

**BOARD OF MANAGEMENT INVOLVEMENT IN SECONDARY SCHOOLS: A CASE
STUDY OF KABONDO KASIPUL SUB COUNTY, HOMABAY COUNTY**

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DECLARATION

This research project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution.

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DEDICATION

I dedicate this work to my mother Helidah Ondiek who has always struggled to make me reach this far I am. I also dedicate it to my sister Julian Maberu, brother-in-law Philip Maberu, sister Sarah, Eve, and Irene for their tender support throughout my education.

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Finally, I wish to thank all my friends who also guided and helped me during this time.

ABBREVIATIONS AND ACRONYMS

| | |
|------|------------------------------|
| BOM | Board of Management |
| DfE | Department for Education |
| LEA | Local Education Authorities |
| PTA | Parents Teachers Association |
| SGB | School Governing Body |
| SASA | South African Schools Act |
| SSA | Sub Saharan Africa |
| UK | United Kingdom |

OPERATIONAL DEFINITION OF TERMS

Management - It refers to the process of integrating resources and tasks towards the achievement of set objectives and goals of an organization.

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ABSTRACT

The study aimed at determining the level of BOM involvement in the management of secondary schools in Kabondo Kasipul Constituency in Homabay County. This study was guided by three major objectives. The researcher wanted to identify some of the roles played by the BOM in the management of student discipline in secondary schools; to determine the roles played by the BOM in the management of school resources such as the purchase of textbooks, teachers guide books, laboratory equipment among others and also to establish how the BOM are involved in the management and maintenance of good school community relations. The study was carried out so as to help in the realization of proper management of the schools in terms of discipline, management of school resources and maintenance of good relations with the community that surrounds it. The results of the study would benefit the students and the teachers and the management body as a whole in achieving their goals. The study therefore sought to help in the solving of certain management problems when heads of schools could join thoughts by involving the BOM in the management of the schools. The researcher came up with several research questions concerning the study; What are some of the roles that the BOM play in the management of student discipline? To what extent do the BOM ensure that the school community relations have been properly managed, and how do the BOM get involved in the management of school resources? The study employed the descriptive survey design, which is a method of collecting information through use of questionnaires and interviews. Two sets of questionnaires were used; one was administered to the heads of the selected schools and another for the members of BOM. The sample size for the study was ten head teachers and 40 BOM members who were randomly sampled. The study was limited to public secondary schools in Kabondo Kasipul so as to assess how the BOM have taken part in the management of the schools. The running of secondary schools require different managerial skills. Data was collected from the head teachers and the BOM members through use of questionnaires and interview guides. Data collected showed that the BOM managed student discipline by organising guidance and counseling sessions, handling discipline cases and also admitting new students to join the school. On management of school resources, the BOM usually availed funds for purchasing learning resources and they also took part in the mobilization of funds for putting up structures in the school. On the management of school community relations, the BOM usually allowed members of the community to use school resources and they also involved them in matters such as fundraising in the school. The study also showed that only a few BOM members were degree holders and there was therefore need to obtain more degree holders in the constituency by improving education. This made the researcher to recommend that during appointment of the BOM members, those holding degrees should be considered first, for better management

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Management refers to the process of integrating resources and tasks towards the achievement of set objectives and goals of an organization. It also refers to the process of setting and achieving goals through the execution of management functions such as planning, organizing coordinating, commanding and controlling. Therefore, school management is important for defining, transferring and achieving school objectives.

BOMs have been given different names from different countries but their roles are more or less the same in ways through which they involve themselves in the management of secondary schools. According to Van (2004), countries like England, Wales and Scotland, education is managed by Local Education Authorities (LEA). Education system in England lies with the UK Government's Department for Education (DfE). The reforms in the 1980s and 1990s changed the balance of responsibilities for publicly funded education outside of higher education.

Schools therefore became more autonomous as responsibility for staffing and budgets was delegated to each school's governing body.

