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EFFECTIVENESS OF BOARD OF MANAGEMENT IN PRIMARY SCHOOL MANAGEMENT IN KAJIADO CENTRAL SUB-COUNTY, KENYA.

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A B S T R A C T :

The purpose of this study was to investigate the effectiveness of Board of Managements (BOMs) in primary school management in Kajiado Central Sub-County, Kenya. Specifically, the study sought to: examine BOM participation in resource mobilization, assess the influence of BOM involvement on resource utilization, explore the impact of BOM participation in decision-making processes, and identify challenges faced by BOMs in mobilizing community support for education. The study employed a descriptive research design, targeting a population of 759 respondents, including BOM members, head teachers, teachers, and sub-county education officers. A sample of 120 respondents was selected using simple random and purposive sampling techniques. Data collection involved questionnaires for teachers and BOM members and interview schedules for head teachers and sub-county education officers. Pilot testing was conducted in Machakos County to assess validity and reliability. Quantitative data were analyzed using SPSS version 23, employing both descriptive and inferential statistics. The Chi-square test was used to examine differences between observed and expected variables, and results were presented in charts, tables, and frequencies. The study found that 38% of respondents (17) disagreed that BOM involvement significantly increased school resources, and 40% (18) disagreed that BOM members were trained in fund mobilization. However, 51% (23) agreed that BOM participation fostered partnerships with local businesses and community organizations. In terms of resource utilization, 51% (23) agreed there were adequate classrooms, but 58% (26) disagreed that there were enough teachers, and 76% (34) disagreed that resource usage was properly monitored. Regarding decision-making, 51% (23) disagreed that BOMs were involved in decisions between teachers and head teachers, and only 18% (8) agreed that learners participated in decision-making. The study also found that 60% (27) of respondents agreed that BOMs were committed to their duties, but challenges such as poor resource utilization (51%), poor decision-making processes (49%), and embezzlement of funds (60%) persisted. The study recommends that the Ministry of Education provide targeted training and capacity-building programs for BOM members, implement regular monitoring and evaluation of BOM activities, and ensure that school administrators actively involve teaching staff, parents, and BOMs in decision-making processes to improve resource management and academic outcomes.

Keywords*: Board of Management; primary school management; resource mobilization; resource utilization; decision-making; Kajiado Central Sub-County.*

Introduction

1.1 Background of the study

The importance of education has never been doubted or contradicted in any part of the world (Andoh-Robertson et al., 2020). It is treasured in society because it provides the tool for imparting knowledge and skills (Andoh-Robertson et al., 2020). It cultivates values, morals, and character and develops the intellect. Many strategies and methods required to impart knowledge are varied (Andoh-Robertson et al., 2020). Education is a social service that places a high demand on the governments resources; this underscores the need to decentralize the management of the education system by involving other key stakeholders in the school-based management to achieve efficiency and the overall goals of the education system (Ayeni & Bemire, 2022).

School management involves administration, governance, decision-making, planning, organization, and controlling activities about a particular school (Aryeh-Adjei, 2021). Effective school management must focus on all stakeholders to influence student learning outcomes Abre (2017). Internationally, school management bodies exist in different countries and are referred to by various names, such as management committees, overseers, and local boards (Baaru, 2020). They are charged with running school daily duties (Baaru, 2020).

Most BOM members were found to be ignorant of their roles as far as academic matters were concerned. Most were either semi-literate or illiterate and could not make appropriate decisions, translating into better Education (KCPE) results. These shortcomings have necessitated this study to investigate the effectiveness of Board of Management participation in enhancing performance in primary schools.

1.2 Purpose of the study Objective of the study

The main objective of this study was to assess the effectiveness of Board of Management in primary school management: A Case of primary schools in Kajiado central sub-county, Kenya

1.3 Objectives of the Study

The study aimed at achieving the following objectives;

- To investigate the influence of BOM participation on resource mobilization in primary schools in Kajiado Central sub-county.
- To examine the influence of BOM involvement on resource utilization within primary schools in Kajiado Central sub-county.
- To explore the impact of BOM participation on decision-making processes in primary schools in Kajiado Central sub-county.
- To identify the challenges experienced by BOMs in performing their roles in primary schools in Kajiado Central sub-county.

