

**EXAMINATION OF EFFECTIVENESS OF BOARD OF MANAGEMENT IN
MANAGEMENT OF SCHOOL PERSONNEL AND COMMUNITY RELATIONS IN
KENYA**

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Abstract

The Board of Management (BoM) in Kenya is responsible for recruiting teachers to be employed by the Teachers Service Commission in the schools. It is also charged with reviewing discipline cases of students and making recommendations on action to be taken by the Director of Education in case of serious disciplinary problems. It as well acts as the school ambassadors to the community. The main purpose of this study was to examine effectiveness of board of management in management of school personnel and community relations in Kenya. The study adopted a descriptive survey design and was conducted in Machakos central division. A sample of 45 respondents comprising 6 principals, 18 teachers, 20 Board members and the Area Education Officer was selected for the study. Data was collected through questionnaire and interview schedule guide. Descriptive statistics such as frequency distribution and percentages were employed to analyze quantitative data. The study found that although the BoM was involved in teacher recruitment and handling discipline issues, it did not participate in teacher promotion thus, causing low teaching morale. The study concludes that the BoM was effective in the management of students as there were limited records of students' school unrest. The study recommends that BoM should organize for health guidelines and provide counseling services to students. It also recommended that politically appointed BoM members should not use political differences when offering admission to students so as to prevent division between the community and the schools.

KEYWORDS: Board of Management, Staff personnel, Student personnel, Community- relations:

1.0. Introduction

The board of management is responsible for managing human resource in public secondary schools. The school personnel look up to the school management to give guidance on effective ways of attaining education goals (Lin, 2010). On the other hand, the community plays an integral part by participation of school related activities like tree planting and sports. Good relation between the school and the community fosters peace enhancing teaching and learning in the school. According to Okumbe (2007), good school-community relations propel parents to have a positive attitude and collaborate together with the school to facilitate good academic performance of students.

2.0. Statement of the Problem

It is not known how well the school boards of management are handling the issues of staff and student personnel and also the school community relationships in Machakos County in Kenya. This prompted the researchers to conduct this study. School management is concerned with the purpose or aims of education. These are the subject of continuing debate and disagreement, but the principle of linking management activities and tasks to the aims and objectives of schools or colleges remains vital. These purposes or goals provide the crucial sense of direction which should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. The BoM are charged with this enormous responsibility in Kenyan public secondary schools. According to the Machakos County Education data file (2009-2013) the academic performance of the students in Central Division has been deteriorating with few student attaining the minimal required grade to join public university under the Joint Admission Board (JAB). Effective management of personnel contributes to improved academic performance of students. The poor academic performance as exhibited in the County education data file motivated the researchers to investigate the effectiveness of board of management in management of staff and students personnel of public secondary schools Machakos Central Division, Kenya.

3.0. Objectives

- i. To examine the effectiveness of the Board of Management in management of staff and student personnel.
- ii. To explore the effectiveness of BoMs in management of school community relationships.

4.0. Research Questions

- i. How effective are the BoMs in management of staff and student personnel?
- ii. How effective are the BoMs in management of school community relationships?

5.0. Literature review

5.1. Board of Management

According to Aduda (2001), educational management is an executive function for carrying out an agreed policy. Obati (2007) cites management as a key to high student achievement. A study by Obati (2009) and Okumbe (2007) found out that teacher actions in their classrooms have twice the impact on student achievement just like school policies regarding curriculum, assessment, staff collegiality and community involvement. Effective class managers should offer effective instructions during the teaching and learning process. The board of management should coordinate school-community related activities to foster good relations. It is also important for the board of management to effectively meet the basic needs of the school personnel to increase competence among workers (Some, 2010). Workers, especially teachers who are employed by BoM should be paid on time like their TSC colleagues and should be given equal opportunities by the board to enhance uniformity and minimize discrimination. The board of management should cultivate a culture where both the personnel and the community are at peace with each other for better school performance.

