

**EFFECTIVENESS OF BOARDS OF MANAGEMENT IN MANAGING PUBLIC
PRIMARY SCHOOLS: A SURVEY OF KAHURO SUB COUNTY, MURANG'A
COUNTY**

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ABSTRACT

A Board of management acts as a link between the school and the parents. It is supposed to give schools leverage with regard to having the parents given a stake in the leadership and governance of the schools. The study sought to find out the effectiveness of Boards of Management in Kahuro Sub-County, Murang'a County. The study observed that: all the head teachers considered the Boards of Management to have been involved in the administration and governance programmes within the schools. All of the head teachers were of the view that involvement of the schools management Boardmembers in financial management was enhanced. Furthermore they considered the BoM to have been involved in the supervision of teaching and learning activities in their respective schools.

Key words: BOM, Public Primary School, Kahuro, Management, Supervision

1.1 Background of the Study

A Board of Management acts as a link between the school and the parents. It gives the institutions leverage with regard to having the parents given a stake in the leadership and governance of the schools (Rice, 2013). This has been pivotal in ensuring the effectiveness of governance and administration systems, owing to stakeholder involvement. It has equally ensured that there are reduced instances of friction between parents and administration attributed to collective involvement in decision making. In the United States of America, the governance of public primary schools has been streamlined by involvement of parents in management. The parents vote in a management committee which draws the input of knowledgeable persons in the realms of education and management (Rice, 2013). A programme initiated by the United Nations Educational, Scientific and Cultural Organization (UNESCO) showed that the governance of public primary schools in the developing countries was wanting. A survey carried out in Malaysia, China, and Indonesia by UNESCO in 2012; found out that many public primary schools had ineffective Board of Management members. This was blamed on having individuals with no background in education and management (UNESCO, 2012).

The organization developed a guide book that would be very instrumental in public primary schools management. This was with a view of assuring the schools of sound systems and structures of management from a common approach. The focus of institutionalizing merit in the appointment of Boards of Management and drawing from the pool of skilled professionals adept to good governance and management was equally emphasized on, as a measure of ensuring realization of optimum standards. An evaluation of the capacity of many African countries to adhere to the expected standards and regulations of good governance and management in their institutions confirmed that it was extensively wanting. The summative report on education, governance and standards, found out that many institutions ran the risk of poor management

occasioned by the practice of entrusting semi-illiterate persons to positions of authority (Waburton, 2012). This caused the institutions to have poor governance and administrative systems which did not fit the minimum expected standards. It caused the institutions to fail on the part of assuring value in terms of the content delivered to the learners and run the risk of redundancy (Warburton, 2012). A survey undertaken by Gakure (2013) showed that the effectiveness of Boards of Management was a great contributing factor to poor performance by public primary schools in Murang'a County. The study found that most of the Board of Management members rarely attended the committee meetings and the situation of vested interests override the greater good of the schools. This was a factor that exposed the schools to losses, especially in the procurement function and lack of regular supply of teaching and learning materials.

Table 1.1 Kahuro Sub-county KCPE Analysis for 2009 – 2015

Year	2009	2010	2011	2012	2013	2014	2015	Average
Mean Score	248.5	248.4	243.3	253.92	252.7	249.38	247.74	249.13
out of 500 marks	49.6%	49.7%	49.3%	50.13%	50.4%	49.87%	49.54%	49.82%

Note: Adapted from Kahuro Sub county Director of Education's Office, 2017)

The analysis of the KCPE results from Kahuro Sub County showed stagnation in terms of the academic performance for the period of 2009 to 2015. The results were dismal in comparison to other sub counties within the county as reflected in Table 1.2 of Kigumo Sub County.

Table 1.2 *Kigumo Sub - county KCPE Analysis for 2009 – 2015*

Year	2009	2010	2011	2012	2013	2014	2015	Average
Mean Score	253.3	254.2	254.7	254.92	259.6	261.8	262.4	257.27
out of 500 marks	50.6%	50.8%	50.9%	50.98%	51.9%	52.36%	52.48%	51.43%

Note: Adapted from Kigumo Sub county Director of Education's Office, 2017

An analysis of the KCPE results from Kigumo and Kahuro Sub Counties equally reflected stagnation in the academic performance. However, their results were slightly above average in comparison to those of Kahuro Sub County. There was thus a need to find out the reasons for the stagnation evident in Kahuro Sub County.