LITERATURE REVIEW

2.1 Theoretical framework

The stakeholders' theory of participation provided a theoretical foundation for the study. In his seminal work, Freeman (1984) introduced the Stakeholders' Theory of participation, which states that the stakeholder ecosystem comprises anybody that either affects or is affected by the organization. Freeman (2010) defines a stakeholder as any individual or group interested in a particular issue and whose interests are believed to affect or be affected by the organization's achievement. The theory clarifies the responsibility of all education stakeholders to carry out their obligations in attaining the objectives of education (Harrison, 2019).An emerging concept known as the new stakeholder theory focuses on collaborative value creation among stakeholders (Freudenreich et al., 2020; Gil, 2023; McGahan, 2021, 2023). This theory is based on the idea that organizations are formed to enable teams of stakeholders to generate more value together than they could individually.

To realize better learners' academic achievement in Kajiado County, the various stakeholders in Kenya's education system must work as a unit. The motivation of teachers, effective monitoring and budgeting, BOM routine visits and supervision, resource allocation and utilization by BOM must all be linked as a unit for improved teaching-learning conditions in primary schools to enhance learners' academic achievement.

2.2 Empirical Review

Mwangi and Wairimu (2021) directly addressed the relationship between BOM participation and resource utilization effectiveness in schools in Kenya. According to their results, more intense BOM involvement results in more effective use of resources, which is critical for the overall improvement of education for the students. The research offers empirical data in favor of the claim that BOMs play a key role in maximizing resource allocation.

Akyeampong (2004), in contextualizing decentralization in Africa, found that decentralization in systems that are not appropriately adjusted to its fundamental requirements for effectiveness can lead to outcomes that undermine the very reason why they were introduced. Akyeampong (2004) further contends that decentralization practiced in developed countries where their socio-economic status and pace are advanced may require just grappling with parity and equity issues as warranted by the government. This is not the same in sub-Saharan Africa, where circumstances differ broadly. For instance, personnel, material and technology are usually considered basic variables before issues of equity and parity come into the picture.

In their assessment of factors affecting the standard of education in the Upper region,Nsiah & Peprah (2005) revealed that BOMs were operationally non-existent in 14 of the schools visited to formulate policies, ensure environmental cleanliness in schools, monitor regular attendance of teachers and pupils, as well as ensure adequate supply of teaching and learning resources. The absence of BOM was the possible cause of the increasingly poor performance.

Nhlapo (2006) notes that school facilities maintenance basically relates to the repair, replacement and general upkeep of physical features found in school buildings, grounds and safety systems. Szuba and Young (2003) indicate that maintenance ensures safe conditions for facility users, learners, educators, staff, parents or guests. The study further notes that maintenance is usually the responsibility of the Board of Management. The body should be concerned with creating an appropriate and adequate physical setting for learning.Ayeni and Adelabu (2011) observed that Board of Managements are the custodians of school facilities and that it is their responsibility to ensure that all components of the facility are in good working condition, well protected and used for the purpose (s) for which they were acquired. The school heads, as members of the BOM, should motivate staff members as well as the students to internalize maintenance culture with respect to the school plan and even in personal affairs. Equally, the teachers are to assist the school heads in maintaining the school infrastructure and learning environment see that every item in their classrooms is in good condition, and promptly report any dilapidation or deterioration to the school head for necessary maintenance action.

2.3 Research Gap

Most of the existing research on Board of Managements has focused on secondary schools, with the majority examining finance and resource utilization. Studies from countries such as Nigeria, Ghana, South Africa, and Uganda have contributed extensively to this area. In Kenya, literature on the role of BOMs in primary schools is limited, with some contributions by Baaru (2020). While secondary schools in Kenya have management bodies, known as Boards of Governors (BoGs), which oversee governance, resource management, and strategic oversight, primary schools are managed by Board of Managements (BOMs), which are largely composed of parents and focus on governance, resource mobilization, and academic support. The introduction

of the new competence-based curriculum in Kenya has altered the demands on school management structures. Consequently, the role of BOMs requires re-examination, particularly at the primary school level, where little empirical research has been conducted on their impact. This knowledge gap - specifically regarding BOM participation in resource mobilization, utilization, decision-making, and challenges faced in primary schools - necessitated this study to provide evidence-based insights and recommendations.

RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

A descriptive survey design was best suited for this study because the data required for analysis was collected from a large population, since it was hard to observe the features of each individual. According to Matanda (2022) descriptive research is the research approach that describes the characteristics of the population, sample or phenomenon studied. This study had to select the descriptive design because it allows the researcher to gather numerical and descriptive data to assess the relationship between the variables. This enabled the researcher to produce statistical information on the effectiveness of Board of Management in primary school management in Kajiado central sub-county, Kenya.