5.2. Management of Staff Personnel

The Kenya National Union of Teachers (KNUT) has in the past called for better Terms of teacher's service by calling industrial action among teachers. This is an indicator of job dissatisfaction among teachers. According to Lin (2010), when the morale of the workers is low, the work done is of poor quality and problems of labour turnover and absenteeism escalate. Kavulundi (2001) posits that, the most important aspect in a school organization is the human resource. Teachers comprise the most important staff in the school. Other significant members include; secretaries, bursars, accounts, clerk, matron, nurses, messengers and watchmen. It is the responsibility of the board of management to lead and motivate staff, delegate responsibilities effectively to avoid conflict management.

Leading and motivating staff requires certain skills from the board of management. According to Nzuve (2008) in organizations where managers show empathy and care about their staff, there is high productivity. It is important for the board of management to use motivators like staff's needs for achievement, recognition, responsibility, advancement potential and personal growth. The BoM should not neglect other needs like psychological, sociological and security. This is likely to increase both the teachers and students performance in the school.

5.3. Management of Student Personnel

In the administration of schools, student personnel services are very important to the effective and efficient functioning of the institution. It is a recent innovation in the administration of higher institutions; the student personnel services have direct bearing on the smooth running of the institution. Student personnel services are those services provided by the institution to enhance effective learning process among the students (Nzuve, 2007).

The BoM is charged with reviewing discipline cases of students and making recommendations on action to be taken by the Director of Education in case of serious disciplinary problems. The BoM should act within two weeks on suspension cases according to education legal notice No. 40 of 1972. They should ensure health and safety of learners through appropriate plant design for dormitories, laboratories and other plant facilities, provision of health unit and installing appropriate gadgets such as fire extinguisher (Handbook 2006). The mandate to motivate and reward performing students in both curriculum and co-curriculum belongs to the Board of Management. Okumbe (2001) observes that the BoM ought to ensure provision of special assistance to students by organizing for the provision of guidance and counseling programmes to students.

5.0. Management of School -Community Relationships

A school is considered as a social institution responsible for the promotion of social interests. It is the responsibility of the community to look after the school in terms of buildings and furniture. It is paramount for the community to participate on the implementation of an educational innovation because it will help the community see the need for the innovation in meeting communal needs (Aduda, 2001). The school-community relations are important as asserted by Spencer *et al* (1989) noting that schools were formed by society, within society and for society so that through its children, society would retain its identity and viability. It is the responsibility of the BoM to

promote school-community relations. The attitude of the parents towards the school influences the academic performance of students. The board of management together with the principal should work for improved relations between the school and the community.

According to Dunne and Hampreys (2007), education is a public venture highly values by the community. Board of management should thus, foster good relations with parents and the local community. The school observes and responds to the community social needs by approaching and modifying. As a result, it is modified from experience. Desirable effects of school curriculum impact the community positively. According to Obati (2007) the board of management can do much to extend the schools positive contribution to the community.

6.0 Research Methodology

This study was conducted in Machakos Central Division and adopted a descriptive survey design. Six schools from the 15 public secondary schools in the division were chosen for the study through stratified random sampling method. The study targeted all the principals, teachers, Board of Management and the Area Education Officer in Machakos Central Division. A sample of 45 respondents comprising 6 principals, 18 teachers, 20 Board members and the AEO were selected for the study. The sample was selected through purposive, simple random (lottery), convenience and purposive techniques respectively. Two main types of research instruments: questionnaire and interview schedule guide were used for data collection. Descriptive statistics such as frequency distribution and percentages were employed to analyze quantitative data. Qualitative data was put into themes consistent with the research objectives and conclusions made based on trends and patterns of responses. The responses were presented using tables, bar graphs and pie charts.