1.2 Statement of the Problem

The academic performance of public primary schools in Kahuro sub-county in Murang'a County has been deteriorating over the past seven years. The sub county was previously ranked highly in the County as regards the academic performance but currently it does not fare well in comparison to the others. This is despite concerted pupil motivational activities by parents and teachers to reverse the situation. Previous studies have focused on the head teachers' instructional supervisory role and its effects on pupils' academic performance (Irungu, 2013), the dual relationship of geo-helminthes and jigger infestation on pupil academic performance (Thome, 2015). The researcher has no knowledge of other documented studies carried out on the effectiveness of Boards of Management in public primary schools and their influence on pupils' academic performance in Kahuro Sub County. It is in this light that the study sought to find out the extent to which the phenomena affected learners' academic performance.

1.3 Objectives of the Study

- a) To assess the effectiveness of Boards of Management on administration of public primary schools in Kahuro Sub County
- b) To find out the effectiveness of Boards of Management on financial management in public primary schools in Kahuro Sub County.
- c) To evaluate the effectiveness of the Boards of Management in the supervision of teaching and learning in public primary schools in Kahuro Sub County.
- d) To explore the effectiveness of the Boards of Management on curriculum implementation in public primary schools in Kahuro Sub County.

2.1 Literature Review

2.1.1 Purpose of BoM

Boards of Management in the United States of America play an active role in terms of facilitating the provision of an ideal environment for teaching and learning purposes. This is with regard to the acquisition of teaching and learning resources. They play an active managerial role in terms of augmenting the activities carried out by the school administration (Rice, 2013). Boards of Management also work out to ensure sound administrative and governance programmes in the institutions. They thus act as the fulcrum between the schools and the larger community in terms of outreach and programme wellness. This ensures that the academic programmes are realized in an optimum manner. The ideals of institutionalizing Boards of Management is to ensure that the schools have good governance and room for fiscal and social probity in the undertaking of their day to day activities. This calls for informed persons in the positions of responsibility in terms of membership in the Board of Management members. It also invokes the need for incisiveness on the part of the membership with regard to understanding and participating in the activities of school management and governance (UNESCO, 2012). A study

carried out in Kasarani Sub-county established that the Boards of Management played an effective role in mobilizing the community around the schools to partake in the activities geared towards helping the schools improve their positions. The Boards of Management act as an effective tool for mobilization in terms of fund raising activities and earning the goodwill of the local communities. This facilitated the realization of development activities even in the event of constraints in accessing financial resources (Bundi, 2012).

2.1.2 Administration of Public Schools in Kahuro Sub County

The current system of management of schools in Kenya puts the management of education in the hands of the Ministry of Education. Under the minister is the permanent secretary who serves as the accounting officer for the ministry and under the permanent secretary is the education secretary and other five directors of education. These include Director Basic Education (DBE), Director Higher Education (DHE), Director Technical Education (DTE), Director Quality Assurance and Standard (DQAS) and Director Policy Placing (DPP). At the county is the County Director of Education and at the sub county level is the Sub County Director of Education Officer (DEO). At institutional level, secondary and teacher training colleges are managed by school management boards (Magaju, 2005).

Every board is governed by a constitution that provides the guidelines and legal framework under which the board performs its operations. Development of education in primary schools depends on the administration in those schools. Apiyo (2003) asserts that for an education institution to achieve its goals, the school's administrative structure and operation must be laid clear. Eshiwani (1993) argues that the role of educational administration is the direction, control and management of all matters pertaining to education. Sound administration is comparative to quality education and hence the need for boards of management to be effective in the performance of their role in administration of the schools. Assurance of good administration and

governance programmes may portend good tidings to the realization of academic programmes. This can only be achieved at the advent of employing sound management and governance programmes in public institutions of learning (EFA, 2012). A study carried out in Mwimbi Sub county of Tharaka Nithi County found out that failure by the Boards of Management to provide leadership and assure sound governance caused poor performance in the K.C.P.E examination (Reche, Bundi, Riungu, & Mbugu, 2012). The study established that in most of the public primary schools in the area, the individuals tasked with the responsibility of assuring good governance were seldom available for the tasks (Reche, Bundi, Riungu, & Mbugu, 2012). The study sought to relate the empirical works carried out to the role played by the Boards of Management in administration and governance in Kahuro Sub County.

