resource management in the school. Table 4.9 shows the data on the head teachers' responses on the effectiveness of human resource management

Table 4.9 Head Teachers Responses on whether BOMs are Effective in Human Resource Management in the School

Response	F	%
Yes	6	85.7
No	1	14.3

Total	7	100.0
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Table 4.9 shows that majority of head teachers (85.7%) indicated that BOMs were effective in human resource management in public primary schools. Conversely, 14.3% of head teachers indicated that BOMs were ineffective in human resource management in the school. Apparently, most head teachers believed that BOMs were effective in their participation in the human resource management in the schools. The study found out that BOMs in public schools were effective in human resource management. The findings are in line with Njue (2008) who noted that some members of BOMs were very effective in handling human resources issues. Njue had noted that the strategies and procedures implemented in handling human resource issues in some of the schools were fair to all parties.

The researcher further sought to establish the head teachers' responses on the effectiveness of BOMs in human resource management in public primary schools. The study sought the head teachers' comments on the effectiveness of BOMs in human resource management and the summary of their responses is presented in Table 4.10. The functions of BOM include oversight of the recruitment and placement processes in their respective schools. Moreover, BOM was accountable to the County Education Board and the Ministry of Education concerning the academic performance of their respective schools that relates to the productivity of their teachers directly.

Table 4.10: Responses on the Effectiveness of BOMs in Human Resource

Management Public Primary Schools

Statement	SA	A	UD	D	SD
The effectiveness of BOMs can be strongly attributed to their experience in human resource management	14.3%	28.6%	0.0%	57.1%	0.0%
BOM members are involved in motivation of both non-teaching and teaching staff in the school	14.3%	28.6%	0.0%	57.1%	0.0%
The BOM is able to manage human resource in the schools	71.4%	28.6%	0.0%	0.0%	0.0%
Lack of training is a challenge to effectiveness of BOMs	28.6%	71.4%	0.0%	0.0%	0.0%
I am comfortable with the way the BOM handle the personnel in the school	28.6%	71.4%	0.0%	0.0%	0.0%
BOM recruit, employ and remunerate non-teaching staff	14.3%	85.7%	0.0%	0.0%	0.0%
BOM retain sufficient number of qualified and committed employees in schools	14.3%	85.7%	0.0%	0.0%	0.0%
BOM ensures employee satisfaction	14.3%	85.7%	0.0%	0.0%	0.0%
BOM ensure that the schools achieve success through the staffs	28.6%	57.1%	0.0%	14.3%	0.0%

Data presented in Table 4.10 shows that 57.1% of head teachers disagreed that the effectiveness of BOMs can be strongly attributed to their experience in human resource management. Apparently, board members were not involved in motivation of both non-teaching and teaching staff in the school. The same number of head teachers agreed that their respective BOMs ensured that the schools achieved success through their staffs.

Data further shows that majority of head teachers (71.4%) strongly agreed that the BOM were able to manage the human resource. The same number of head teachers agreed that lack of training was a challenge to effectiveness of BOMs and that they were comfortable with the way the BOM handled the personnel in the school. Njue (2008) in analyzing the roles of BOMs in provision of an enabling environment for teachers noted in successful and high-performance schools, the BOM was an active participant in staff motivation. Njue went further to note that motivation was not only limited to financial motivation, but the BOMs showed concern for the staff and participated in school activities such as interclasses competitions and other staff welfare issues. There was need therefore for head teachers to do all that is possible to make sure that BOMs are fully involved in motivation of teaching and non-teaching staff.

4.3.4 Effectiveness of BOMs in Physical Facilities Management

The third objective was to establish the effectiveness of BOMs in physical facilities management in public primary schools in Nyeri County. The BOM chairpersons and the head teachers were asked to respond to items that sought the same. Data is presented in Table 4.11

Table 4.11 Board Members and their Effectiveness in the Management of Physical Facilities in Public Primary Schools