In sub Saharan Africa, secondary school sector is expanding rapidly in most countries with a drive to decentralize decision making to these secondary schools. Usually, the SSA central government devolve responsibility to principals and communities often through a school governing structure. This therefore encourages participation and so the democratization of the education system (Pillay 1995).

For instance in South Africa, the BOM are referred to as the School Governing Body. This body together with the principals, take part in the management of secondary schools in making decisions on the allocation of resources, management of school finance, considering disciplinary action, conducting of annual parents meetings and budget meetings. From the dawning of the post-apartheid dispensation in 1994, there was a commitment to decentralization across government.

In education, this was articulated by the South African school's Act (SASA) 1996 which provided for the gradual devolution of considerable powers to schools through their SGB which could apply for powers under section 21 of the Act, whereby schools applied for powers like maintenance and

improvement of school's infrastructure, purchasing of textbooks, educational materials and equipment and also pay for services like water and electricity used by the school.

Kenya, education management involved the availability of personnel, funds and equipment aimed at enhancing the efficient delivery of quality education. School management therefore involves planning, organization and coordination of resources. An education commission in the Kenyan education system (1999) stated that the BOM s play a key role in the management of secondary schools.

Okumbe (2007 :1) stated that the BOM play several roles in the management of secondary schools which include organization and coordination of school activities, management of the human resource, ensuring that the staff and the students are allocated duties in line with their abilities. Several studies point out that management of resources in several secondary schools vary.

According to Ngigi (2007), the BOM are not effective in the management of school funds. This therefore leads to the mismanagement of school resources. The education act Cap 211 and sessional paper No. 1 of 2005 states that the BOM have been assigned the roles of managing human and other resources so as to facilitate smooth operations of the schools and the provision of teaching and learning materials.

There is need to offer training to the BOMs so as to enable proper management of the schools. They need to be trained in areas such as skills on the management of finances, management of resources; both physical and human, management of school discipline, employment of the new staff members including the support staff like school drivers, cooks, cleaners and even those who work in the school farms.

Lack of proper skills of management in the various areas mentioned above can lead to poor decision making hence poor management of the schools. Their major role is therefore to manage and not to govern. This lack of proper skills of management would lead to poor performance of the board, beyond the expectations that they are supposed to bring out the best.

1.2. Statement of the problem

This topic of study was selected so as to assess the roles that the BOM play in the management of secondary schools in Kabondo Kasipul. The researcher assessed how the BOM get involved in the management of secondary schools, to what extent do they get involved in the management of student discipline? How do they manage school resources and how do they ensure that the relationship between the community and the school is well managed?