2.1.3 Financial Management by BoM

The mandate of running and managing public primary schools vary in many countries. Involvement of parents in the committees of leadership and management is a critical aspect in the democratization of school management. It is integral to the ownership of programmes and decisions made with regard to management. It equally invokes a sense of stakeholder participation, thus bringing along the requisite goodwill and assurance of success (EFA, 2012). Stakeholder participation is an integral component with regard to assurance of fiscal discipline and integrity in financial management. This has been the driving factor behind the success and at times failure of programmes in public institutions of learning (EFA, 2012). The commonwealth secretariat has put in place programmes for assuring better governance of learning institutions. This is by way of equipping them with structures of management by way of capacity enhancement. The realization that the buck lies with management programmes in place has been critical to influencing change of fortunes by investing in training of the Board of Management members (Commonwealth Secretariat, 2010). The training programme has borne great fruits in

many commonwealth member states by way of having the Board of Management members derive the benefits of exercising prudence owing to financial skills impartation. The net effect has been of great benefits to the academic programmes realization (Commonwealth Secretariat, 2010). Training of school managers and the management committee members on financial management is critical to the financial health of the institutions. The ability of the individuals charged with the mandate of overseeing the schools accounts from a non-executive position in terms of capacity to offer oversight and guidance is a pertinent probity tool. Modules of financial management for public schools show that giving eminence and the due attention to training on financial management programmes really facilitates the safeguarding of institutional resources (Clarke, 2009). It allows the institutions to take pride in the capacity of the individuals conferred with the mandate of offering direction to the institutions to operate from a premise of knowledge and insight and thus it enhances the internal efficiency of the schools.

2.1.4 Supervision of Teaching and Learning

A programme carried out by the United Nations Educational, Scientific and Cultural Organization called for employment of effective leadership by Board of Management members (UNESCO, 2012). In a guide book developed by the organization, emphasis was placed on the constitution of Boards of Management with knowledgeable persons in the realms of education management and administration. This would effectively assure the institutions capacity to police and monitor the teachers in the quest of supervising teaching and learning in schools (UNESCO, 2012). The report focused on employment of merit and previous experience as key tenets of guiding administration of teaching and learning programmes. It sought to dissuade the schools from the issue of influence peddling and allied motivations when constituting the management committees (UNESCO, 2012).

Performance in the education management systems was equally linked to the caliber of individuals charged with the leadership responsibilities. In a study commissioned to determine the relationship between drivers of the different levels of education, the need for attaching skills, experience and merit was called for in responsibilities allocation (Fullam, 2010). The essence of having responsible persons was to ensure that the rightful activities take place and the requisite results from the responsibilities at hand realized. Positions of leadership in Boards of Management thus need to be accorded to informed, experienced and devoted individuals, especially for the realization of teaching and learning supervisory practices. Delegated responsibility to the Boards of Management is a premise on to which the assurance of quality in the education standards in European member states is hinged on. The member states confer enormous responsibility to the Boards of Management as regards the supervision of teaching and learning activities. It is an activity which was positioned on the right pedestal with regard to educational management practices (Calvert, 2010). It has played an integral role in enhancing the quality of teaching and learning and equally assuring the schools quality with regard to content delivery. It has seen enhanced positions with regard to pupil performance. The activity has been assured by gradual orientation and sensitization of the Board of Management members to effectively discharge their mandates (Calvert, 2010).

2.1.5 Curriculum Implementation

Curriculum implementation is a critical aspect of achievement of the education goals. It determines the capacity of the intended beneficiaries in a learning programme to benefit from it. The European Union member countries have worked hard to align the curriculum implementation practices in place with the envisaged standards as regards current best practices (Calvert, 2010). This has only been possible at the advent of having the committees charged with supervision of school activities and academic programmes effectively taking charge and

exercising their mandates. It has assured institutions of ability to safeguard the credibility of programmes and see to it that the curriculum developed and put in place is implemented in an optimum manner (Calvert, 2010). Harmonization of curriculum implementation standards and defining the parameters in place has also worked well for the federal states of America. In this practice uniform standards are employed for evaluation and curriculum implementation. The agency charged with standards assurance thus enforces similar standards across the board and the Boards of Management are tasked with ensuring that the standards are upheld (Naido, 2010). This ensures effective participation in curriculum implementation on their part.