Statement	SA	A	UD	D	SD
My effectiveness as a BOM member could be strongly attributed to experience in physical facilities management	24 (40.0%)	36 (60.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Lack of training is a challenge to the BOM effectiveness	6 (10.0%)	45 (75.0%)	0 (0.0%)	6 (10.0%)	3 (5.0%)
School development is determined by BOM effectiveness	18 (30.0%)	33 (55.0%)	0 (0.0%)	6 (10.0%)	3 (5.0%)
I ensure and assure the provision of proper physical facilities for the school	3 (5.0%)	54 (90.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
I administer and manage the resources of the school	6 (10.0%)	48 (80.0%)	0 (0.0%)	0 (0.0%)	6 (10.0%)
I ensure constant repair and maintenance of the facilities in school	3 (5.0%)	54 (90.0%)	0 (0.0%)	0 (0.0%)	3 (5.0%)
I ensure adequacy of physical facilities for the school	3 (5.0%)	54 (90.0%)	0 (0.0%)	0 (0.0%)	3 (5.0%)
I ensure school development through provision of facilities	6 (10.0%)	48 (80.0%)	0 (0.0%)	0 (0.0%)	6 (10.0%)

Results in Table 4.11 shows that 60.0% of BOM chairpersons agreed that their effectiveness was strongly attributed to their experience in physical facilities management. Majority of board chairpersons (75.0%) agreed that lack of training was a challenge to the BOM effectiveness. Majority of BOM chairpersons (90.0%) agreed that they ensured and assured the provision of proper physical facilities for the school and that they ensured constant repair and maintenance of the facilities in school.

Majority of BOM chairpersons (80.0%) agreed that they administered and managed the resources of the school and they ensured school development through provision of facilities. Similarly, majority of BOM chairpersons (74.1%) agreed that they ensured adequacy of physical facilities for the school. The findings indicate that without facilities, curriculum implementation and objectives were hampered. It also implies that it was within the role of BOM to make sure that learning takes place effectively and efficiently through provision of facilities.

The Basic Education Act (Republic of Kenya, 2013) spell out the mandate of BOMs as promotion of quality education through provision of adequate infrastructural development. It should ensure and assure the provision of proper and adequate physical facilities in the institution, administer and manage the resources of the institutions. Kirigia (2011) adds that this means undertaking school building projects, ensuring constant repair and maintenance of the facilities. The BOM members should also ensure health and safety of the learners and the facilities.

Table 4.12 tabulates head teachers' responses on BOM effectiveness in management of physical facilities in the school. Head teachers and BOMs were required to work

harmoniously and form a closer linkage to guarantee the success of their institutions. The cooperation touches on different aspects which include monitoring the school's physical facilities condition constantly.

Table 4.12 Head Teachers' response on BOM's Effectiveness in the Management of Physical Facilities in Public Primary Schools

Response	F	%
Yes	5	71.4
No	2	28.5
Total	7	100.0

Data in Table 4.12 shows that majority of head teachers (71.4%) indicated that BOMs were effective in the management of physical facilities in public primary schools. On the other hand, 28.5% of head teachers indicated that BOMs were ineffective in the management of physical facilities in public primary schools.

Table 4.13: Head Teachers' Responses on BOMs' Effectiveness in the Management of Physical Facilities in Public Primary Schools

Statement	SA	A	UD	D	SD
The effectiveness of BOMs can be strongly attributed to their experience in physical facilities management	50 (71.4%))	20 (28.6%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
Lack of training is a challenge to the BOMs effectiveness	10 (14.3%))	60 (85.7%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
My school face challenges in physical facilities	20 (28.6%))	40 (57.1%))	0 (0.0%)	10 (14.3%))	0 (0.0%)
School development is determined by BOMs effectiveness	10 (14.3%))	50 (71.4%))	0 (0.0%)	10 (14.3%))	0 (0.0%)
BOM ensure and assure the provision of proper physical facilities for the school	10 (14.3%))	50 (71.4%))	0 (0.0%)	10 (14.3%))	0 (0.0%)
BOM administer and manage the resources of the school	50 (57.1%))	20 (28.6%))	0 (0.0%)	10 (14.3%))	0 (0.0%)
BOM ensure constant repair and maintenance of the facilities in school	60 (85.7%))	10 (14.3%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
BOM ensure adequacy of physical facilities for the school	60 (85.7%))	10 (14.3%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
BOM ensure school development through provision of facilities	50 (71.4%))	10 (14.3%))	0 (0.0%)	10 (14.3%))	0 (0.0%)

Results in Table 4.13 shows that majority of head teachers (71.4%) strongly agreed that the effectiveness of BOMs was strongly attributed to their experience in physical facilities management. The same number of head teachers strongly agreed that BOMs facilitated school development through provision of facilities. Majority of head teachers (85.7%) also agreed that lack of training was a challenge to the BOM effectiveness in curriculum implementation through provision of physical resources to enhance implementation of school programmes.

