

The Relationship between Board of Management's Involvement in the Recruitment Process and their Levels of Education: A Case of Public Secondary Schools in Wareng Sub County in Uasin Gishu County, Kenya

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Abstract

Boards of Managements (B.O.M) carry with them the success or failure of the schools' management. The success of B.O.M is portrayed through good academic performance and high discipline standards in schools. Poor management on the other hand, may lead to the dissolution of the Board and nomination of another to manage the school. Performance of the B.O.M may be as a result of their training levels and acquired skills. This study therefore sought to categorize education levels of B.O.M in Wareng Sub County in relation to their involvement in the recruitment process. The study employed a descriptive survey design. The study population included head teachers/principals, members of Board of Managements, Education Officers, teachers and Support Staff. Simple random sampling was used to obtain 12 schools out of the total 24 public schools in Wareng Sub County. A total of 12 head teachers, 7 school bursars and three District Education Officers were purposively included in the study. Simple random sampling was used to select 50 teachers and 43 B.O.M members from the schools selected. Data was collected by the use of questionnaires and interview schedules and analysed by use of descriptive statistics. The study established that majority of the B.O.M members were holders of Diploma and Secondary Education Certificate. It was also established that B.O.M were often engaged in the selection of teachers and recruitment of non-teaching staff, promotion and discipline of support staff, motivation of teachers and disciplining of errant teachers. The study is expected to enrich Board of Management's induction and training programmes in order to improve the quality of school management in Wareng Sub County.

Keywords: Relationship, Board of Management, Recruitment, Public Secondary Schools, Education level.

1. Introduction

According to Ominde report (1964) the establishment of B.O.M is aimed at giving each school a personality of its own and it is also a means of decentralization of authority to avoid delays and impersonal nature of the Central Government. Section 4 (1) (b) of the Teacher's Service Commission (TSC) Act, allows the commission to delegate functions in matters related to recruitment, assignment, transfers and discipline of teachers to the TSC agent; the B.O.M for that matter. The big question is whether the agents are adequately prepared to handle teacher and non-teaching staff recruitment and selection within the decentralized framework.

In Africa, different countries have different experiences and practices as well as views on the involvement of Board of Management in the recruitment and selection of personnel in secondary schools. Vain Wyk (2001) carried out research to establish factors influencing the implementation of school governing bodies in post Apartheid South Africa. Using survey research design, the author targeted parents, teachers and school principals in South Africa. The study revealed that governing bodies' performance was greatly undermined by lack of adequate training of board members. It also indicated that schools principals were reluctant to relinquish or even share power and authority with the governing bodies. The study revealed that many school governing bodies were not representative of the ethnic, color and class diversity. In the Kenyan situation it is important to find out whether ethnicity, religious affiliation and class affect the performance of the Boards of Management. The guidelines on the qualification and composition of the Boards of Management may help to reveal existing disparities in the composition of membership. The above findings instigated the current study to establish the relationship between involvement of BOM in recruitment and selection of personnel in secondary schools and their levels of training.

Wangatho (2000) carried out a study of stakeholders' perception of effectiveness in B.O.M steering of Public Secondary Schools in Ol-Kalou and Ol-Joro Orok Division of Nyandarua District. He recommended that all those managing secondary schools should undergo training before they are assigned managerial duties. He also proposed that B.O.M should be involved in all areas of management as stipulated in the Education Act and only in some aspects. It was a concern for this study to investigate whether training for new board members is taking place in Kenya today.

1.1 Training, Recruitment, Development and Performance Appraisal

Training is the process of providing junior employees with specific knowledge and skills in order to enable them

to perform specific tasks. Development on the other hand is the process of providing senior employees with conceptual skills for performing general duties. Okumbe (1998) asserts that the purposes of training are to improve employees' performance in their current jobs and/or equip them for more demanding roles or change in their tasks in future. Lack of training causes underperformance, low job morale and high turnover as workers become increasingly frustrated for not being able to perform the work as expected.

Education management has no choice as whether to train employees or not. All employees, regardless of their previous training, education and experience must be given further training and development. This is because the competence of workers will never last forever due to such factors as curriculum and technological changes, transfers and promotions. As a result of training employees become more flexible. The productivity and quality of work improves. There is job satisfaction with reduced absenteeism, staff turn-over and work related accidents. The organization also learns not to fear new technology and other changes. Currently schools are adapting to Information Computer Technology in education and all employees ought to be compliant. Management recruitment seeks to improve a person's overall career prospects rather than train him or her to perform duties necessary for the present job. It comprises of a series of planned training activities and work experiences designed to improve a manager's performance and equip him or her for higher level work.