Surveys carried out to ascertain the effectiveness of curriculum implementation in Asian countries confirmed that benchmarking and peer review activities were critical to the success of the programmes. The management committees exercised due caution to always crosscheck with other schools as regards the methods employed in implementing the curriculum and see to it that it was done effectively (Gale, 2010). This allowed uniformity and parity in the content delivered in schools. It equally had a big bearing on the quality of programmes and the capacity to realize benefits accruing to the learners. It assured replication of best practices and good tidings in terms of output to the affected schools. This was facilitated by equipping Boards of Management and employing unified standards across the board. The Republic of Kenya's projections towards the attainment of a middle income status as articulated in the Vision 2030 places huge emphasis on academic programmes. The need to assure effective implementation of curriculum and the synergy between academia and industry has been accorded great emphasis (GoK, 2010). The thrust of the success of the programme lies on the effective attainment of expected thresholds with regard to standards. Evaluation of the transferable skills with regard to numeracy and literacy is a key guiding plank in determining the value that the curriculum accords the learners. The blueprint calls for a multi-sectoral approach in the assurance of curriculum implementation

to guarantee maximum benefits to the consumers of education (GoK, 2010). The Sessional Paper No. 1 of the Ministry of Education of the year 2005 captures the essence of curriculum implementation. It calls for action geared towards realization of the minimum basic requirements. This is with an aim of forestalling a fall in the quality of education. It gives credence to the equipping of Boards of Management with enhanced capacities to assure effective curriculum implementation (GoK, 2005). This shows the immense value and attachment accorded to the management committees with regard to facilitation of curriculum implementation.

3.1 Research Design

The research design employed was the descriptive survey research design to find out the effectiveness of Boards of Management in Kahuro Sub County, Murang'a County. According to Orodho (2005), a descriptive survey design is a method of collecting information by way of interviewing or the administering of a questionnaire from a selected sample. It is mostly used to collect information about people's attitudes, opinions, habits or any variety of social issues.

3.2 Target Population

The target population of this study consisted of all the 75 head teachers in the public primary schools in Kahuro Sub County, 975 BOMs members and the Sub County Education Officer. The respondents were clustered as per the education zones within the study area which were Murarandia, Weithaga & Mugoiri.

3.3 Sample

Table 3.1 Sample Size in Relation to Target Population

Zone	No. of Schools	No. of Pry Sch. H/teachers	Sub County Director of Education	BOM members
Murarandia	21	6		82
Weithaga	28	9	1	109
Mugoiri	26	8		101
	75	23	1	292

Source: *Researcher, 2017*

The research thus had a sample size of three hundred and seventeen respondents inclusive of the Sub county director of education and members of Board of management from 30% of the schools which were twenty three in number.

4.1 Research Findings

4.1.1 Administration of Primary Schools

Table 4.1 Involvement of BoM in Administration

Response	Frequency	Percent
Yes	23	100
No	0	0
Total	23	100

The responses as shown in Table 4.1 indicate that all the respondents indicated that the Boards of Management were involved in the administration and governance programmes within the schools. The responses denoted the commitment to involving the Board of Management

members in the day to day running of the institutions and the administration as well as governance programmes.

4.2 Financial Management of Public Primary Schools in Kahuro Sub County

4.2.1 Involvement of the Boards of Management Members in Financial Management

Table 4.2 *Boards of Management Members and Financial Management*

Response	Frequency	Percent
Yes	23	100
No	0	0
Total	23	100

The responses as per Table 4.2 agree that all of the head teachers were aware that Boards of Management members were involved in financial management in their respective schools. This depicted a situation whereby the respondents had a high approval rating for the capacity of the Boards of Management in terms of their abilities to be involved in the financial management programmes of their institutions. The responses were reflective of a situation whereby the relationship between the head teachers and the Board of Management members was mutual to the extent of allowing adequate policing of the financial programmes by the Boards of Management members.

4.2.2 Consideration of BoM Financial Management Capacity

Table 4.3 *Consideration of BoM Financial Management Capacity*

Response	Frequency	Percent
To a high degree	4	17
To a fair degree	19	83
Total	23	100

The responses shown in Table 4.3 indicate that most of the respondents considered the school management committee members as fairly able to carry out the task of managing financial activities in the schools. The responses reflected some level of dissatisfaction with the capacity of the school management committee members as regards financial management. It can thus be interpreted to mean that most of the head teachers (83%) were not very comfortable with the capacity of the Boards of Management as far as managing financial activities in the schools was concerned.