Similarly, the same number agreed that members ensured constant repair and maintenance of the facilities in school and adequacy of physical facilities for the school. Majority of head teachers (57.1%) also agreed that school faced challenges in physical facilities while the same number of head teachers strongly agreed that BOMs ensured development through provision of facilities. This implies that effectiveness of BOMs was attributed to their experience in physical facilities management.

4.3.5 Effectiveness of BOMs in Facilitation of Curriculum Implementation

The last objective was to assess the effectiveness of BOMs in facilitation of curriculum implementation in public primary schools. To enhance their effectiveness in facilitation of the curriculum implementation, the BOM members need to be active participants in different curriculum implementation activities. This section presents data on BOMs' effectiveness in facilitation of curriculum implementation in public primary schools.

Table 4.14 Board Members Responses on Facilitation of Curriculum

Implementation

Statement	SA	A	UD	D	SD
My effectiveness can be strongly attributed to my experience in facilitation of curriculum implementation	6 (10.0%))	51 (85.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)
Lack of knowledge of curriculum requirements is a challenge to my effectiveness	3 (5.0%)	54 (90.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)
Am always informed of the school performance in examinations	15 (25.0%))	33 (55.0%))	0 (0.0%)	9 (15.0%))	3 (5.0%)
I am asked for suggestions on how the school can improve	6 (10.0%))	51 (85.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)
I monitor the implementation of curriculum in my school	6 (10.0%))	51 (85.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)
I avail funds to buy materials required for implementation of curriculum	3 (5.0%)	54 (90.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)
I suggest measures to be taken by the teachers in maintaining high standards in teaching	3 (5.0%)	54 (90.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)
I organize and hold education days in the schools	3 (5.0%)	57 (95.0%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
I look for funds to reward teachers and pupils for motivation	3 (5.0%)	54 (90.0%))	0 (0.0%)	3 (5.0%)	0 (0.0%)

Data in Table 4.14 shows that majority of BOM chairpersons (85.0%) agreed that their effectiveness can be strongly attributed to their experience in facilitation of the curriculum implementation. They were asked for suggestions on how the school could improve and whether they monitored implementation of curriculum in their schools. Majority of BOM chairpersons (90.0%) agreed that lack of knowledge of the curriculum requirements was a challenge to their effectiveness. However, they availed funds to buy materials required for implementation of curriculum and suggested measures to be taken by the teachers in maintaining high standards in teaching. In addition, they looked for funds to reward teachers and pupils for motivation while majority of BOM chairpersons (95.0%) agreed that they organized and held education days in the schools.

Table 4.15 tabulates head teachers' responses on whether BOM was effective in facilitation of curriculum implementation in the schools. Head teachers are well versed with curriculum requirements. Moreover, the head teachers act as the secretaries to the school BOMs. They guide and update the other members on the school progress academic developments.

Table 4.15: Head Teachers' on BOMs' Effectiveness in Facilitation of Curriculum Implementation in Public Primary Schools

Response	F	%
Yes	4	57.1
No	3	42.9
Total	7	100.0

Results in Table 4.15 shows that 57.1% of head teachers indicated that BOMs were effective in facilitation of curriculum implementation in their schools while 42.9% of head teachers indicated that BOMs were ineffective in facilitation of curriculum implementation in the schools.

The researcher sought to establish from the head teachers' effectiveness of BOMs in facilitation of curriculum implementation. Table 4.16 tabulates head teachers' responses on the BOM effectiveness in facilitation of curriculum in public primary schools.

Table 4.16: Head Teachers' Responses on the BOM's Effectiveness in Facilitation of Curriculum Implementation in Public Primary Schools

Statement	SA	A	UD	D	SD
The effectiveness of board members can be strongly attributed to their experience in facilitation of curriculum implementation	4 (51.1%))	3 (42.9%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
Facilitation of curriculum implementation is a challenge to the BOM effectiveness	0 (0.0%)	6 (85.7%))	0 (0.0%)	1 (14.3%))	0 (0.0%)
BOM members have no knowledge of curriculum requirements	6 (85.7%))	1 (14.3%))	0 (0.0%)	0 (0.0%)	0 (0.0%)
BOM members look for funds to reward teachers and pupils for motivation	0 (0.0%)	6 (85.7%))	0 (0.0%)	1 (14.3%))	0 (0.0%)

Findings in Table 4.16 shows that 51.1% of head teachers strongly agreed that the effectiveness of boards could be attributed to their experience in facilitation of curriculum implementation. Majority of head teachers (85.7%) agreed that curriculum implementation was a challenge to the BOM effectiveness and that BOM members looked for funds to reward teachers and pupils for motivation while majority of head

teachers (85.7 %) strongly agreed that BOM members had no knowledge of curriculum requirements. This implies that BOMs facilitate curriculum implementation but had serious challenges since majority did not have the necessary knowledge about the curriculum.

