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Effectiveness of school boards in Managing Financial and Human Resources in public primary schools in Nyeri County, Kenya

Catherine Mumbi Baaru¹, Michael W. Gachahi², Zachariah K. Mbugua³

ABSTRACT

In Kenya, educational reforms have resulted in Boards of Management replacing School Management Committees in overseeing the operations of basic education institutions. Boards of Management are charged with the mandate of administering and managing resources channeled to primary schools. Despite these legal provisions and the government's financial support to the schools, it is regrettable that dilapidated facilities, low performance and low morale among teaching and non-teaching staff continue to hamper the academic success of most primary schools in Kenya. This study sought to assess the effectiveness of BOMs in managing financial and human resources in public primary schools in Nyeri County, Kenya. The study adopted the descriptive survey research design. Twenty one head teachers and 196 BOM members drawn from 21 public primary schools in Nyeri County participated in the study. Data was collected through validated questionnaires for head teachers and members of BOMs. The study established that BOMs were not effective in overseeing financial management in the sampled schools. However, the study established that BOMs were effective in human resource management in the sampled primary schools. The study recommended that the Ministry of Education should develop a policy framework that commits the government to train BOM members on the functions stipulated in the Basic Education Act.

Keywords: Boards of Management, management, effectiveness, financial management, human resource management.

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1. Introduction

The promulgation of the Constitution of Kenya in 2010 and the enactment of the Basic Education Act in 2013 resulted in Boards of Management (BOMs) replacing School Management Committees (SMCs) in the management of public primary schools in the republic (Republic of Kenya, 2012; 2013). Prior to these changes, management of primary schools in Kenya was for over 40 years guided by the provisions of the Education Act of 1968 which established School Management

¹Corresponding author, Department of Education, Karatina University, P.O. Box 1957- 10101, Karatina, Kenya. Email: catherinebaaru@gmail.com

²Department of Education, Karatina University, P.O. Box 1957-10101, Karatina, Kenya. Email: mgachahi10@gmail.com

³Department of Education, Karatina University, P.O. Box 1957-10101, Karatina, Kenya. Email: zkmbugua@yahoo.com

Committees. The Basic Education Act of 2013 introduced major changes relating to management of educational institutions in Kenya. For instance, the Act delegated the authority to administer and manage resources in basic education institutions to BOMs (Republic of Kenya, 2013). Mbaabu (2014) acknowledges that many changes have taken place in primary schools in Kenya. However, it is regrettable that even with all these changes, lack of facilities, inadequate teaching-learning materials, dilapidated infrastructure and low morale among teaching and non-teaching staff continue to hamper the academic success of most primary schools in Kenya (Langat, 2015; Mbaabu, 2014; Moraa & Chemwei, 2013; Waweru & Orodho, 2014).

Studies on the effectiveness of school boards of management in financial and human resource management in different parts of the world present mixed results. Whereas some studies show that school management boards carry out their roles effectively (Mutai, 2003; Openda, 2013), other studies point to instances where school boards have failed in the school oversight role (Glassman & Sullivan, 2008; Stewart, 2014; Van, 2001). For instance, Stewart's (2014) study on the Scottish education system revealed that management of finances was not accorded the necessary oversight by school boards resulting in mass wastage. Stewart's study established that proportions allocated to various vote heads were significantly biased towards unnecessary acquisition of non-core materials raising questions about the role of school boards in these schools.

Further, Glassman and Sullivan (2008) noted that school board members in the sampled institutions lacked adequate financial knowledge and this made the board members failing to make meaningful contributions to the financial management of the educational institutions entrusted to them. The findings reported by Glassman and Sullivan (2008) and Stewart (2014) agree with the results of a study done by Van (2001) which noted that most parents serving as school board members lacked financial knowledge which exposed them to manipulation by school managers and fellow board members. These views are supported by various researchers who studied school management bodies in the Kenyan context (Kerubo, 2013; Kirigia, 2011; Ngugi, 2004). For instance, Kirigia's (2011) study established that most of the BOM members in the sampled schools in Kenya were ineffective in performing most of the functions assigned to them. These views are supported by Onderi (2015) who noted that BOM members were not involved in financial management in the sampled schools.

Okumbe (2001) acknowledges the need for appointment of competent persons to be members of school management bodies. Okumbe indicates that members of school management bodies should not only be persons with good educational backgrounds but should also possess sufficient practical knowledge in educational management. World Bank (2015) shares the same views and underscores the need to improve school board members' skills. World Bank noted that there was need for the school board members' skills to be upgraded through training to enable school boards to make meaningful contributions to the quality of education provided in the schools.