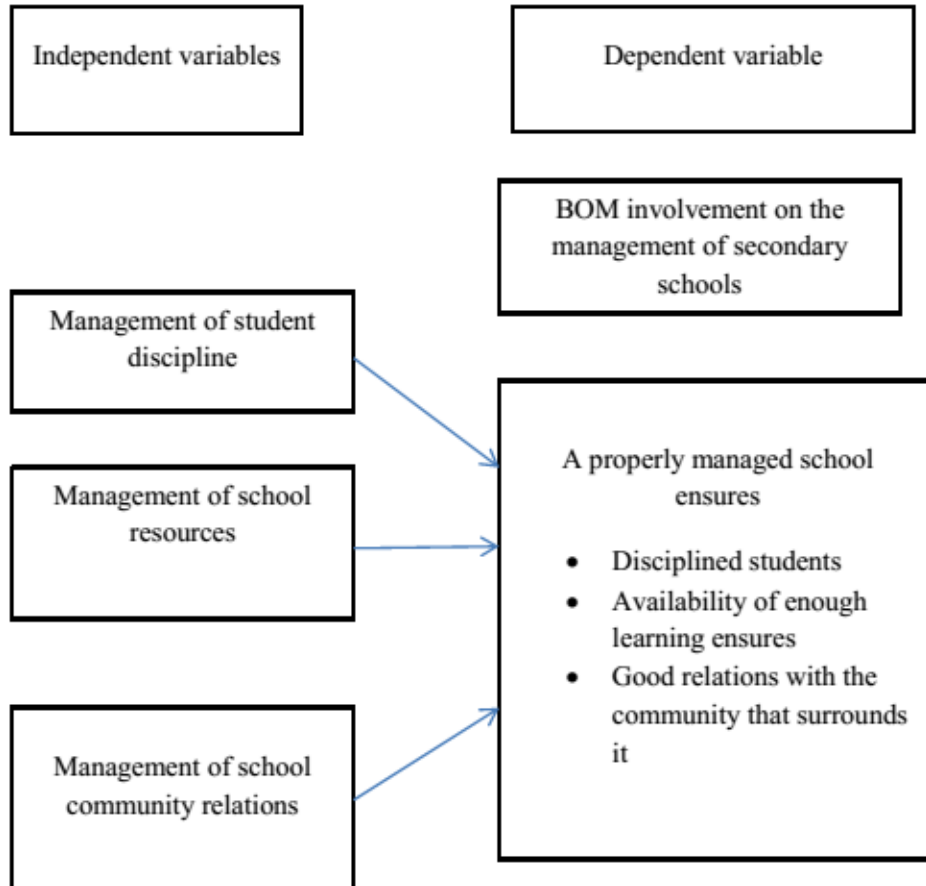
Successful secondary schools are always believed to have good management. Without good management strategies, then the running of these schools would be very difficult. Therefore, the management of secondary schools requires personnel with proper managerial skills. This would help in the successful running of the schools towards the achievement of its goals and objectives. Some of the factors that hinders the performance of the BOM members are low levels of education and lack of dedication of the members, which leads to ineffective management.

These factors therefore made the researcher to carry out the study in order to determine how effective the BOM carry out their roles in the management of the secondary schools.

1.3. Purpose of the study

The purpose of the study was to determine the roles played by the BOM in the management of secondary schools in Kabondo Kasipul Constituency.

1.4. Conceptual Framework



1.5. Research Questions

- i) What are some of the roles played by the BOM in the management of student discipline?
- ii) How do the BOM get involved in the management of school resources?
- iii) To what extent do the BOM ensure that the school community relations are well managed in Kabondo Kasipul Constituency?

1.6. Objectives of the study

The study was conducted so as to;

- i) Identify the roles played by the BOM in the management of school discipline in secondary schools.
- ii) Determine the roles that the BOM plays in the management of school resources.
- iii) Establish how the BOM are involved in the management of community relations.

1.7. Significance of the study

The study was carried out with a hope that it will help to ensure proper management of the schools in terms of students discipline, management of school resources and also management of school community relations. Proper management of the schools would then help in the solving of problems that might arise as a result of poor management. The results of the study would benefit the students and the school as whole in ensuring that their goals and objectives are achieved.

The involvement of the BOM in the management of the schools would therefore help in arriving at several decisions concerning different areas by all the members generating their thoughts and ideas towards achieving certain set goals and objectives.

1.8. Limitations of the study

The study was carried out in secondary schools in Kabondo Kasipul Homabay County, Kenya. Ten secondary schools were sampled out of the 50 secondary schools in that region. The researcher used simple and stratified random sampling in the selection of the ten schools. In every selected

school, four members of the BOM members were sampled and the head teacher in each and every school.

1.9. Delimitations of the study

The researcher carried out this study so as to help in finding out the roles that are being played by the BOM. The study therefore benefited the schools in identifying the BOM roles in issues like management of community relations, management of student discipline and the management of school resources.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Several studies have been conducted concerning the involvement of the BOM in the management of secondary schools. In this section, the researcher considered how the BOM have involved themselves in the management of the schools in areas such as school discipline, management of school resources and also in the management of school community relations, in relation to what others have done.

2.2. Review of the main concept

According to the Basic Education Act 2013 of the laws of Kenya, section 55 and 101(6) indicates that the County Education Board should appoint fourteen BOM members through a nomination panel. These people should be of high integrity and serve on a voluntary basis. The members of the BOM should be at least form four graduates or professional of high integrity.