4.3 Supervision of Teaching and Learning by BoM

4.3.1 Involvement of BoM in Supervision of Teaching and Learning

Table 4.4 *Involvement of BoM in Supervision of Teaching and Learning*

Response	Frequency	Percent
Yes	14	61
No	9	39
Total	23	100

Table 4.4 shows that most of the respondents considered the BoM to have been involved in the supervision of teaching and learning activities in their respective schools. The responses show that the BoM were able to undertake supervision of teaching and learning in an optimum manner. The study findings showed that the head teachers had a perception the Boards of Management ensured teaching and learning activities were carried out effectively in the schools. Some of the respondents, however, were of the view that the ability of the BoM to carry out the supervision of teaching and learning activities was not to the requisite standards. This denoted the fact that in some schools the BoM were not able to meet the expectations as pertains to the standards of supervision of teaching and learning. It can thus be interpreted to mean that in most of the schools, the BoM were involved in supervising the teaching and learning activities undertaken.

4.3.2 Specific Roles Undertaken by BoM in Supervising Teaching and Learning

The researcher was further interested with the frequency at which Boards of Management were available to supervise their respective schools teaching and learning activities. Their responses were as indicated in Figure 4.1

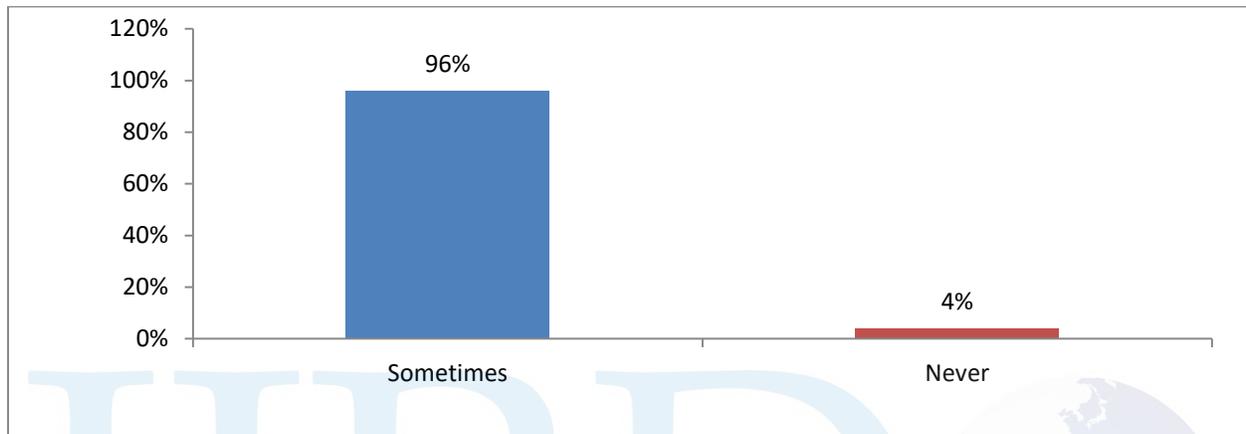


Figure 4. 1 Frequency of BoM in Undertaking Supervision of Teaching and Learning

The responses show that most of the respondents (96%) (n=22) considered the BoM availability in the respective schools to undertake the function of supervision of teaching and learning in an optimum manner. The responses showed that the BoM were available sometimes to ensure supervision of teaching and learning in the respective schools. It thus showed that the Boards of Management members did not undertake supervision of the teaching and learning activities in their schools seriously.

4.4 Curriculum Implementation

The researcher further sought to test the awareness of the curriculum in place and the ability of the Boards of Management to ensure its implementation. The responses were as shown in Figure 4.2

Table 4. 1 Capacity of BoM to be versed with School Curriculum

Response	Frequency	Percent
To a high degree	3	13
To a fair degree	16	70
To a low degree	4	17
Total	23	100

The responses show that most of the respondents considered the BoM to be fairly versed with the curriculum in place within the schools. The responses were reflective of a situation whereby the BoM did not have a good grasp of the curriculum in place. This denoted the inability of most of the schools to have persons in the BoM with a good interaction with the programmes detailing activities in the education sector and more so the curriculum in use in the public primary schools. The lackluster approach as regards understanding of the curriculum in place exposed the affected schools to the risk of failure by most of the BoM to fully implement the curriculum in place. It can be interpreted to mean that the schools had the challenge of having some members of the BoM who did not understand the curriculum in use.