The findings were consistent with Wraggs (2010) who established that the role of BOMs was primarily to ensure the school provided all resources needed for effective curriculum implementation. As such, the BOM members ensure that the curriculum is well implemented by availing funds to buy materials required for implementation. The members also get academic updates from the secretary in every meeting. They recommend measures to be taken by the teachers in maintaining high standards. Also, BOM members may look for funds to reward teachers and pupils for motivation.

The same sentiments are shared by Kirigia (2011) who states that the board members may also organize and hold education days in the school. However, this study concludes that there was need for capacity building of BOM members since the study findings reveal that the members did not have the necessary knowledge about curriculum and therefore they faced challenges. School management has a role in building the capacity of its staff including teachers. In this regard, the boards in a school may play major roles in schools such as organizing workshops and seminars for their staff, organizing in-service training courses, organizing academic trips, benchmarking in other schools and motivation of staffs through award schemes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and discusses the findings of the study. The findings are based on the data collected based on the objectives of the study. The findings also form the basis for the conclusion and recommendation of the study. The researcher also highlights other areas for further research. The purpose of the study was to assess the effectiveness of BOMs in the management of public primary schools in Nyeri County, Kenya. The study was guided by four research objectives. The objectives sought to establish the effectiveness of BOMs in management of public school funds, human resource, physical facilities and curriculum implementation in public primary schools.

5.2 Summary of the Study

The purpose of this study was to assess the effectiveness of BOMs in the management of public primary schools in Nyeri County, Kenya. The specific objectives of the study were, to: establish the effectiveness of BOMs in management of funds in public primary schools; determine the effectiveness of BOMs in management of human resource in public primary schools; establish the effectiveness of BOMs in the management of physical facilities in public primary schools and, to assess the effectiveness of BOMs in facilitation of curriculum implementation in public primary schools. The study was guided by the Mintzberg Management Theory. The study adopted the descriptive survey research design. The target population was 806 subjects comprising 403 BOM chairpersons and 403 head teachers. The researcher used simple random sampling to select 81 head teachers and 81 chairpersons of

BOMs which translated to 20% of the study population. Data was collected using structured questionnaires for BOM Chairpersons and for head teachers. All the questionnaires were tested for reliability through piloting and a coefficient of reliability was established at 0.702 for head teachers and 0.723 for the board members questionnaire. To test for validity, the researcher designed the instruments and handed to the supervisors for analysis and provision of feedback. Qualitative data was collected, organized into themes and categorized before being analysed. Quantitative data was analysed using descriptive statistics such as frequency and percentages with the aid of Statistical Package for Social Sciences (SPSS version 20). After the analysis, interpretations were made.

The study established that the effectiveness of BOMs could be strongly attributed to their experience in financial management as indicated by the response of both BOM chairpersons and the head teachers. Majority of the board chairpersons and the head teachers agreed that BOM members handled the finances in the school effectively. They adopted the proposed budget and monitored the expenditure of the school money. However, the study revealed that there was inadequate government funding and that schools faced challenges due to the high cost of resources. It also became clear from the findings that the majority of board members were not knowledgeable and qualified in financial management of school funds.

The study revealed that the majority of the BOM members' effectiveness was attributed to their experience in human resource management. Many of them (65%) had served on school boards for over six years and majority (97%) were aged 40. The study also established that the BOM members fairly contributed in motivation of staff. Data further indicated that the BOMs were able to manage the human resource and to handle the personnel in the school. The researcher also established that BOMs

recruited, employed and remunerated non-teaching staff and retained sufficient number of qualified and committed employees in schools. Finally, the BOM ensured employee satisfaction as indicated by the data collected. However, the study revealed that lack of training affected the effectiveness of BOM members.