Training for Board of Management may include administrative procedures, legal aspects, management methods, time management, interpersonal skills, communication, leadership, creative abilities, decision making and problem solving. The present study sought to establish the level of education which involves training of B.O.M. and their involvement in the recruitment process.

Performance appraisal refers to the evaluation of the effectiveness of workers in their work assignments. It is aimed at finding out the potentials of an individual employee. It helps to evaluate how a worker succeeds in his/her present job and this is important for estimating how well he or she will perform in the future. It helps to determine the strengths and weaknesses of an individual worker so that remedial measures can be taken to improve productivity. It enables the management to determine training needs and provides basis for promotion and internal recruitment, transfers or dismissals. It helps in increasing job satisfaction of workers by developing their potentials through proper feedback mechanisms. It is also an important tool for human resource planning in an education organization. It is an important source of feedback on the effectiveness of selection and training.

Performance management is the integration of employee recruitment with results based assessment. It encourages performance appraisal, objective setting for individuals and departments, appropriate training programmes. Appraisal of managers by their subordinate, peers and people in other departments might also be included in the scheme. Managers need to constantly monitor the external environment for opportunities and threats affecting human resources and be prepared to react quickly to these changes. Cardy, Gomez-Meija and Balkin (2005) state that major considerations include workforce diversity, legislation globalization, competitive forces, labour unions and epidemics. Many human resource departments organize diversity training, workshops for managers and employees to enable them to better their skills.

It is important for managers to monitor legal environments and develop internal systems such as supervisory training and grievance procedures to avoid costly legal battles. The board should be familiar with documents like the employment acts, labour dispute acts, children rights and the affirmative actions that aim to accomplish the goal of fair employment by making efforts to employ members of protected classes like women, children and the handicapped.

2. Materials and Methods

This study employed descriptive survey research design since the factors investigated and data collection procedures were descriptive in nature. According to Koul (1984), descriptive studies are classified into three categories; survey studies, interrelationship studies and developmental studies. The design was adopted because the population studied was too large to be observed directly and thus economically viable both in time and money by taking a sample of population to generalize results for the whole population, resulting to in-depth, rich and meaningful findings. The study was carried out in Wareng Sub County, Uasin Gishu County, Kenya. Wareng Sub County has forty (40) public secondary schools among them four (4) provincial girls boarding schools (GB) and one (1) provincial boys boarding school (BB), thirty five (35) district schools of which, one (1) is purely boys boarding, one (1) is boarding for boys and day for girls, another is boarding for girls and day for boys the remaining thirty two are day mixed schools.

The Sub County also has nine (9) private schools but the study was only concerned with the public secondary schools. All the provincial schools have a maximum capacity of five hundred and forty (540) students; all the district schools have a maximum capacity of two thousand and seventy (2070) (D.E.O'S Office- Wareng Sub County, 2008). There are seven hundred and sixty five (765) private schools. The subject of the study was from the twenty four (24) public schools that presented candidates for the Kenya Certificate of Secondary Education (KCSE, 2008). The study also targeted Wareng District Education Officer, the staffing officer, head

teachers, teachers, B.O.M. members and non- teaching staff members.

The author used simple random sampling to obtain 12 schools which represented 50% of the total number of schools. This agrees with Kerlinger (1986) who noted that a sample size of at least 30% is a good representation of the entire population. Simple random sampling was also used to obtain 48 board members out of 168 (four from each school) and 50 teachers out of 167 from the selected schools. All the twelve head teachers from the twelve schools, the three education officers from the District Education Officer, the staffing officer and school bursars were purposively included in this study. The study used questionnaires and interview schedules for data collection. Data collected through questionnaires was analyzed using descriptive statistical techniques which included frequencies and percentages, whereas data from the interview was recorded qualitatively under the respective themes. Quantitative data was presented in tables.

3. Results

3.1 Demographic Information

Background information of the respondents was considered important because generalization and conclusions are largely drawn on the basis of characteristics of the respondents, their attitudes and experiences.

3.2 Respondents' Gender

The teachers, B.O.G, respondents who participated in this study were required to state their gender. Their responses are presented in Table 1.