These people would help in the management of the schools in ensuring that the set goals and objectives are achieved.

2.3. Management of student discipline

Many schools across the country are changing how they discipline students by implementing research and evidence-based disciplinary practices that have yielded positive results for schools and students. These disciplinary practices mainly aim to keep students in classroom and modify their behavior by equipping them with the knowledge and support systems to address the root cause of the behavior.

According to (Jones 2014), there should be a sound relationship between the teacher and the learner, teacher and the top management, students and parents and so creating an informal incentive system. Adocial system must be maintained as well as a reward system to reinforce discipline. High handedness should equally be avoided as it could endanger the life of a school.

Incentive systems can be formalized and reviewed inform of written contingency incentives as found in businesses and industries, which are usually negotiated and drafted inform of a contract.

The cost of mediation in education and that of giving individualized reinforcement limit them to special settings.

According to (Moyo 2014), an effective discipline policy encompasses strategies and mechanisms available to all the members of the school community. Without these crucial resources, a school cannot function as a center for teaching and learning.

(Vanderbilt, 2014) says that disciplinary interventions may vary. Some of the factors that are considered depend on the nature of the offence, frequency of occurrence, impact on students' behavior as well as school academic performance. Progressive discipline is a step by step process designed to modify unacceptable students' behavior. This allows discipline to start at a higher step based on the severity and circumstances of the situation.

2.4. Management of school resources

According to(Richardson,2012) school board members formulate plans to fill or eliminate future job openings based on analysis of future needs, the talent available within and outside the school and the current and anticipated resources that can be expanded to attract and retain such talent.

(Moharaj,2014) states that the Ontario Government's recent policy change requires principal and school Governing Board members to hire human resources for long term assignment based on merit for effective management of human capital in schools.

2.5. Management of school community relations

According to Nakpodia(2012) he points out that secondary schools and communities should enjoy a close relationship so that schools can be well developed.

(Nakpodia 2013), he says that school community relations enhances community involvement in school development not only by providing educational services to the citizens but also providing the functions of informing, enlightening and educating the people in the school through newspapers, radio, and PTA as important means of disseminating information about the school to the community through various community agencies.

2.6. Theoretical Framework

(Fayol 1949) defines management as to forecast and plan, to organize, to command, to coordinate and to control.

The theory of management of work emerged in the 20th Century. One of the scholars who came up with the management theories was Frederick Winslow Taylor who started the Scientific Management Movement. He studied how work is performed and how this could affect the productivity. He later on came up with the principles of management whereby he proposed that by optimizing and simplifying jobs, productivity would increase.

The principles included cooperation among managers, payment for work done, training of workers at work at maximum efficiency, allocation of work between managers and workers so that the managers spend their time planning and training which could otherwise increase efficiency of the tasks performed.

2.7. Summary of identified gaps in the reviewed literature

Discipline among school students goes hand in hand with good academic performance.

An effective discipline policy includes strategies and mechanisms available to all members of the community.

School community relations enhances community involvement in school development in ways such as provision of educational services to the citizens.

For proper management of the schools, the nominated board of management in any given school should be of high integrity and serve on a voluntary basis.

Board of Management of schools should be at least form four graduates or professional of high integrity.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter mainly focuses on the research methodology that was used to identify the roles that the BOM play in the management of secondary schools in Kabondo Kasipul Sub County in Homabay County.

It focused on research design, the study area, target population, sampling techniques used during the study, the sample size, measurement of variables, research instruments, data collection techniques, data analysis and the logistical and ethical considerations in the study.

3.2. Research Design

In this study, the descriptive survey design was used. This is a type of research design whereby information is collected through use of questionnaires or interviews to a sampled individuals (Orodho 2003)

The target population was 10 head teachers and 4 members of BOM in each school, totaling to 40 members of BOM in the ten sampled schools. The survey was conducted through administration of questionnaires to both the head teachers and the members of BOM and interview questions to the head teachers.