The study established that BOMs' effectiveness in management of physical facilities was strongly attributed to their experience as indicated by majority of board members and head teachers. It was further revealed that BOMs ensured and assured the provision of proper physical facilities for the schools as indicated by the majority of BOM members and head teachers. They ensured constant repair and maintenance of the facilities in school. It was also established that majority of BOM members administered and managed the resources of their respective schools. The study also revealed that board members ensured adequacy of physical facilities for the schools. However, the study revealed that lack of training was a challenge to the BOMs' effectiveness in curriculum implementation.

The study established that the effectiveness of board members was strongly attributed to their experience in facilitation of curriculum implementation. Majority of them are informed of the school's performance in examinations, are asked for suggestions on how the school can improve and monitored implementation of curriculum in the schools. They also organise and hold school education days and look for funds to motivate teachers and learners. However, the study established that facilitation of curriculum implementation was a challenge to the BOMs' effectiveness due to their lack of knowledge of curriculum requirements as indicated by majority of BOM members and head teachers.

5.3 Conclusions

Based on the study findings, it was concluded that the effectiveness of board members was undermined by the fact that majority of them were not trained on their roles on financial, human resource and physical facilities management as well as facilitation of curriculum implementation.

On financial management, it was concluded that majority of BOM members largely relied on their experience in financial management. The study concluded that BOM members handled the finances in the schools, adopted the proposed budget and monitored the expenditure of the school money despite the challenge.

On human resource management, the BOM members contributed in motivation of staff and managed the human resource in the schools. They recruited, employed and remunerated non-teaching staff. They also ensured employee satisfaction. However, majority of the members were not trained on how to conduct these roles.

On physical facilities management, it was concluded that BOMs ensured and assured the provision of proper physical facilities in the schools. They ensured constant repair and maintenance of the facilities and ensured adequacy of physical facilities for the schools.

On curriculum it was concluded that majority of the BOMs were informed of the school's performance in examinations. They were asked for suggestions on how the school could improve and they monitored implementation of curriculum in the schools though they were not trained on curriculum matters. They also organised and held school education days and looked for funds to motivate teachers and learners.

Overall however, the study concluded that the BOM members did not have any training on any of the fields that they managed. It also emerged that there was inadequate government funding. Schools faced physical facilities challenges. The high cost of resources was also another challenge. The study concluded that lack of training and inadequate government funding for the schools affected the effectiveness of the members of BOMs in fulfilling their mandate as stipulated under the Basic Education Act and were therefore not performing to their full potential.

5.4 Recommendations

Based on the findings and conclusions made above, the study makes the following recommendations:

- (i) The Ministry of Education should strengthen the frequency and quality of courses for BOMs and target all members to improve their effectiveness in financial, human resource and physical resources management as well as facilitation of curriculum implementation.
- (ii) It is recommended that the government ensures that physical facilities challenges are addressed for effective curriculum implementation. The study recommends that infrastructure funds should be given per the situation in the school. The needy schools should be given more.

5.5 Suggestions for Further Research

Research should be done on the management of pre-primary schools in Kenya. It was not clear if the BOMs in primary schools were also responsible for pre-primary which was technically under county government but appeared to be under the primary head teacher and BOM in practice.

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APPENDICES

APPENDIX I: MAP OF KENYA SHOWING NYERI COUNTY WHERE RESEARCH WAS CONDUCTED



Source: E-limu website

APPENDIX II: LETTER OF INTRODUCTION

Catherine Baaru
School of Education
Karatina University
Dated: 12/01/2016

The Head teacher,

_____ Primary School.

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL

I am a student pursuing a Master in Education Administration at Karatina University in the Department of Education. I am conducting research on the *Effectiveness of BOMs in the Management of Public Primary Schools in Nyeri County*. Kindly and honestly respond to all the items of the questionnaire. The information you provide is for academic purposes and your identity will remain confidential. Do not write your name on the questionnaire. Thank you for your co-operation.

Yours faithfully,



Baaru Mumbi Catherine

APPENDIX III: LETTER OF CONSENT

The Head teacher/BOM chairperson

_____ Primary School.

Catherine Baaru
School of Education
Karatina University

Dear Madam,

REF: CONSENT TO PARTICIPATE IN RESEARCH

I do hereby agree to participate in research by completing a questionnaire on *Effectiveness of BOMs in the Management of Public Primary Schools in Nyeri County*. I understand that the information I provide is for academic purposes and my identity will remain confidential.