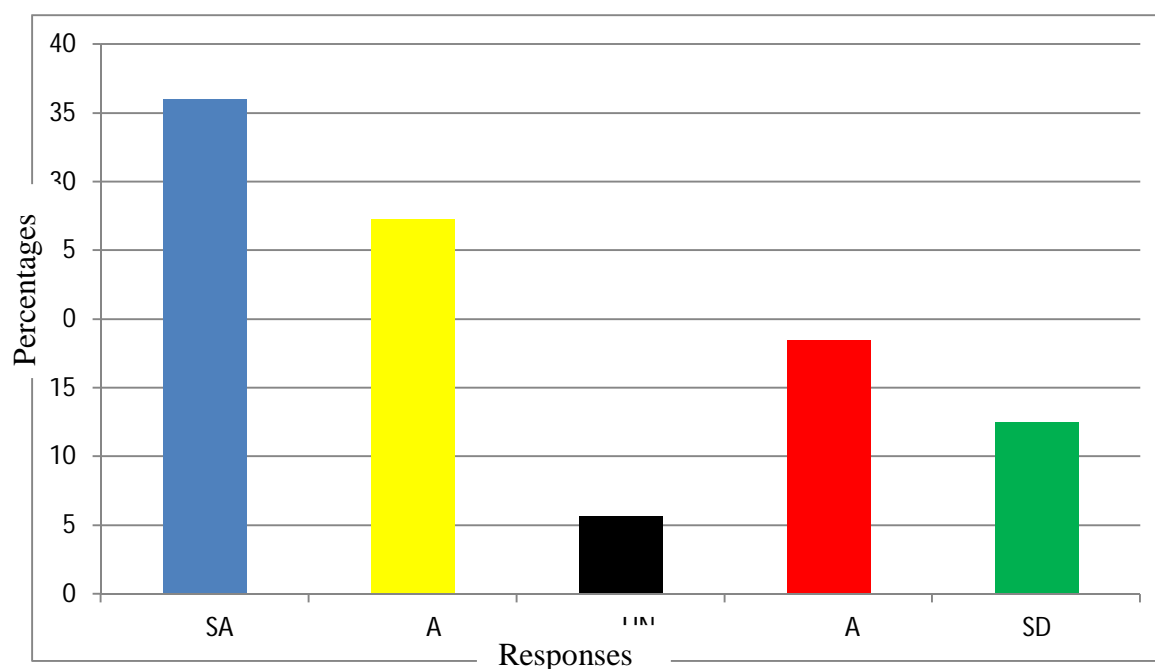
7.0 Research Results Findings

7.1 Management of staff personnel

Table 1: Summary of Responses on BoMs Involvement in Management of Staff Personnel

Respondents	Frequency of Responses					
	SA	A	UN	D	SD	Total
Principals	29	12	1	4	2	48
Teachers	45	36	11	26	26	144
Booms	53	48	8	35	16	160
Total	127	96	20	65	44	352
% Total	36	27.3	5.7	18.5	12.5	100

Figure 1: Bar graph showing Summary Responses on BoM Involvement in Management of Staff Personnel



In the management of staff personnel, majority of the respondents (83.3%) agreed that the BoM participated in the effective management of staff personnel. All the respondents agreed that BoM sent teachers for in-service and refresher courses and that they were involved in handling teacher discipline issues. This is an effective management strategy aimed at improving the teacher's competence. However, majority of the teachers (66.9%) indicated that the BoM did not participate

on teacher promotion and did not supervise time management. Performing teachers were not recognized by the BoM nor were they recommended for promotion. When the effort of the teachers is not recognized by the school management, they tend to reduce their work performance because of lack of extrinsic motivation (Some, 2010). The findings indicate that lack of teacher promotion is a factor contributing to the poor academic performance of students in Central division.

7.2 Management of student personnel

Table 2: Responses on Occurrence of Students' unrest in the Schools

Responses	Principals	Teachers	Booms
Yes	0	2	3
No	6	16	17
Total	6	18	20

As indicated in table 2 above, 100% of the principals had not experienced student unrest while 11% of the teachers and 20% of the BoMs had cited occurrence of student's unrest. This was a contradictory finding in that while some board members cited occurrence of student's unrest, none of the principals cited such occurrence. It was further clarified by the AEO that majority of the head teachers were new in the schools and that some board members were also old in the school.

7.3 Involvement in management of student personnel.

Table 3 Summary of Responses on BoM Involvement in Management of Student Personnel

Frequency Responses						
Respondents	SA	A	UN	D	SD	Total
Principals	15	16	–	2	3	36
Teachers	25	31	6	26	20	108
BoMs	35	52	5	16	12	120
Total	75	99	11	44	35	264
% Total	28.4	37.5	4.2	16.7	13.3	100