3.3. Study Area

This study was conducted in Kabondo Kasipul sub county, Homabay County. This Constituency is located in Rachuonyo South. It borders Kasipul Kabondo Constituency. The study was carried out in this area because the researcher wanted to determine the roles that the BOM play in the management of the schools in terms of discipline, school community relations and the management of school resources so as to enable the achievement of the set goals.

3.4. Target Population

The target population in this study was head teachers and BOM members in the schools that were sampled. The Constituency has a total of 50 secondary schools. Out of this, ten schools were selected as a representative sample.

3.5. Sampling Techniques

The study applied stratified simple random sampling in the selection of ten schools as a representative sample. In this type of sampling, the sample is selected in such a way that it ensures that the subgroups in the population are represented in the sample in proportion to their number in the population. Three groups were obtained from the total number of schools; the public boarding school for girls, public boarding (Boys) and the public mixed day schools.

3.6. Sample Size

The sample size for the study was a population of ten head teachers and forty BOM members, a total of 50 respondents in the sampled schools.

3.7. Research Instruments

Two research instruments; questionnaires and interviews were used in the study.

3.7.1. Questionnaires

A questionnaire is a research instruments that is used to gather data over a large sample. It contains a list of questions that are related to the topic of study. It is then administered to the targeted group whereby they are supposed to fill in by giving their responses concerning the questions asked. The use of questionnaires was appropriate since it can be used to collect information from a large sample, it saves on time and also reduces interviewer's biasness since it is presented in a paper form.

The researcher came up with two sets of questionnaires; one for the BOM members and another for the head teachers.

3.7.2. Interviews

This involved the researcher meeting the head teachers and the BOM members one on one and asking them questions concerning the management of the schools.

3.8. Validity of measurements

Validity of a measurement refers to a measure of how well a test measures what it supports to measure. Validity in this study considered the responses of the respondents on the questions concerning the management of schools. The responses from the respondents provided the

researcher with the information on how the BOM takes part in the management of the secondary schools.

3.9. Reliability of measurements

Reliability of measurement refers to the consistency of measurement that is how consistence the test scores are from one measurement to another. The researcher used the split half method of Reliability in this study, whereby the questionnaires were splited into two halves; one set for the BOM members and another for the head teachers. The contents from the two halves were then matched in order to determine how reliable the results were.

3.10. Data collection techniques

The researcher sought permission from the heads of the schools in order to be given an opportunity to administer the questionnaires to the respondents. The questionnaires were then administered, whereby the respondents participated by filling in their responses. Also, the researcher held interviews with the head teachers. This involved a face to face talk whereby the respondents gave their answers concerning the questions that were asked.

3.11. Data Analysis

Data collected was analyzed through descriptive statistics. Data was presented in tables and percentages for easy understanding. SPSS was also used during data analysis.

3.12. Logistical and ethical considerations

The researcher sought permission from the schools prior so as to be allowed to administer the research tools in good time. The researcher also ensured that the rights and privacy of the respondents are observed during the data collection process.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter covers data analysis for the study. The study majorly aimed at determining the roles played by the BOM in the management of secondary schools in Kabondo Kasipul Constituency. The researcher majorly focused on three objectives in the study which included;

- i) To identify some of the roles played by the BOM in the management of school discipline in secondary schools.
- ii) To determine the roles that the BOM play in the management of school resources.
- iii) To establish how the BOM are involved in the management of school community relations.

4.2 Demographic data of the study

Forty BOM members took part in the study, four from each of the sampled schools in Kabondo Kasipul Constituency. The data analysis was conducted on both qualifications and occupation of forty BOM members in Kabondo Kasipul constituency. The data analysis showed that majority of the BOM members had served for more than three years in their respective schools.