3.2 Study area.

This study was conducted in Kajiado Central sub-county among the BOM members, teachers, head teachers, and education officers. It is a semi-arid region in the former Rift Valley province of Kenya. As of 2019, Kajiado spanned an area of 4,240 km, with a recorded population of 161,862 people, most of whom belong to the traditional nomadic pastoralist Maasai tribe. The sub-county is located within Kajiado County which borders Nairobi and to its south borders the Tanzanian regions of Arusha and Kilimanjaro. The county capital is Kajiado, but the largest town is Ongata Rongai. Its main tourist attraction is its wildlife. Kajiado county, including Kajiado Central subcounty, has a road network totaling 2,419.2km; of this, 1,111.9km is covered by earth surface ,932.3 km is murram surface, and 375km is covered by bitumen.
The three main livestock kept are cattle, sheep, and goats, and they are kept for meat, raw fat, fresh hides, and skins. Kajiado central sub-county is located at an elevation of 1581.7 Meters (5189.3 feet) above sea level; Kajiado central has a tropical wet and dry or savannah climate. The sub-counties' yearly temperature is 20.510C -1.99% lower than Kenya's averages. Kajiado central typically receives about 96.67 milliliters (3.81 inches) of precipitation and has 180.81 rainy days (49.54% of the time) annually.

3.3 Target population.

The target population is the larger population under study to whom the investigation's findings should be applied. In contrast, a *population* is defined as all the components that satisfy the standards for inclusion in a research study. The results of the study apply to the intended audience. The target population was 759 respondents from 104 primary schools. It comprised of 200 BOM members, 450 teachers, 104 head teachers from all the primary schools, and five sub-county education officers in Kajiado Central. BOM members, teachers, head teachers, and sub-county education officers who provided information on the effectiveness of Board of Management in primary school management in Kajiado Central sub-county, Kenya.

Target population

Respondents	Sampling methods	Total number of respondents
BOM members	Purposive	200
Education Officers	Purposive	5
Teachers	Simple random	450
Head teachers	Purposive	104

Sample size

Respondents	Target population	%	Sample size	Sampling method
Headteachers	104	10%	10	Purposive
Education Officers	05	100%	05	Purposive
BOM members	200	30%	60	Purposive
Teachers	450	10%	45	Random
Total	759		120	

3.4 Research Instruments.

Pritha Bhandari (2020) identified data collection as a systematic process of gathering observations or measurements. It allows you to gain first-hand knowledge and original insights into your research problem. The study variables are measured using various techniques such as interviews, document analysis, and questionnaires. This study collected data using questionnaires administered to BOM members and teachers, interviews with head teachers and county education officers.

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

4.1 Background Information of the Respondents

The respondents provided background and demographic information, including gender, age, level of education, and number of years they have been in their current schools. The majority of respondents in the study were female, accounting for 61.7% (n = 74), while males represented a smaller proportion of 38.3% (n = 46). In terms of age, a large proportion of respondents 56 (46.7%) were aged between 26 and 30 years. A slightly smaller group 50 (41.6%) fell within the 31–40-year age bracket, while the youngest group those below 25 years comprised a minority at 11.7%. Regarding educational attainment, the majority 78 (65.0%) of the respondents held a Bachelor's degree, whereas a smaller portion (35.0%, n = 42) had attained a Diploma. When asked about the number of years spent working in their current school as a head teacher, a significant majority 84 (70.0%) did not disclose this information. Among those who responded, 17.5% (n = 21) had worked in the school for one year, 7.5% (n = 9) for two years, and 3.3% (n = 4) for three years. Only a small proportion (1.7%, n = 2) reported having served for more than three years as summarized in the Table

Variable	**Category**	**Frequency (n)**	**Percentage (%)**
Gender	Male	46	38.3%
	Female	74	61.7%
	Total	120	100.0%
Age Group (years)	Below 25	14	11.7%
	26–30	56	46.7%
	31–40	50	41.6%
	Total	120	100.0%
Education Level	Diploma	42	35.0%
	Bachelor's Degree	78	65.0%
	Total	120	100.0%
Years in Current School	1 year	21	17.5%
	2 years	9	7.5%
	3 years	4	3.3%
	More than 3 years	2	1.7%
	Not stated	84	70.0%
	Total	120	100.0%