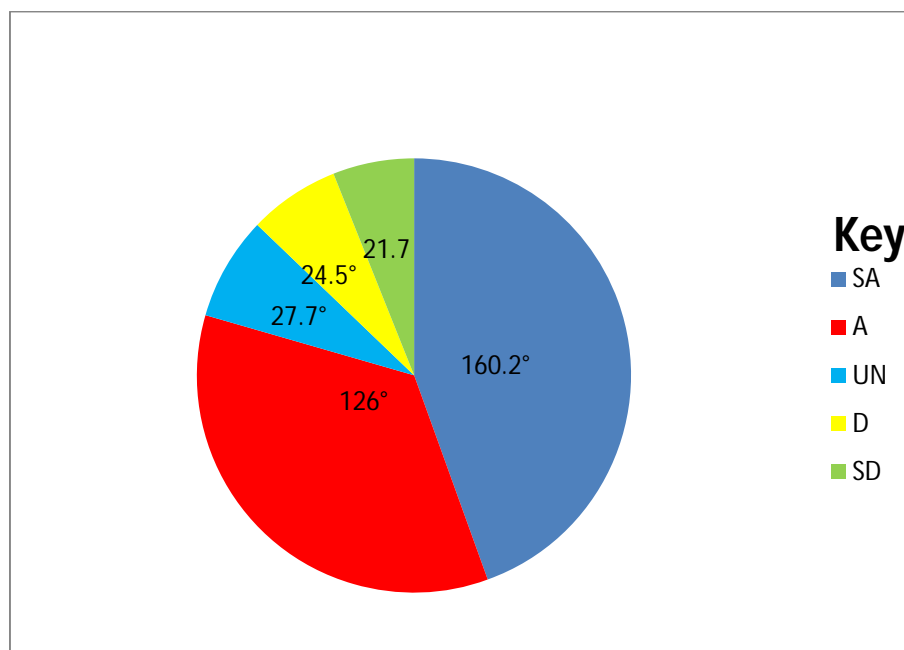
Majority of the respondents (65.9%) cited that the BoM was effective in student admission, students discipline and ensuring security of the students. This was prominent as each school had a gateman

who manned the gate during the day and a watchman at night. However, BoM failed in organizing for health guidelines and counseling programmes for students. The BoM also, did not provide adequate facilities for students to use for co-curricular activities. According to Some (2011), students have various teenage challenges which require effective school counseling. The BoM in Central division failed to provide counseling programmes to students thus causing poor academic performance

7.4 Management of School – Community Relationships

The objective was to explore the effectiveness of BoMs in management of school- community relationships.

Figure 2: Pie chart showing Summary Responses on BoMs Involvement in the Management of School – Community Relationships



The pie chart shows that 286.2° (79.5%) respondents felt that the BoMs participated in management of school- community relationships. The increased student enrollment indicated that there are good relations between the school and the community. However, 46.2° (12.8%) of the respondents disagreed that the BoMs participated in management of school-community relationships. They cited that the politically appointed BoM members used political differences when offering admissions to students and that some girls had been impregnated by their fellow students forcing them to drop out of school.

8.0 Conclusions

The study came up with the following conclusions: The BoM sent teachers for in-service and refresher courses and they were involved in handling teacher discipline issues. However, the BoM did not participate on teacher promotion nor supervise time management causing poor morale among teachers.

In the management of the students, the BoM was effective in student admission, handling student discipline and ensuring security of students. Very few schools in the region had experienced school unrest indicating effective student management. However, the BoM failed to organize for health guidelines and counseling programmes for students.

Findings from the study on management of community relations indicated that the BoM had facilitated increased student enrollment in the schools. They were involved in giving priority to members of the immediate community whenever casual jobs were available and allowing the immediate community to use school facilities for their functions like wedding. However, failure of the BOM to organize for health guidelines and counseling programmes prompted some students to drop out of school because of teenage pregnancy. Parents of such students formed a negative attitude towards the school as the boys responsible for the pregnancy were allowed to continue with their studies. It was noted with a lot of concern that some BoM members who had political appointments used politics to divide the community by offering admission to some students and denying others.

9.0. Recommendation

Based on the study findings and conclusion, the following recommendations were made:

1. The Board of Management should participate on teacher promotion and supervise time management in schools.
2. The BoM should organize for health guidance and counseling programmes for students.
3. The BoM politically appointed members should not use politics in the management of school-community relations.
4. Parents of the teenage mothers who drop out of school together with their children should receive counseling to minimize negative attitude towards the school.

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