Yours faithfully,



(Respondents signature)

APPENDIX IV: HEAD TEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is to solicit information on the *Effectiveness of BOMs in the Management of Public Primary Schools in Nyeri County, Kenya*. You are requested to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic Data

1. Please tick against your gender

Male [] Female []

2. What is your age?

20 – 30 years [] 30 – 40 years []

40 – 50 years [] 50 – 60 years []

3. What is your academic qualification?

Certificate [] Diploma [] Degree []

Others []

(Specify) _____

4. Indicate your professional experience in years (tick one)

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

5. How long have you been a head teacher in this school?

0 – 2 years [] 2 – 4 years []

4 and over []

Section B: Effectiveness of BOMs in Financial Management in Public Primary Schools

1. Is BOM effective in financial management in your school?

Yes [] No []

2. Are there financial challenges in your school?

Yes [] No []

If yes, name them

.....
.....

3. Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA-Strongly Agree A- Agree U -Undecided D -Disagree

SD- Strongly Disagree

Statement	S	A	U	D	SD
	A				

The effectiveness of BOM members can be strongly attributed to their experience in fund management					
BOM members are well knowledgeable and qualified for handling their fund management roles					
Inadequate government funding for the schools influence BOM impact					
The school faces challenges due to the high cost of resources					
I am comfortable with the way the BOM handle the finances in the school					
BOM members adopt the proposed school budget					
BOM members are signatories to the school accounts					
The BOM members monitors the expenditure of school money					
Effective BOM members are sure of where the money they plan to spend will come from.					

Section C: Effectiveness of BOMs in Human Resource Management in Public Primary Schools

1. Is BOM effective in human resource management in your school?

Yes [] No []

2. Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA-Strongly Agree A- Agree U - Undecided D-Disagree

SD- Strongly Disagree

Statement	SA	A	U	D	S D
The effectiveness of BOM members can be strongly attributed to their experience in human resource management.					
BOM members are involved in motivation of both non-teaching and teaching staff in the school.					
The BOM is able to manage the human resource.					
Lack of training is a challenge to the effectiveness of BOM members.					

I am comfortable with the way the BOM handle the personnel in the school.					
BOM recruit, employ and remunerate non-teaching staff.					
BOM retain sufficient numbers of qualified and committed employees in schools.					
BOM ensures employees' satisfaction					
BOM ensure that the schools achieve success through the staffs.					

Section D: Effectiveness of BOMs in Management of Physical Facilities in Public Primary Schools

1. Is BOM effective in physical facilities management in your school?

Yes [] No []

2. Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA-Strongly Agree A- Agree U - Undecided D-Disagree

SD- Strongly Disagree

Statement	S	A	U	D	SD
	A				

The effectiveness of BOM members can be strongly attributed to their experience in physical facilities management					
Lack of training is a challenge to the BOM effectiveness					
My school face challenges in physical facilities					
School development is determined by BOM effectiveness					
BOM ensure and assure the provision of proper physical facilities for the school					
BOM administer and manage the resources of the school.					
BOM ensure constant repair and maintenance of the facilities in the school					
BOM ensure adequacy of physical facilities for the school					
BOM ensure school development through provision of facilities					

**Section E: Effectiveness of BOMs in Facilitation of Curriculum Implementation
in Public Primary Schools**

1. Is BOM effective in facilitation of curriculum implementation in your school?

Yes [] No []

2. Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA-Strongly Agree A- Agree U -Undecided D -Disagree

SD- Strongly Disagree

Statement	S	A	U	D	SD
The effectiveness of BOM members can be strongly attributed to their experience in facilitation of curriculum implementation	A				
Facilitation of curriculum implementation is a challenge to the BOM					
BOM members have knowledge of curriculum requirements					
BOM promote quality education for all					
BOM members sees that the national curriculum is taught.					
BOM avail funds to buy materials required for implementation of curriculum					

The BOM members recommends measures to be taken by the teachers in maintaining high standards in teaching					
BOM members organize and hold education days in the school.					
BOM members look for funds to reward teachers and pupils for motivation					

APPENDIX V: BOARD CHAIRPERSONS QUESTIONNAIRE

The purpose of this questionnaire is to solicit information on the *Effectiveness of BOMs in the Management of Public Primary Schools in Nyeri County, Kenya*. You are asked to participate in this study by filling in the questionnaire. You are assured that your identity will be treated confidentially. Please answer all the questions provided as honestly as possible, to the best of your knowledge.