4.2 Responses around Resource Mobilization involvement by BOMs

	1 strongly agree [SA]		**2 Agree [A]**		**3 Somehow agree [SHA]**		**4 Disagree [D]**		**5 Strongly disagree [SD]**	
The involvement of the BOM in fundraising activities has significantly increased the resources available to our school	8	***18%***	12	***27%***	8	***18%***	3	***7%***	14	***31%***
BOMs members are trained on how to mobilize funds and resources for schools	0	***0%***	12	***27%***	15	***33%***	4	***9%***	14	***31%***
BOM participation has led to the establishment of effective partnerships with local businesses and community organizations	4	***9%***	19	***42%***	8	***18%***	3	***7%***	11	***24%***
BOM members are very skilled in mobilizing resources for teaching and reading	4	***9%***	11	***24%***	16	***36%***	0	***0%***	14	***31%***
Through BOM efforts, the school has received more donations and grants than before	3	***7%***	8	***18%***	23	***51%***	3	***7%***	8	***18%***
The BOM has successfully mobilized parents to contribute resources (time, money, materials) to the school	0	***0%***	15	***33%***	8	***18%***	11	***24%***	11	***24%***

BOMs members have always been very successful in mobilizing resources	0	***0%***	7	***16%***	23	***51%***	4	***9%***	11	***24%***
The presence of an active BOM has improved the school's access to government and non-governmental funding.	7	***16%***	7	***16%***	23	***51%***	0	***0%***	8	***18%***
BOM involvement has led to better utilization of the schools financial and material resources	3	***7%***	3	***7%***	23	***51%***	4	***9%***	12	***27%***
The strategic planning and initiatives by the BOM have enhanced the school's ability to mobilize necessary resources	4	***9%***	11	***24%***	11	***24%***	4	***9%***	15	***33%***

Correlation analysis showed a significant positive relationship between the level of BOM participation and resource mobilization ($r = 0.54$, $p < 0.01$), indicating that higher involvement of BOM members is associated with increased mobilization of resources for the schools.

4.3 Response on Decision-making

	1 strongly agree [SA]		**2 Agree [A]**		**3 Somehow agree [SHA]**		**4 Disagree [D]**		**5 Strongly disagree [SD]**	
The BOM is involved in decision-making made between the teachers and head teachers during meetings	4	***9%***	12	***27%***	14	***31%***	4	***9%***	11	***24%***
The BOM is involved in decision-making made between the teachers and head teachers during meetings	8	***18%***	7	***16%***	7	***16%***	4	***9%***	19	***42%***
The BOM is involved in decision-making concerning the allocation of resources	7	***16%***	11	***24%***	8	***18%***	11	***24%***	8	***18%***
There is mutual understanding between the BOM and head teachers in decision-making process	7	***16%***	11	***24%***	8	***18%***	11	***24%***	8	***18%***
There is mutual understanding between the BOM and head teachers in decision-making process	0	***0%***	11	***24%***	14	***31%***	4	***9%***	16	***36%***
Learners are involved in the decision-making process	4	***9%***	4	***9%***	11	***24%***	7	***16%***	19	***42%***

Descriptive statistics indicated that 72% of schools reported active BOM involvement in major decision-making areas such as budgeting, infrastructure development, and policy formulation. Correlation analysis showed a strong positive relationship between BOM participation and decision-making involvement ($r = 0.59$, $p < 0.01$).

4.4 Challenges

The study fourth objective of the study was to identify the challenges experienced by BOMs in performing their duties in primary schools in Kajiado Central sub-county. To achieve this objective, eleven items engaged the respondents on the challenges faced. The responses are shown in Table 13 below.

From the Responses received in Table 13 below, 51% (representing 23 respondents) agree that BOM liaises with the head teachers and teachers on academic performance, while only 33% (representing 15 respondents) disagree. Another 60% (representing 27 respondents) agree that the BOM is committed to undertaking its duties, while only 33% (representing 15 respondents) disagree.

Further, 42% agree that there is poor quality of infrastructure and teaching and learning processes, while only 33% (representing 15 respondents) disagree. Another 49% (representing 22 respondents) of the Respondents agree that there is a poor decision-making process, while only 33% (representing 15 respondents) of the Respondents disagree. Another 33% (representing 15 respondents) of the respondents agree that there is adequate food and security in primary schools, while another 32% (representing 14 respondents) disagree.

Additionally, 51% of respondents agree that there is poor resource utilization, while only 31% disagree. Another 42% of respondents agree that there are

poor communication channels, while an equal number of respondents disagree. 42% (representing 19 respondents) agree that there is a lack of community support, whereas 33% disagree with this.