Table 1: Teachers' Gender

| Gender | Teachers | | B.O.M | | Bursar | |
|--------------|-----------|--------------|-----------|--------------|----------|------------|
| | f | % | F | % | f | % |
| Male | 32 | 64.0 | 33 | 76.7 | 2 | 28.6 |
| Female | 18 | 36.0 | 10 | 23.3 | 5 | 71.4 |
| Total | 50 | 100.0 | 43 | 100.0 | 7 | 100 |

As shown in Table 1, majority (64%) of the teachers who participated in this study were male whereas the rest (36%) were female. Majority (76.7 %) of the B.O.M members were male whereas the rest (23.3%) were female. This implies that there was gender imbalance of B.O.M in the schools selected for this study. It is also instructive to note that 71.4% of the bursars who participated in this study were female and the remaining 28.6% were male. This is an indication that most schools have an inclination towards employment of female bursars.

3.3 Length of Stay in School

Apart from academic qualification of the teachers who participated in this study, the other variable included in this study was the length of stay of the teachers in the schools. Table 2 shows the teachers' responses on this item.

Table 2: Length of Stay in School

| Length | F | % |
|--------------|-----------|--------------|
| 1 -3 yrs | 25 | 50.0 |
| 4 – 6 | 11 | 22.0 |
| 7 – 9 | 6 | 12.0 |
| > 10 yrs | 8 | 16.0 |
| Total | 50 | 100.0 |

It is indicated in Table 2 that 50% (25) of the teachers had stayed in their work stations for a period of less than 3 years. Another 22% (11) had been in the station for a period ranging between 4 and 6 years. It is further revealed that 16% (8) had been in the stations for more than ten years thus more qualified to give meaningful responses to the items in the research instruments. It should be noted that 12% (6) of the teachers had taught for a period of between 7-9 years. This implies that most of the teachers had worked in the station for more than a year hence they could provide up to date information about the school.

3.4 Academic Qualification

The study sought to establish the academic qualification of the respondents who were included in this study. This data would enable the author to identify the quality of teachers and bursars recruited by the B.O.Gs in the schools selected for this study. This variable was important for this study to establish the education level of the B.O.G members and thus their ability to participate in the recruitment and selection process. The findings on this

item are recorded in Table 3

Table 3: Academic Qualification of Respondents

| Qualification | Teachers | | B.O.G | | Bursar | |
|-------------------|-----------|--------------|-----------|--------------|----------|------------|
| | f | % | F | % | f | % |
| Primary | - | - | 2 | 4.7 | - | - |
| Secondary | 1 | 2.0 | 16 | 37.2 | - | - |
| Diploma | 8 | 16.0 | 12 | 27.9 | - | - |
| Degree | 32 | 64.0 | 9 | 20.9 | - | - |
| Masters and above | 9 | 18.0 | 4 | 9.3 | - | - |
| KATC I | - | - | - | - | 2 | 28.6 |
| KATC II | - | - | - | - | 3 | 42.8 |
| CPA | - | - | - | - | 1 | 14.3 |
| ACCOUNTS | - | - | - | - | 1 | 14.3 |
| Total | 50 | 100.0 | 43 | 100.0 | 7 | 100 |

Table 3 shows that 64 % (32) of the teachers were holders of a degree in education and 18% (9) had Masters Degrees. It is also shown that 16 % (8) possessed a Diploma in Education and only 2% (1) were unqualified. This implies that majority of the teachers were qualified and thus able to teach in secondary schools. These are some of the teachers recruited by the B.O.M at the secondary school level. A fraction of 37.2% (16) of the B.O.M members had secondary school education as their highest academic qualification and 27.9 % (12) were Diploma holders. Another 20.9% (9) were Degree holders. The Table also indicates that 9.3% (4) of the B.O.M members had a Masters Degree as their highest academic qualification. It should be noted that 4.7% (2) of B.O.M members had primary school education as their highest academic qualification. B.O.M members with primary education as their highest qualification are a breach to guidelines. This implies that a majority (65.1%) of the B.O.M members were diploma and secondary education holders. Most (42.8%) of the bursars were holders of KATC II whereas 28.6% were KATC I. Only 14.3% were CPA holders. From the interview results, it was established that all the head teachers were B.E.D degree holders and majority had been in the district for a period of 1-3 years. This implies that they had relevant information for this study.

3.5 Teachers' views of the Recruitment and Selection Exercise

The study also sought to determine the level of involvement of Boards of Management in personnel recruitment. To achieve this objective, teachers were asked to state their views concerning the conduct of recruitment exercise in their respective schools. Their responses are as shown in Table 4.