Section A: Demographic data

1. Please tick against your gender

Male [] Female []

2. What is your age?

20 – 30 years [] 30 – 40 years []

40 – 50 years [] 50 – 60 years []

3. What is your academic qualification?

Diploma [] Degree [] Masters []

PhD [] Others

(specify) _____

4. Indicate the number of years in the management (tick one)

1 – 5 years [] 6 – 10 years []

11 – 15 years [] 16 years and above []

5. How long have you been a BOM in this school?

0 – 2 years [] 2 – 4 years []

4 and over []

Section B: Effectiveness of BOMs in Financial Management in Public Primary Schools

Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA- Strongly Agree A- Agree U - Undecided D-Disagree SD- Strongly Disagree

Statement	S A	A	U	D	SD
My effectiveness can be strongly attributed to my experience in financial management					
I am well knowledgeable /qualified for handling financial management roles					
Inadequate government funding for the schools influence my effectiveness					
The schools face challenges due to the high cost of resources					

I handle the finances in the school effectively					
I adopt the proposed school budget					
I am a signatory to the school accounts					
I monitor the expenditure of school money					
I am sure of where the money school plan to spend will come from.					

Section C: Effectiveness of BOMs in Human Resource Management in Public Primary Schools

Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA -Strongly Agree A- Agree U - Undecided D-Disagree SD- Strongly Disagree

Statement	S	A	U	D	SD
My Effectiveness can be strongly attributed to training in human resource					
I am involved in motivation of both non-teaching and teaching staff in the school					
I am able to manage the personnel					

I recruit, employ and remunerate non-teaching staff					
I ensure sufficient numbers of qualified and committed employees in school					
I ensures employee satisfaction					
I ensure that the schools achieve success through the staffs					

Section D: Effectiveness of BOMs in Physical Facilities Management in Public Primary Schools

Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA-Strongly Agree A- Agree U - Undecided D-Disagree SD- Strongly Disagree

Statement	S	A	U	D	SD
My effectiveness impact can be strongly attributed to my experience in school physical development					
Lack of training limits my effectiveness					
My school faces challenges in infrastructural development					

School development is determined by my effectiveness					
I ensure provision of proper physical facilities for the school					
I administer and manage the resources of the school					
I ensure constant repair and maintenance of the facilities in school					
I ensure adequacy of physical facilities for the school					
I ensure school development through provision of facilities					

Section E: Effectiveness of BOMs in Facilitation of Curriculum Implementation in Public Primary Schools

Please indicate your level of agreement or disagreement by ticking (√) the appropriate response using the following key.

SA-Strongly Agree A- Agree U - Undecided D-Disagree SD- Strongly Disagree

Statement	S	A	U	D	SD
My effectiveness can be strongly attributed to my experience in facilitation of curriculum implementation					

Lack of knowledge of curriculum requirements is a challenge to my effectiveness					
Am always informed of the school performance in examinations					
I am asked for suggestions on how the school can improve					
I ensure that the national curriculum is taught.					
I avail funds to buy materials required for implementation of curriculum					
I recommends measures to be taken by the teachers in maintaining high standards in teaching					
I organize and hold education days in the school.					
I look for funds to reward teachers and pupils for motivation					

Thank you for your co-operation

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. BAARU CATHERINE MUMBI

of KARATINA UNIVERSITY, 824-99

**NYERI, has been permitted to conduct
research in Nyeri County**

**on the topic: EFFECTIVENESS OF BOMS
IN THE MANAGEMENT OF PUBLIC
PRIMARY SCHOOLS IN MATHIRA
CONSTITUENCY-KENYA**

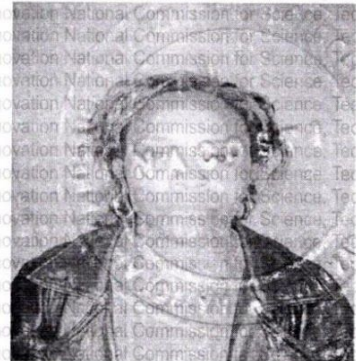
for the period ending:

25th October, 2016

Permit No : NACOSTI/P/15/99890/8002

Date Of Issue : 28th October, 2015

Fee Received :Ksh 1,000





**Applicant's
Signature**



**Director General
National Commission for Science,
Technology & Innovation**



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

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Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

28th October, 2015

NACOSTI/P/15/99890/8002

Baaru Catherine Mumbi
Karatina University
P.O. Box 1957-10101
KARATINA.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of BOMS in the management of public primary schools in Mathira Constituency-Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for a period ending **25th October, 2016.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri 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.


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.