In a study conducted by Tayo, Olayiwola, Adewole and Osabuihen (2013) on school management and administration in Nigeria, it was established that most educational institutions' management boards were politically appointed. In Tayo, Olayiwola and Osabuihen's study, it was noted that this system was highly skewed towards advancement of the interests of the political leaders and other external forces with little regard to the interests of the school. This scenario is witnessed in Kenya as confirmed by Ngugi (2004). Ngugi's study revealed that one of the major factors contributing to ineffectiveness of school boards was political interference whereby politicians influence appointment of their cronies into school boards without considering their contribution to the effectiveness of school boards. The scenario depicted by most researchers focusing on school management bodies indicate that presence of a school management board in an educational institution may not always translate to effective financial and human resource management in a school. It is therefore a reasonable observation that the underlying issues affecting effectiveness of school management boards are far from being resolved.

1.1 Justification of the study

The Basic Education Act of 2013 mandates BOMs to administer and manage financial and human resources in primary schools in Kenya. The Act gives authority to BOMs to receive, collect and account for any funds accruing to these institutions. Public primary schools in Kenya receive financial support from the government through Free Primary Education programme and the National Government

Constituency Development Fund (NGCDF) which supports infrastructural development (Kirigia, 2011). The Basic Education Act further mandates BOMs to recruit, employ and remunerate such number of non-teaching staff as may be required by the institution. These members of staff include employees supporting school feeding programmes and school security though in some cases BOMs engage teachers on temporary terms to bridge gaps occasioned by teacher shortage. In spite of the legal provisions of the Basic Education Act and the enhanced financial support, noted that dilapidated facilities, low performance and low morale among teaching and non-teaching staff continue to hinder the academic success of most primary schools in Kenya (Langat, 2015; Morara & Chemwei, 2013). Studies exploring effectiveness of BOMs in the financial and human resources management are not exhaustive and most of these studies have largely concentrated on secondary schools leaving a gap of knowledge in as far as primary schools are concerned. This study assessed the effectiveness of BOMs in managing financial and human resources in public primary schools in Nyeri County, Kenya.

1.2 Research objectives

- i. To establish the effectiveness of BOMs in financial management in public primary schools in Nyeri County, Kenya.
- ii. To determine the effectiveness of BOMs in human resource management in public primary schools in Nyeri County, Kenya.

1.3 Theoretical framework

The study was based on Mintzberg's (1979) Management Theory. In this theory, Mintzberg proposes that managerial work can best be described, discussed and taught by focusing on managerial activities. Mintzberg's ideas were based on observations of five chief executive officers in a consulting firm, a consumer goods manufacturer, a technology firm, a hospital, and a school system for five days each. Mintzberg recorded the type and duration of each activity in which the executives engaged themselves in during the five-day observation period. Mintzberg categorized the purpose of each activity and this categorization of purpose provided the foundation upon which the role theory was built.

Mintzberg indicated that a role is an organized set of behaviours belonging to an identifiable office or position. Mintzberg conceptualised a school as a professional bureaucracy with five parts namely the senior management team at the strategic apex, secondary curricular and pastoral heads at the middle line 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. The final part is the support staff of cleaners and technicians among others (Sagimo, 2002). To Mintzberg, a school is a decentralized structure with interrelationships between the five organizational structures. These interrelationships enable each part to play its role effectively and hence achieve the school's goals. Since BOMs are charged with the responsibility of school overseeing the running of the schools, they can be placed at the strategic management apex level. Thus effective BOMs can have a great impact on the achievement of school's goals.

2. Literature review

2.1 Reforms on education management in Kenya

Since independence, there have been a number of policy documents guiding management of primary schools in Kenya. For instance, the Ominde Report (1964) which was formed soon after the country gained independence recommended the transfer of the management of primary schools to School Management Committees (SMCs). The Ominde Report (1964) laid the basis for the enactment of the Education Act of 1968 which provided the legal blueprint for the provision and management of education in Kenya for over 40 years. The Act outlined the roles and responsibilities of different stakeholders in the education sector including SMCs. The SMCs became the primary schools management bodies at the local level (Kiprono, Nganga & Kanyiri, 2015).