It also showed that majority of the BOM members were unemployed and also few members were graduates as shown in table 4.1. Below.

| | | level of education | | | | |
|-------|-----------|--------------------|---------|---------------|--------------------|----------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent | The stud |
| Valid | secondary | 8 | 20.0 | 20.0 | 20.0 | y sho |
| | diploma | 24 | 60.0 | 60.0 | 80.0 | wed |
| | degree | 8 | 20.0 | 20.0 | 100.0 | that |
| | Total | 40 | 100.0 | 100.0 | | 8(2 |

had attained a certificate in secondary education, 24 (60%) had reached diploma level and 8 (20%) were degree holders. This therefore showed that most of the BOM members had not attained

degree and therefore there was need to improve education in Kabondo Kasipul Constituency so as to have more degree holders in the constituency.

On the number of years served as BOM members, the study found out that 4(10%) of the BOM members had served for less than one year, 4 (10%) had served for one year, 16(40%) had served for two years, 8(20%) had served for 3 years and 8(20%) had served for 4 years as shown in the table below.

| | | time in service as a B.O.M | | | |
|---------|------------------|-----------------------------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | less than 1 year | 4 | 10.0 | 11.1 | 11.1 |
| | 1year | 4 | 10.0 | 11.1 | 22.2 |
| | 2 years | 16 | 40.0 | 44.4 | 66.7 |
| | 3years | 8 | 20.0 | 22.2 | 88.9 |
| | 4years | 4 | 10.0 | 11.1 | 100.0 |
| | Total | 36 | 90.0 | 100.0 | |
| Missing | System | 4 | 10.0 | | |
| Total | | 40 | 100.0 | | |

| Employment | | | | | |
|-------------------|-------|-----------|---------|---------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | yes | 8 | 20.0 | 20.0 | 20.0 |
| | no | 32 | 80.0 | 80.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

On employment, the study found out that 8(20%) of the BOM members were employed and 32(80%) of the BOM members were not employed in the civil service. This therefore showed that most of the BOM members did not have a reliable source of income

| steps taken in provision of learning material | | | | | |
|--|-------|-----------|---------|---------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | yes | 32 | 80.0 | 80.0 | 80.0 |
| | no | 8 | 20.0 | 20.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

When asked on the steps taken in provision of learning materials in the school, 32(80%) of the BOM members had taken part in providing learning materials in the school and only 8(20%) had not taken any step in providing learning materials in the school.

| trained to handle discipline cases | | | | | |
|---|-------|-----------|---------|---------------|-----------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | yes | 24 | 60.0 | 60.0 | 60.0 |
| | no | 16 | 40.0 | 40.0 | 100.0 |
| | Total | 40 | 100.0 | 100.0 | |

When asked whether they have received any training to handle discipline cases in the school, 24(60%) responded that they had received training on how to handle discipline cases. On the other hand, 16(40%) had not received any training on how to handle discipline cases in the school.

4.3 Management of student discipline

The first objective of the study was to identify the roles played by the BOM in the management of student discipline. When asked on the BOM organizing guidance and counseling sessions in the school, 2 (20%) of the principals recorded that the BOM always organized guidance and counseling, 6(60%) responded that the BOM sometimes took part in organizing such sessions and 2(20%) said that the BOM rarely organized guidance and counseling sessions , as shown in the table below. Organizing guidance and counseling sessions in the school would help to modify unacceptable students behaviour and also impact on their academic performance. Mbiti (1974) says that the school administration involves students to make choices in life reasonably and independently through guidance and counseling.

4.3.1 B.O.M organizes guidance and counseling

| Guidance and counseling | Frequency | Percent |
|--------------------------------|------------------|----------------|
| Always | 2 | 20.0 |
| Sometimes | 6 | 60.0 |
| Rarely | 2 | 20.0 |
| Total | 10 | 100.0 |

When asked whether the BOM took part in the admission of new students in the school, 6(60%) said that the BOM took part in admitting new students while 4 (40%) said that the BOM did not take part in admitting new students in the school, as shown in the table below.