Furthermore, 36% (representing 16 respondents) of the respondents agree that there are low national examination results while only 40% (representing 18 respondents) of the respondents disagree with this hypothesis. Finally, 60% agree that massive embezzlement of school funds, while 40% disagree with this. Chege (2024) analyzed the challenges faced by BOMs, focusing on issues such as conflicting interests among members, low community engagement, and inadequate infrastructure. The study underscored the importance of addressing these challenges to enhance the effectiveness of BOMs in managing schools. Chege advocates for comprehensive training programs and community outreach initiatives to strengthen BOMs' capacity and engagement levels.

4.5 Overall performance of BOMs in the current school

The findings reveal that the majority of respondents (58.3%) rated the performance of Board of Managements (BOMs) as fair, with statistically significant differences in ratings ($\chi^2 = 73.33$, $p < 0.001$), indicating a clear consensus on their moderate effectiveness. While slightly more than half (58.3%) believed that BOMs have helped improve academic performance, this perception was not statistically significant ($\chi^2 = 3.33$, $p = 0.068$), suggesting mixed views on their impact. However, a significant majority (83.3%) confirmed that academic performance is regularly discussed between school staff and BOMs ($\chi^2 = 53.33$, $p < 0.001$), highlighting strong engagement and collaboration in academic matters within schools.

Summary of Respondents' Views on BOM Performance and Academic Contribution (n = 120)

Variable	Category	Frequency (n)	Percentage (%)	Chi square
Overall Rating of BOMs	Poor	20	16.7%	$\chi^2 = 73.33$
	Fair	70	58.3%	d.f. =3
	Good	20	16.7%	p = 0.0000
	Excellent	10	8.3%	
	Total	120	100.0%	
BOMs Helped Improve Academic Performance?	Yes	70	58.3%	$\chi^2 = 3.33$
	No	50	41.7%	d.f. =1
	Total	120	100.0%	p = 0.0679
Academic Discussions with BOMs	Yes	100	83.3%	$\chi^2 = 53.33$
	No	20	16.7%	d.f. =1
	Total	120	100.0%	p= 0.0000

4.6 Challenges that affect Academic Performance from the BOM.

This was to determine the challenges that BOMs encounter in public primary schools that affect academic performance in the Primary schools within Kajiado Central sub-county. The following were the top challenges from the BOMs enlisted by the school head teachers within Kajiado Central sub-county:

1. Embezzlement of funds.
2. Absent members of the BOM.
3. Low financial income to facilitate daily activities and infrastructure.
4. Disagreement on issues concerning the allocation of resources with parents.

4.7 Areas of improvement on the BOMs within Kajiado Central sub-county.

This study sought to determine any areas of improvement from the school head teachers as far as the effectiveness of the Board of Management in Kajiado Central sub-county is concerned and the following were enlisted by the respondents as the areas that should be improved upon:

i. Relevant communication and involvement of teachers, BOM, and parents, especially in decision-making.
ii. Board of Management members should be serious.
iii. Increase financial aid.
iv. Involve the teachers, head teacher and parents concerning the day-to-day activities of the school.

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

The study's first objective was to investigate the influence of BOM participation on resource mobilization in primary schools in Kajiado Central sub-

county.38% (representing 17 respondents) disagree that the BOM's involvement in fundraising activities has significantly increased the resources available to our school. In comparison. Further, 40% (representing 18 respondents) of the respondents disagree that BOM members are trained on how to mobilize funds and resources for schools.

Another 51% (representing 23 respondents) agree that BOM participation has led to the establishment of effective partnerships with local businesses and community organizations, another 31% (representing 15 respondents) of the respondents agree that BOM members are very skilled in mobilizing resources for teaching and reading, while another equal number disagree. Another 25% (representing 11 respondents) agree that through BOM efforts, the school has received more donations and grants than before, while an equal number disagree with this.

Further,48% (representing 22 respondents) of the respondents disagree that the BOM has successfully mobilized parents to contribute resources (time, money, materials) to the school, 31% (representing 15 respondents) disagree that BOM members have always been very successful in mobilizing resources. Another 32% (representing 14 respondents) agree that an active BOM has improved the school's access to government and non-governmental funding. In comparison, 18% (representing 8 respondents) of the respondents disagree. Only 36% (representing 16 respondents) disagree that BOM involvement has led to better utilization of the school's financial and material resources, another 42% (representing 19 respondents) disagree that the strategic planning and initiatives by the BOM have enhanced the school's ability to mobilize necessary resources.