Gachathi Report (1976) supported empowerment of SMCs in the management of primary education in Kenya. This report recommended the expansion of the powers and responsibilities of the SMCs. Indeed, some responsibilities performed by education officers were delegated to the SMCs. Though Ominde Report (1964) and Gachathi Report (1976) supported SMCs' role in school

management, there were concerns regarding the mismatch between the responsibilities of the SMCs and the capacity of the members (Kamunge Report, 1988). School Management Committees were mandated to make major decisions affecting schools yet the low educational backgrounds of the members compromised their capacity to make informed decisions. The Basic Education Act of 2013 provided for formation of Boards of Management to replace SMCs in the management of primary schools as a way of addressing some of the gaps that rendered SMCs ineffective.

2.2 Empirical studies on effectiveness of school boards in financial management

Glassman and Sullivan (2008) noted in their study that majority of school board members do not have adequate financial education hence most school boards do not make meaningful contributions to the financial management of the institutions that they serve. Financial literacy touches on basic accounting procedures and protocols laid down by government policies. These policies include accounting principles that guide expenditures in educational institutions. Robbins (2007) indicates that lack of financial management experience among school management bodies is common in African countries and this situation negatively affects schools.

The views expressed by Glassman and Sullivan (2008) and Robinson (2007) are confirmed in a study by Van (2001) which revealed that most parents serving in the school management bodies lack the necessary skills. In particular, the study revealed that a large part of the parents serving as board members in the sampled schools did not possess any financial knowledge. This lack of financial competence exposes school board members to manipulation by school managers and fellow board members. This compromises their school oversight role. Kirigia (2011) observed that most BOGs in the sampled schools failed to carry out their roles effectively mainly because BOG members were not knowledgeable about the nature of their job. Kirigia noted that BOG members took part in some tasks but were not involved in others.

Kerubo (2013) studied the recruitment of BOMs for secondary schools in Sameta sub-county, Kisii County. The study targeted principals, representatives of sponsors and the sub-county director of education who take part in the selection of board members. The results of this study indicated that some of the challenges that these BOM recruitment panels face include selection of individuals who do not meet educational and professional qualifications laid down in the policy documents. In addition, the researcher noted that Ministry of Education does not allocate adequate resources for the training of these BOM members.

However, a study by Wanderi (2008) presented contradicting results. Wanderi conducted a study to establish the effectiveness of BOG members in the recruitment of teachers in public primary schools in Taita Taveta District in Kenya. The target population comprised of teachers recruited by TSC selection panels, head teachers and BOM members. The results of this study indicated that majority of BOG member's possessed low academic qualifications which affected their effectiveness.

Ngugi (2004) conducted a study whose primary objective was to establish the effectiveness of BOGs in Kajiado District, Kenya. The results indicate that one of the major factors contributing to the ineffectiveness of BOMs school management bodies in Kenya is political interference whereby politicians place their cronies in those bodies with undue regard to their academic qualifications. Another factor that contributes to the ineptitude of lack of basic financial knowledge which lead to poor enforcement of internal controls resulting in loss of funds through corruption and wastage. Involvement of BOMs in financial management encompasses, among other things, instituting checks and balances in the financial transactions in educational institution (Robbins, 2007).

These checks and balances ensure that financial resources available to the institution are used to advance its core objective that is provision of quality education (Clarke, 2008). Government policies provide the framework for the implementation of the checks and balances in public institutions. These procedures touch on various aspects such as allocation and utilization of financial resources. Therefore, financial literacy is of utmost importance for BOM members charged with oversight the role in educational institutions.

Onderi (2015) assessed the effectiveness of BOMs in secondary schools in Kajiado County. The study targeted BOM board members and principals of secondary schools in the county. The study established that BOMs were not fully involved in the financial management of the schools. These views disagreed with the findings of a study by Mutai (2003) which noted that majority of respondents in the

sampled schools indicated that BOM members were effective in the financial management of the schools.

According to the Basic Education Act of 2013, BOMs are mandated to receive, collect and account for any funds accruing to the institution. Kirigia (2011) says school management bodies' duties include discussions on and adoption of proposed school budget, receiving revenue and taking responsibility for expenditure of all monies by school. Kirigia explains that some school board members, including the head teacher, are signatories to the school accounts. KESI (2011) identifies three main school accounts in Kenya; tuition account (A/C 1), operations account (A/C 2) and parents account (A/C 3). KESI further explains that estimated expenditures must be approved and authorized by the board members. The BOM members also monitor the expenditure of school funds. Kirigia (2011) indicates that some of the sources of school finances in Kenya include Free Primary Education (FPE) funds from the government, payments by parents, Constituency Development Funds (CDF) and other donations. School management board members should possess adequate knowledge for effective oversight of the operations of these accounts. They should be accountable for all monies received by the institution.