4.3.2 B.OM taking part in handling discipline cases in school

| Handling discipline cases | Frequency | Percent |
|---------------------------|-----------|--------------|
| yes | 6 | 60.0 |
| no | 4 | 40.0 |
| Total | 10 | 100.0 |

When asked whether the BOM handle discipline cases in the school, 6(60%) said that the BOM take part in handling discipline cases and 4(40%) said that the BOM do not take part in handling discipline cases in the school. Backet (1991) says that the school governors can choose to advise the head of the school on specific disciplinary matters and the head must take account of this advice. Also, Aringo (1987) urged secondary school boards to exercise complete control over discipline of the schools by ensuring that teachers and students are disciplined.

4.4 Management of school resources

The second objective of the study was to determine the role BOM play in the management of school resources. When asked on whether BOM provide funds for purchasing learning resources, 8(80%) said that the BOM provided funds for purchasing learning resources while 2(20%) said that the BOM do not provide funds for purchasing learning resources, as shown in the table below. Dean (1995) notes that it is the responsibility of the BOM to ensure that there are adequate resources to implement the school curriculum.

4.3.3 B.O.M taking part in the provision of funds for purchasing learning resources

| Purchasing learning resources | Frequency | Percent |
|-------------------------------|-----------|--------------|
| yes | 8 | 80.0 |
| no | 2 | 20.0 |
| Total | 10 | 100.0 |

4.3.4 B.O.M mobilizing finances for putting up structures in school

| Structures finance | Frequency | Percent |
|--------------------|-----------|--------------|
| yes | 7 | 70.0 |
| no | 3 | 30.0 |
| Total | 10 | 100.0 |

On mobilization of finances by the BOM for putting up structures in the school, 7(70%) said that the BOM usually mobilized funds for putting up structures while 3(30%) said that the BOM did not mobilize funds for putting up structures in the school. According to Mutai (2002) quoting Writ (1974) says that the school boards raise local revenues for instructional programmes, construction of facilities and provision of text books. This remains a major role of the BOM.

4.4 Management of school community relations.

do B.O.M allows community members to use school resources

| Use of school resource | Frequency | Percent |
|------------------------|-----------|--------------|
| yes | 8 | 80.0 |
| no | 2 | 20.0 |
| Total | 10 | 100.0 |

The third objective of the study was to establish how the BOM are involved in the management of school community relations. On the question about the BOM allowing community members to use school resources, 8(80%) said that the BOM allow community members to use school resources and 2(20%) said that the BOM do not allow community members to use school resources. Hello (1993) says that the school board should foster good relations with the parents and the local community.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter majorly covers the summary of the study findings, conclusions and recommendations arrived at based on the study findings. It also covers suggestions for further study on areas that have been left out by the researcher, the study gaps.

5.2 Summary of the study

The major aim of the study was to investigate the roles that the BOM play in the management of secondary schools in Kabondo Kasipul Constituency. The study focused on the following areas of management: management of student discipline, management of school resources and finally the management of community relations. The data that was collected showed that majority of the BOM members had served for two years in their respective schools.

On employment, a few members of the BOM were employed with the majority being unemployed. The study also found out that a few BOM members were degree holders, with the majority being at diploma level of education. There was therefore need to improve education in Kabondo Kasipul constituency so as to produce more degree holders in the constituency. The study also found out that most of the BOM members had taken part in the provision of learning materials in the school with only a few who had not taken any step in providing learning materials in the school to aid learning.

The study also found out that most of the BOM members had received training on how to handle discipline cases in the school. There was therefore need to more training to the BOM members on matters concerning discipline so that they can acquire more skills and knowledge on the same.

Data for the study was collected from forty BOM members and ten headteachers representing ten schools in Kabondo Kasipul constituency. The study obtained significant findings regarding the involvement of the BOM performing their roles in school management. On the management of student discipline, the BOM were involved in some roles such as facilitating guidance and counseling sessions in the school, admitting new students joining the school and also handling discipline cases in the school.