4.6.1 Attributes of Curriculum Implementation

	SA (%)	A (%)	U (%)	DA (%)	SDA (%)
i) The Boards of Management are well versed with the curriculum used in my school	4	65	9	22	
ii) The Boards of Management is fully aware of the pertinent needs of the learners in different academic levels	4	74	9	13	
iii) The Boards of Management always confirms the literacy and numeracy skills in the pupils		61	13	26	
iv) The Boards of Management evaluates the extent of syllabus coverage in the		13	9	61	17

institution					
v) The Boards of Management has access to the academic progress reports which are an indicator of syllabus coverage	9	70	4	13	4

The responses showed that 65% of the respondents were of the view that the Boards of Management members were knowledgeable of the curriculum used in their schools. The responses denoted an element of awareness and enhanced capacities as regards the comprehension of the curriculums in use. This vindicated the members of the Boards of Management as regards their ability to familiarize themselves with the curriculum and understand the thrust of what the learners were taught in school. It was a reflection of persons who had made efforts to understand the curriculum in use in the education system. It can thus be interpreted to mean that the BoM had taken cognizance of the curriculum in use in the quest of assuring the success of its implementation.

5.1 Summary of the Findings

5.1.1 Administration of Public Primary Schools

All the head teachers considered the Boards of Management to have been involved in the administration programmes within the schools. The responses denoted the capacity of the institutions in terms of involving the Boards of Management members in the day to day running of the institutions and the administration programmes. The head teachers confirmed that the Boards of Management members were involved in the day to day decision making activities as regards policy issues affecting the institutions. This was by way of the committees sitting and deliberating on issues affecting the day to day running of the institutions. Decision making was thus a key aspect of administration exercised by the Boards of Management. The mean rate for the attributes on administration was 4.5. This was an indication that most of the respondents perceived the BoM to have carried out their activities well as pertains to the administration and

governance practices. This is because the mean rate of 4.5 fell in the mark of between 4 and 5 thus an indication that the responses of most of the head teachers denoted the rank of strongly agreeing and agreeing.

5.2.2 Financial Management

All of the head teachers were of the view that involvement of the Boards of Management members in financial management was enhanced. This depicted a situation whereby they had a high approval rating for the capacity of the Boards of Management in terms of their abilities to be involved in the financial management programmes of their institutions. The head teachers had varied positions as regards the specific roles played by the Boards of Management members in the financial management programmes. The most predominant position was the involvement of the Boards of Management members in the budgeting function. Most of the head teachers considered the Boards of Management members as fairly able to carry out the task of managing financial activities in the schools. The head teachers however denoted that their schools did not have high regard for the Boards of Management members' prior financial management skills before appointment into the positions. The mean rate for the attributes on financial management was 3.65 as brought forth by the head teachers. This was thus an indication of the fact that despite the approval rating of the BoM financial management abilities they did not meet the expectations of the head teachers in totality. Most of Boards of Management members did not consider themselves as highly skilled in financial management to effectively have capacity in terms of discharging their mandates. This denoted the need for training and orientation as pertains to financial management skills with a view of enhancing the individual capacities of the members.

The Boards of Management members dissented to the ability of the head teachers involving them in day to day financial management. The Boards of Management members only got to engage in

activities that entailed the financial management practices within the institutions when called for meetings to deliberate on expenditure and budgets which was not a regular activity. The sub county director of education was of the view that most of the head teachers involved the Boards of Management in financial management activities only when very necessary. This defeated the essence of having regular interaction between the Boards of Management and the administration in the quest of executing the financial management programmes geared towards ensuring smooth running of the school activities. It was thus an indication of curtailed involvement in financial management on the part of the school administrators for the BoM.

5.2.3 Supervision of Teaching and Learning

Most of the head teachers considered the BoM to have been involved in the supervision of teaching and learning activities in their respective schools. The head teachers were of the view that the BoM helped the schools plan for the teaching activities by ensuring that the staffing levels were optimum to bridge staff deficits. The Boards of Management members also ensured that the schools had adequate mechanisms for motivation of the learners by provision of items to reward learners and spur competition in the school. The responses showed that most of the respondents (96%) (n=22) considered the BoM available in the respective schools to undertake the function of supervision of teaching and learning in an optimum manner. The responses confirmed the availability of the BoM in the wake of supervising teaching and learning in the respective schools. The members of the Boards of Management were of the view that they exercised prudence in confirming the staffing levels in the institutions to make provisions for extra teachers in cases of deficits. The schools ability to confirm previous training and background for Boards of Management members was however effectively undertaken. Regular interaction between the Boards of Management members and teachers was not present in most of the schools visited.