2.3 Empirical studies on effectiveness of school boards in human resources management

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 work environment that not only generates efficiency but also employee satisfaction. The overall purpose of human resource management is to ensure that organizations achieve success through the people.

Openda (2013) examined the motivational practices used by school management committees to increase teacher's productivity and improve performance in Suba West Sub-County, Migori County, Kenya. The study's sample comprised of twenty five head teachers and two hundred and sixty three SMC members. The results of the study showed that motivational practices which included monetary rewards and recognition of the teachers' efforts by the SMCs led to improved Kenya Certificate of Primary Education performance in their respective schools. The study concluded that SMCs can play an important role in motivating teachers and non-teaching staff in their respective schools.

Njue (2003) studied the influence of school management boards on teachers in Nairobi area. The study established that school boards of management in some schools motivated their teachers and this resulted in improved performance in national examinations. The study also established that motivation by school boards had a positive effect on the learners. The study further analysed the roles played by the boards of management in providing an enabling environment for teachers. Key among the observations was that the some school boards of management helped in resolving conflicts between the school administration and the teachers. Also, some school boards also played an active role in teacher discipline. This showed that some school boards were effective in human resource management.

The results of Njue's (2003) study were corroborated by Orina (2008) who carried out a study on teacher motivation. This study established that one of the key roles of school boards of management is to motivate the teachers. Motivation is one aspect of human resource management in schools. Through provision of 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. Mutai (2003) also supports Njue's views in the study on the effectiveness of Boards of Governors (BOGs) in the management of public secondary schools in Kenya. In this study, majority of the respondents indicated that BOG members were effective in human resource management in the schools.

Mukiti's (2014) study noted that BOMs in Kenya participate in teacher recruitment processes. 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. Essentially, the recruitment process

entails a review of the education and professional should have members who have educational qualifications that enable them to carry out these duties effectively.

Further, 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. Inadequate attention to the staff needs can lead to a disjointed working environment that may affect the students negatively. Moreover, staff members can compromise the quality of their services that can have devastating effects on the educational institution.

Another major role of the board is the motivation of teachers. Moche (2013) postulates that 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. School BOM members should commend teachers who contribute towards realization of the institution's goals. These commendations can be in many forms including; monetary incentives, training opportunities, certificates and prizes. Recognition leads to higher self-confidence and self-esteem among teachers. In addition, this motivation encourages teachers to be innovative and ready to take up new challenges within the learning environment (Kiilu, 2015). Kiilu further notes that BOMs should provide a conducive working environment for the teachers. This environment includes the provision of adequate and up-to-date teaching-learning 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 and checks overloading which can be detrimental to teachers' performance.

3. Methodology

The study adopted the descriptive survey research design. Twenty one head teachers and 196 BOM members drawn from 21 public primary schools randomly selected from 196 primary schools in Nyeri County participated in the study. Data was collected by use of validated questionnaires for head teachers and BOM members. The questionnaires collected data relating to the respondents' demographic information, that is, age, qualifications and experience. Data relating to the respondents' views on the financial and human resource management was also sought.

Before data collection, permission to visit the sampled schools was obtained from the relevant offices. Thereafter, head teachers of the sampled schools were contacted to make arrangements for data collection. Questionnaires were then distributed to the head teachers in the sampled schools and then collected later. The researcher liaised with the head teachers on how to meet the BOM officials in order to administer the questionnaires. During the whole period of the study, the researcher adhered to the ethical considerations. The researcher made sure that participants were informed about the study and they were given the freedom either to participate in the study or not. Respondents were not coerced to participate in the study. Respondents were also assured about confidentiality of their identities.

4. Findings and discussions

The purpose of this study was to assess the effectiveness of BOMs in the financial and human resource management in public primary schools in Nyeri County, Kenya. Data was collected from head teachers and members of BOMs. There were items in head teachers' and BOM members' questionnaires which collected data relating to the respondents' demographic information and views on their role in financial and human resource management in their schools.