About organizing guidance and counseling sessions in the school, the study found out that a few BOM members always organized for such sessions in the school, with the majority doing it sometimes and a few rarely involved themselves in facilitating such sessions in the school. Concerning the admission of new students in the school, the headteachers reported that the BOM usually took part in admitting new students in the school with only a few who did not take part during the admission days.

Data collected also showed that most of the BOM members always took part in handling discipline cases in the school. On the management of school community relations, the data collected showed that the BOM always allowed community members to use school resources for example the school bus could be hired by the community for different purposes. Also, the BOM always involved community members in occasions such as fund raising in the school.

5.3 Conclusions

According to the study findings, it emerged that the BOM played the following roles managing student discipline: They facilitated guidance and counseling sessions in the school, took part in admitting new students joining the school and also took part in handling discipline cases in the school. On the management of school resources, the BOM provided funds for purchasing learning resources and also mobilized finances for putting up structures like laboratories in the school.

Concerning the management of school community relations, the BOM participated in roles such as allowing community members to use school resources and also involving members of the community in occasions such as fund raising in the school.

5.4 Recommendations

Based on the findings of the study, the researcher recommended that;

- 1) There is need to offer training to the BOM members on how to deal with discipline cases in the school.
- 2) The school heads should always keep a close contact with the BOM for effective management of the schools.
- 3) The minimum academic qualification that should be considered when appointing BOM members should be at degree level.
- 4) Immediately after the appointment of the BOM, they should undergo some training on the management of schools so as to acquire several skills and knowledge on how to involve themselves in different areas of management.

5) The BOM members who take their roles seriously in the management of schools should be promoted and always appreciated for their good work.

5.5 Suggestions for further study

According to the findings of the study, there is need to conduct further research on the following areas;

1) Further research should be conduct so as to investigate the experience and the age with be the performance of their managerial duties as BOM.

2) Further research should be carried out on how the BOM are involved in the management of human resource in the school.

3) Researchers should also conduct a study on the effectiveness of the BOM involvement in the management of school finances.

4) The researcher also suggests that the study to be replicated in other parts of the country.

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APPENDICES

Appendix I: Questionnaires

Part One: Questionnaire For The BOM Members

Instructions

Please tick where necessary in the boxes provided.

(a)Have you ever been a BOM member before?

Yes [] No []

(b)For how long have you served as a BOM member in the school?

Less than 1 year [] 1 year [] 2years [] 3years [] 4years []

(c)What is your level of education?

Primary level [] Secondary level [] Diploma [] Graduate []

(d) Are you employed? Yes [] No []

Have you received any training on how to handle indiscipline cases in the school?

Yes [] No []

(e)Have you taken any step in the provision of material resources to aid learning?

Yes [] No [] .If yes state which.

.....

Part Two: Questionnaire For The Head Teacher

Instructions

Please tick where appropriate

(a)Do the BOM take part in the provision of funds for the purchase of learning resources?

Yes [] No []

(b) Do the BOM mobilize finances for the building of structures like libraries and laboratories?

Yes [] No []

(c) Are the members of BOM facilitating guidance and counseling sessions in the school?

Yes [] No []

(d) Do the BOM take part in the admission of new students in the school?

Yes [] No []

(e) Do the BOM allow community members to use school resources?

Yes [] No []

(f) Do the BOM involve community members in occasions such as fundraising in the school?

Yes [] No []

Appendix II: Interview Questions for The Head Teachers

Part A

Personal Details

(a) Name.....

(b) Name of school.....

(c) How long have you served as the principal in the school?

Part B

(a) What steps do the BOM members take in ensuring that student discipline is maintained?

(b) Are they involved in the disciplinary committees?

(c) What are some of the ways in the BOM ensure that students behave well even when they are out of the school compound?

(d) How do the members of the BOM ensure that there are enough learning materials in the school?

(e) How do the BOM take part in ensuring the maintenance of physical facilities in the school?

(f) In which ways do the BOM ensure that good relations are maintained with the community that surrounds the school?

(g) Do the BOM involve parents in the development of the school? If yes, state how.

(h) Do they allow the community members to benefit from the school resources? How?