The study's second objective was to examine the influence of BOM involvement on resource utilization within primary schools in Kajiado Central sub-county.51% (representing 23 respondents) of the respondents agree that there is an adequate number of classrooms, another 30% (representing 30 respondents) disagree that there are enough teaching and learning materials. Further, 58% (representing 26 respondents) disagree that there are enough teachers. 40% (representing 18 respondents) agree that there is well utilization of teaching and learning materials whereas, majority, 76% (representing 34 respondents) of the respondents disagree that management monitors the use of resources in school, 34% (representing 15 respondents) agree that the head teacher involves the BOM in allocating funds, while 51% (representing 23 respondents) strongly disagree.

The study's third objective of the study was to explore the impact of BOM participation on decision-making processes in primary schools in Kajiado Central sub-county. Majority of the respondents, 36% (representing 16 respondents), agree that the BOM is involved in decision-making between the teachers and head teachers during meetings, while. Another 51% (representing 23 respondents) disagree that the BOM is involved in decision-making between the teachers and head teachers during meetings.

Additionally, 40% (representing 18 respondents) agree that the BOM is involved in decision-making concerning the allocation of resources, while 42% (representing 19 respondents) disagree. Another 40% (representing 18 respondents) agree that there is mutual understanding between the BOM and head teachers in the decision-making process, while 42% (representing 19 respondents) disagree. Finally, only 18% (representing 8 respondents) of the respondents agree that learners are involved in the decision-making process, while 58% (representing 26 respondents) of the respondents disagree with this.

The study's fourth objective of the study was to identify the challenges experienced by BOMs in performing their duties in primary schools in Kajiado Central sub-county.51% (representing 23 respondents) agree that BOM liaises with the head teachers and teachers on academic performance, 60% (representing 27 respondents) agree that the BOM is committed to undertaking its duties.

Further, 42% agree that there is poor quality of infrastructure and teaching and learning processes. Another 49% (representing 22 respondents) of the respondents agree that there is a poor decision-making process, while 33%(representing 15 respondents) of the respondents agree that there is adequate food and security in primary schools.51% of respondents agree that there is poor resource utilization, another 42% of respondents agree that there are Poor communication channels, while an equal number of respondents disagree.42% (representing 19 respondents) agree that there is a lack of community support.

Furthermore, 40% (representing 18respondents) of the respondents disagree that there are low national examination results while 60% agree that there is massive embezzlement of school funds, while 40% disagree with this.

5.2 Conclusion

Based on the findings of the study on the effectiveness of Board of Management in primary school management in Kajiado Central sub-county, several conclusions can be drawn:

There are mixed perceptions regarding the effectiveness of Board of Managements (BOMs) in resource mobilization and utilization, highlighting a need for better performance monitoring and better training in fund mobilization. Clear and effective communication channels between the BOM, school administration, and the community are vital, effective partnerships with local businesses are acknowledged, but parental contributions remain a challenge.

The impact of Board of Management participation on decision making process remains a challenge because BOM had a poor decision-making process, poor communication channels, lack of community support leading to massive embezzlement of funds making the management ineffective. Maintaining transparency and accountability in managing school resources builds trust among stakeholders. The varied tenure of head teachers suggests a balance between new leadership and experienced management, with longer-serving head teachers providing stability and newer ones potentially bringing fresh perspectives.

Despite the efforts and strides made on restructuring and empowering the BOMs to perform their duties effectively, there still lies a number of challenges, including: Inadequate resources ,delay of funds from the government, absenteeism among the committee members, some committee members do not understand their oversight role in decision-making, resource mobilization, and utilization, most committee members do not take their roles seriously and assume they are subordinate to the school management/teaching staff. There is need of asking funds from parents and employing more teachers to improve the schools' academic performance.

5.3 Recommendations.

- Providing training and capacity-building programs for BOM members enhances their skills and knowledge. This empowers them to manage school resources and mobilize additional support effectively. Training can cover areas such as financial management, leadership, and resource mobilization strategies to improve the school's academic performance.
- Implementing regular monitoring and evaluation processes helps assess the effectiveness of BOM activities and resource utilization. This ensures that the resources are being used efficiently and helps identify areas of improvement.
- A school administrator must involve the teaching staff, parents and Board of Management in decision-making processes.
- The Ministry of Education officials should visit schools to detect problems facing BOMs like inadequate teaching and learning resources, lack of funding and help them out in whatever necessary way.

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