4.1 Demographic information of head teachers

The demographic data collected from head teachers related to their gender, age and professional qualifications. Analysis showed that majority of head teachers were males (71.4%) while 28.6% were female. This shows that there were more male head teachers than female head teachers in the study sample. These results may be explained by the fact that in the past women were denied opportunities to occupy senior management positions in organizations including leadership positions in educational institutions (Combat, 2010; Mkongo, 2013). Combat notes that women fill few

administrative positions in Kenyan schools though they are qualified and form the majority. However, this trend is changing and women are now occupying senior positions in organizations.

Analysis of head teachers' age showed that 14.3% of the head teachers were aged between 30 and 40 years. Similarly, head teachers aged between 40 and 50 years were 14.3% while majority of them (71.4%) were aged between 50 and 60 years. The findings indicate that head teachers in the sampled schools were mature professionals with vast teaching and administrative experience which could help them guide BOMs in their schools. Thus information on school management boards given by these head teachers could be relied upon. Analysis of headteachers' qualifications showed that 14.3% had certificate qualifications, 14.3% had diploma qualifications while majority of the head teachers (71.4%) had degrees. Therefore, this study revealed that a higher number of the sampled head teachers were professionally qualified to manage primary schools and also guide BOMs in the discharge of their mandate in the schools. Thus information given by these headteachers regarding effectiveness of BOMs in their schools could be relied on because the information was given by qualified practitioners in the educational institutions.

Analysis also showed that majority of head teachers (71.4%) had professional experience of more than 16 years while 28.6% had professional experience of between one and five years. The sampled head teachers had served in those positions for considerable number of years. Therefore, they were in a position to provide reliable information on the effectiveness of BOMs in the management of public primary schools. They were in a position to provide in-depth information on the functions of BOMs. Thus, their experience contributed to the reliability of the study results.

4.2 Demographic information of BOM members

The demographic data was also collected from BOM members using the data collection tools. Analysis of BOM members' demographic information showed that male respondents were 55% while the female board members who participated in the study were 45.0%. Therefore there was a slightly higher number of male BOM members than females who participated in the study. However, these findings indicate that women who were previously marginalized in decision making bodies in educational institutions have become part of school management bodies (Combat, 2014; Mkongo, 2013).

Analysis of BOM members' age showed that 25.0% of BOM members were aged between 20 and 30 years, 20.0% of the members were in the age bracket of between 30 and 40 years. Also, 50.0% of the members were between 40 and 50 years while 5.0% of BOM members were aged between 50 and 60 years. Data analysis revealed that the highest number of board members were in the 40-50 years bracket. The researcher also sought to establish the academic qualifications of the BOM members. Notably, the Basic Education Act (2013) emphasizes on the high qualifications of BOM members. The chairperson of a BOM should possess a degree while the other members should have completed basic education. Basic education refers to primary and secondary education in Kenya. Analysis showed that majority of BOM members (70.0%) had obtained certificate qualifications. Also 15.0% of the board members had diplomas while the same number possessed degrees. Analysis of BOM members' academic qualifications illuminates their capacity to oversee the running of secondary schools in Kenya. The Ministry of Education, Science and Technology requires individuals appointed to BOMs to have at least secondary education. Results of this study show that BOM members in the study region have the requisite educational qualifications.

4.3 Effectiveness of BOMs in financial management in primary schools

The first objective of this study sought to establish the effectiveness of BOMs in financial management in public primary schools in Nyeri County, Kenya. Data was collected from BOM members and primary school head teachers. Members of BOMs were asked to respond to several statements regarding financial management in their schools. Members of BOMs were asked to respond to the statement which indicated that they monitor the expenditure of school funds in their schools. Analysis of BOM members' responses to this statement showed that 70% of BOM members agreed with this statement while 30% disagreed. Further, BOM members were asked to respond to a statement which stated that they were aware of where the money to be spent was to come from. Analysis of the responses showed that less than half of the BOM members (45%) were aware whereas more than half of them (55%) were not aware of where the money spent in the schools came from. It is perplexing to

note that BOM members indicated that they monitor the expenditure of school funds yet they are not aware about the sources of the funds. This observation may be explained by the fact that some BOM members are signatories of school accounts hence they may consider this as an aspect of monitoring expenditure of funds in the schools (Kirigia, 2011). It is clear from the results of this study that BOM members were involved in some aspects of financial management but were not involved in others, raising questions about effectiveness of BOMs in financial management in primary schools.

Analysis of head teachers' responses to the statement that BOM members are well knowledgeable and qualified for handling their financial management roles showed that a large number of the head teachers (42.9%) disagreed with this statement. These results show that head teachers doubted BOM members' capacity to control financial management in the schools and perhaps this partly explains the observation that head teachers involve BOMs in some activities and leave them out in others.