Table 4: Recruitment Exercise

| Recruitment Exercise | S | | A | | U | | D | | SD | | Total | |
|---|-----------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|-----------|-----------|------------|
| | f | % | f | % | f | % | f | % | f | % | f | % |
| Recruitment and selection of teachers remain under B.O.G | 6 | 12 | 16 | 32 | 4 | 8 | 10 | 20 | 14 | 28 | 50 | 100 |
| Process should be streamlined to make it more effective | 17 | 34 | 22 | 44 | 2 | 4 | 3 | 6 | 6 | 12 | 50 | 100 |
| B.O.G involvement should be scrapped | 15 | 30 | 10 | 20 | 8 | 16 | 9 | 18 | 8 | 16 | 50 | 100 |
| Process is prone to manipulation | 19 | 38 | 13 | 26 | 8 | 16 | 5 | 10 | 5 | 10 | 50 | 100 |
| B.O.G members are not competent | 11 | 22 | 10 | 20 | 9 | 18 | 11 | 22 | 9 | 18 | 50 | 100 |
| Selection is based on merit | 11 | 22 | 13 | 26 | 8 | 16 | 10 | 20 | 8 | 16 | 50 | 100 |

As revealed in Table 4, 44 % (22) of the teachers agreed that the recruitment of teachers should remain under B.O.M whereas 48% (24) disagreed. Another 8% (4) were undecided on this variable and thus they did not give their comment concerning this item. It is further revealed that 78 % (39) of the teachers asserted that the recruitment process should be streamlined to make it more effective whereas 18% (9) disagreed and only 4% (2) were undecided. This implies that the recruitment process required to be streamlined to increase its effectiveness. It is also indicated that 50% (25) of the teachers said that B.O.M involvement in the recruitment exercise should be scrapped whereas 34% (17) disagreed. This implies that a half of the teachers suggested that B.O.M involvement in the recruitment process should be scrapped.

Table 4 also indicates that 64% (32) of the teachers who participated in this study agreed that the recruitment process was prone to manipulation and 20% (10) disagreed whereas the remaining 16% (8) were undecided on this item. A report by the commission of enquiry into education system in Kenya (1999) expressed

concern on the political influence in the appointment of B.O.M members, low level of Education for some and lack of commitment for others. There were 42% (21) of the teachers who asserted that B.O.M members were not competent to handle the recruitment exercise and 40% (20) disagreed. Only 18% (9) were undecided. Ogono (1987) revealed that role conflict between the head teacher and the B.O.M was mainly because the B.O.M members were not adequately knowledgeable on their duties and powers. It is further revealed that 48% (24) of the teachers agreed that selection was based on merit while 36% disagreed and another 16% (8) remained undecided on this item.

4. Discussion

4.1 Demographic Information

The study sought to establish the gender, academic qualification and experience of the respondents. The findings of the study indicates that majority (64%) of the teachers who participated in this study were male whereas the rest (36%) were female. It was found that 76.7 % of the B.O.M members were male whereas (23.3%) were female. Further, 71.4% of the bursars who participated in this study were female and the remaining 28.6% were male. Concerning the academic qualification of the respondents, it was established that 64 % of the teachers were holders of a degree in education and 18% (9) had Masters Degrees. It is also shown that 16 % (8) possessed a diploma in education and only 2% (1) were unqualified. As for the B.O.M members, a majority (65.1%) of the B.O.M members were diploma and secondary education holders. Most (42.9%) of the bursars were holders of KATC II whereas 28.6% had KATC I as their highest level of education. Only 14.3% were CPA holders.

4.2 Teachers' Opinions on the Recruitment Exercise

The study revealed that 44 % of the teachers agreed that the recruitment of teachers should remain under B.O.M whereas 48% disagreed. Another 78 % asserted that the recruitment process should be streamlined to make it more effective whereas 18% disagreed. It was also indicated that 50% of the teachers said that B.O.M involvement in the recruitment exercise should be scrapped whereas 34% disagreed. It was agreed by 64% of the teachers that the recruitment process was prone to manipulation and 20% disagreed. There were 42% of the teachers who asserted that B.O.M members were not competent to handle the recruitment exercise and 40% disagreed. It was further revealed that 48% of the teachers agreed that selection was based on merit while 36% disagreed.

5. Conclusion

From the study findings, a conclusion can be drawn that there is gender disparity in Board of Management membership. The study also found that Board of Management members are fairly educated; but they need policy documents, and capacity building to cope with emerging issues.

6. Recommendation

1. There is need to consider the professional and academic qualification of the B.O.M members. This will enable the B.O.M members to acquire the competency required to participate in teacher/support staff recruitment exercise.
2. School Board members and education officials should be inducted on recruitment and selection procedures and should regularly attend and participate in refresher course.

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