5.2.4 Curriculum Implementation

Most of the head teachers considered the BoM to be fairly versed with the curriculum in place within the schools. The responses by head teachers were reflective of a situation whereby the capacity of the BoM to have a good grasp of the curriculum in place was deemed impaired. This reflected the inability of most of the schools to have persons in the BoM with a good interaction with the programmes detailing activities in the education sector and more so, the curriculum in use in the public primary schools. Most (87%) of the head teachers considered the awareness levels of the curricular in place by the BoM as a factor greatly influencing their capacity in terms of the ability to ensure curriculum implementation. The mean rate for the attributes on curriculum implementation was 3.3. This showed that most of the respondents fairly appreciated the capacity of the Boards of Management members to confirm the curriculum implementation abilities. The Boards of Management members confirmed their ability to understand the curriculum in place but not to the extent of effectively ensuring its implementation. The ability of the Boards of Management to be fully aware of the pertinent needs of the learners in different academic levels was equally dissented to by most of the members in the focus group discussions. This was an indication that they could not effectively decipher the pertinent needs that the individual learners in different levels of education. The sub county director of education was of the view that the level of comprehension of the curriculum in place by the Boards of Management was not optimal. This affected their ability to effectively enforce the implementation of the curriculum in use. This was an indication that despite having knowledgeable persons in office there was need to ensure their training and capacity building with a view of helping them to effectively achieve their mandates.

5.3 Conclusions of the Study

The study drew the following conclusions:

5.3.1 Administration of Public Primary Schools

The Boards of Management act as effective links between the schools and the local communities. The capacity of the Boards of Management to invoke stakeholder participation in decision making is deemed to be high. The Boards of Management have the requisite independence in decision making processes enough to ensure due diligence in their activities.

5.3.2 Financial Management

Members of the Boards of Management are skilled in financial management and are involved in the day to day programmes of the schools. The Boards of Management have capacity to make financial forecasts and budgets for the schools independently. The Boards of Management effectively scrutinized the audited accounts and ensure financial probity in the institutions.

5.3.3 Supervision of Teaching and Learning

Members of the Boards of Management were keen on staffing levels to bridge the deficits in staffing demands. There was regular interaction between the members of the Boards of Management and teachers to enable supervision of teaching and learning in a structured manner.

5.3.4 Curriculum Implementation

The Boards of Management members were versed with the curriculum used in their schools. The Boards of Management confirmed the literacy and numeracy skills in the pupils. The Boards of Management made efforts to scrutinize learners' academic progress reports as a measure of syllabus coverage in the institutions.

5.4 Recommendations of the Study

The study made the following recommendations:-

5.4.1 Administration of Public Primary Schools

The study recommends that the Ministry of Education should provide training for Boards of Management on tenets of governance to enhance standards. It should also ensure that persons

appointed into the positions meet the basic requirements in terms of previous experience. This will ensure that the expected standards with regard to administration and governance are realized.

5.4.2 Financial Management

Programs should be put in place by the Ministry of Education to enhance the financial management skills of the school management committee members. This is by hosting training programs and ensuring that accrued benefits are replicated in the schools. Modalities should also be put in place to enhance the audit function to enhance the current best practices.

5.4.3 Supervision of Teaching and Learning

The Ministry of Education should equally see to it that the members of the Boards of Management have previous experience with education programmes. This will enhance their ability to supervise teaching and learning activities in the schools. This will ensure that the members of the Boards of Management appreciate their roles in a better manner.

5.4.4 Curriculum Implementation

The Ministry of Education should equally ensure that the members of the Boards of Management are well versed with the curriculum in place. This will enhance their capacity to effectively supervise the curriculum implementation programmes. Modalities should be put in place to ensure that workshops, seminars and allied induction programmes are carried out to induct the new Boards of Management members.

5.5 Suggestion for Further Study

The researcher suggests that a similar study should be carried out on the effectiveness of boards of management of public primary schools that are performing better in KCPE than schools in Kahuro Sub-County

A study should be done on whether BoM have the capacity to be trained in school accounting principles recommended by the Ministry of Education, Science and Technology.

A further study should be carried out whether BoM have the capacity to implement and supervise teaching and learning activities in Kahuro Sub County

A further study should be done to find out whether teachers in Kahuro Sub County are facilitated to attend seminars, workshops and other induction programs carried out in other regions



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