The findings of this study agree with the findings of a study done by Stewart (2014) which found out that financial management in the Scottish schools sampled in the study was not accorded the necessary oversight leading to unnecessary acquisition of non-core materials. This resulted in mass wastage of school resources. The same results were obtained by Kirigia (2011) who established that most BOGs failed to carry out their roles effectively mainly because their members were not knowledgeable about the nature of their job. Van's (2001) study revealed that most parents serving in the school management bodies lack the necessary skills. Lack of financial knowledge has been identified as a factor contributing to BOMs' ineffectiveness as noted by Glassman and Sullivan (2008) and Robins (2007). The findings of this study further agree with the results of a study by Onderi (2015) who assessed the effectiveness of BOMs in secondary schools in Kajiado County. The study established that BOMs were not fully involved in the financial management of the schools. However, these findings differ with the results of a study done by Mutai (2003) which noted that majority of respondents in the sampled schools indicated that BOM members were effective in the financial management of the schools.

4.4 Effectiveness of BOMs in human resource management in primary schools

The second objective of this study was to determine the effectiveness of BOMs in human resource management in public primary schools in Nyeri County, Kenya. Analysis showed that majority (60.0%) of BOM members agreed with the statement that they were involved in motivation of both non-teaching and teaching staff in the school. All BOM members (100.0%) strongly agreed that they ensured employee satisfaction. These responses were corroborated by the fact that majority of the head teachers (85.7%) indicated that BOMs were effective in human resource management in the schools. Only 14.3% disagreed with this statement. Apparently, most head teachers believed that BOMs were effective in human resource management in the schools. The researcher further sought to establish the head teachers' responses on the effectiveness of BOM in human resource management in the public primary schools. Data showed that majority of head teachers (71.4%) strongly agreed that BOMs were able to manage the human resource. However, the same number of head teachers (71.4%) agreed that lack of training was a challenge to the effectiveness of BOM members though they were comfortable with the way BOMs handled personnel in the school.

The findings of this study are consistent with the findings of a study by Openda (2013) which indicated that SMCs can play an important role in motivating teachers and non-teaching staff in their respective schools. Mukiti (2014) emphasized the role played by BOMs in promoting the wellbeing of the teaching and non-teaching staff in their respective institutions. Mukiti argues that BOMs can only achieve this through an in-depth understanding of the needs of the members of staff in their schools. Lack of attention to the staff needs can lead to a disjointed working environment that may affect the students negatively. When the needs of staff members are not adequately addressed, this can compromise the quality of their services with devastating effects on the educational institution (Mbaabu, 2014; Waweru & Orodho, 2014).

The results of this study further agree with the findings of a study done by Njue (2003) which established that boards of management in some schools motivated their teachers and this resulted in improved performance in national examinations. The study also established that motivation by school boards had a positive effect on the learners. These results support the findings of a study done by Orina

(2008) which established that one of the key roles of school boards of management can play in educational institutions is to motivate teachers and this can pave the way for better results. Kiilu (2015) further notes that BOMs should provide a conducive working environment for the teachers. The findings of this study are consistent with the views held by Mutai (2003) who indicated that BOG members were effective in human resource management in the schools.

5 Conclusions

This study concluded that BOMs in the sampled primary schools were not effective in overseeing financial management in the institutions. This is because BOM members in the sampled schools were involved in some areas of school financial management but left out in others. The study noted further that BOM members in the sampled schools did not have the requisite financial knowledge to enable them carry out their role effectively. These conclusions show the need for the Ministry of Education to develop policy guidelines directed towards enhancing BOM members' capacity to perform the financial oversight role effectively. However, the study concluded that BOMs were effective in managing human resources in the schools. The noted disconnect between BOM members' effectiveness in human resource management and financial management in primary schools in the study region is an indication of serious underlying issues that calls for policy interventions. This observation is bolstered by the observation that BOM members indicated that they were involved in some areas of financial management and left out in others.

6 Recommendations

The government, through the Ministry of Education, should carry out financial management training for BOM members to improve their effectiveness in the financial management of public primary schools in Kenya. The Ministry of Education should periodically train BOMs on financial management in line with the government's financial management policies that guide utilization and accounting of public funds in Kenya. The training of BOM members would increase and improve BOM members' participation in decision making in public schools. Boards of Management cannot be effective in financial management in the schools when they lack the capacity to carry out this role.

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