

**THE EFFECTIVENESS OF THE BOARD OF GOVERNORS IN THE MANAGEMENT
OF SECONDARY SCHOOLS IN MANAFWA DISTRICT-UGANDA**

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DECLARATION

I, Nambozo Christine hereby declare that this dissertation has been my personal work basically for Academic purpose. To the best of my knowledge it has never been submitted anywhere for any academic award. It is, therefore, entirely my original copy it has never been acknowledged.

Signature.....

Nambozo Christine

APPROVAL

We certify that this dissertation satisfies the partial fulfillment of the requirements for the award of a Degree of development studies in the school of humanities and social sciences in Kampala International University

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25/07/2014

DEDICATION

I wish to dedicate this academic piece of work to my wonderful and beloved parents in the names of Mr. Maziina Micheal, Mrs. Jemima Nafuna Maziina; siblings— Maziina Timothy Nambozo Loyce, Nambozo Joan , Maneke Peace, Magomu Junior , and Maziina Innocent

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LIST OF ABBREVIATIONS

BoGs	Board of Governors
BGHS	Bubulo Girls High School
BSS	Bubulo Secondary School
MoES	Ministry of Education and Sports
MTC	Manafwa Town Council
MDLG	Manafwa District Local Government

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ABSTRACT

The study is on the effectiveness of Boards of Governors in the management of secondary schools in Manafwa district. The set objectives are: to find out the extent of BoGs influence on recruitment of staff in Secondary schools in Manafwa district, to establish the extent to which BoGs influence the retention of staff in secondary Schools in Manafwa district and to analyze how well BoGs supervise school property in secondary schools in Manafwa District. A descriptive cross-sectional design was used with both qualitative and quantitative approaches. The researcher used questionnaires, interviews, and documentary analysis was used to collect data. Both quantitative and qualitative methods of data analysis were used. The study found out that there were several challenges selection and recruitment, retention of staff and supervision of schools' property. Besides, there were cases of limited financial base, role conflicts and interference, lack of room for achievement and wanting motivation levels. Finally, poor work atmosphere and conflicting tasks, team work breeding difficulties, inadequate time and wanting supervisory skills also affect the enhancement of management of school property with regard to supervision. It is, therefore, recommended that BoGs budget and work within the available resources appropriately; carryout capacity building activities; recruitment of staff should be on merit; Network to strengthen the school's financial base; invoke legal mandate of all stakeholders; create an attractive work atmosphere; and create a fund to promote in-service training for all staff. Lastly, draw clear short term and long term schedules, for example, quarterly, yearly and three year period geared towards strengthening the supervisory capacity of BoGs to understand what, where and when to conduct the supervision with regard to school property. This may go a long way in strengthening the capacity of BoGs in managing secondary schools

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The study was on the effectiveness of Boards of Governors in the management of secondary schools in Manafwa district. Manafwa District is a Local Government made of 15 sub counties that constitute Bubulo West and East constituencies. It derives its legal existence from the Constitution of 1995 and Local Government Act 1997. The District has up to 14 Government aided and 28 Private secondary schools. Some of the schools include; Bubulo secondary school, Bubulo Girls, Bumbo SS, Lwakhakha SS, Wabwala SS, Magale Parents, Butiru SS and Namisidwa SS among others.

According to the business dictionary, effectiveness refers to the degree to which objectives are achieved and the extent to which targeted problems are solved. Managerial effectiveness refers to a leaders' ability to achieve desired results. It is the successful use of management and leadership skills by managers in guiding and directing others determine the set goals. In management, effectiveness relates to getting the right things done. Personnel and resource management of education institutions affects the standard level of the knowledge and skills that the learner achieves at a given level. Effectiveness of managers of these institutions to a greater extent determines their success.

In most economies of the world, education constitutes a significant part in as far as the socio-political, economic and cultural development is concerned. In light of this view, managing

academic institutions is important and it ought to be premised upon well established professional management policies and systems. According to Okumbe (1999), several nations like USA, Britain, France, among others globally have come up with several systems and policies like Acts of Education to foster educational needs at institutional levels. In the third world, countries like Nigeria and Ghana that have religious founded schools, foundation bodies are equally pronounced and perform various roles of management with policies and systems that are intended to enhance quality standards by involving stakeholders who promote reform efforts. In Uganda one such crucial approach is integrating the community in the management of secondary schools through Boards of Governors (BoGs).

in Uganda, BoGs were sanctioned after the Castle Commission that paved way for the 1970 Education Act that was aimed at each school having its own personality and decentralized effective management. With regard to the Education Act 2008, Article 28, the Board of Governors is legally mandated to manage secondary schools in Uganda. They perform a number of roles as defined by the aforementioned Article, with particular standards on how to manage secondary schools: for example, development of goals and policies which help in guiding school activities on behalf of the minister of education and sports.

According to the Education Act 2008, the BOGs are made up of several representatives. It includes 5 from the foundation body, 2 parents, 1 Local Council 3, 1 Local Council 5, 2 staff members, 1 old student and several committees ranging from finance and planning, academics and discipline. Ideally therefore, the aforementioned stakeholders that constitute BoGs are mandated to among others influence the management of secondary schools by performing the following functions;

- a) Recruit and select staff for appointment
- b) Determine the school's staff sealing
- c) Administer school property, both moveable and immovable
- d) Regulate staff conduct and discipline as required by law
- e) Take decisions on payment relating to staff dismissals and resignations
- f) Exercise other employment functions such as the management of performance of head teachers, staff attendance, staff training and development.

Canysbell (2007) asserts that the main purpose of administration and management in educational institutions is to enhance teaching and learning although there are many activities of administration that do not have direct relationship with learning but are designated to promote teaching and learning. These activities call for teaming up with stakeholders like BoGs, Head teachers, parents, and teachers to assist in developing policies that guide school activities. As elaborated, whereas BoGs are ideally crucial in executing the aforementioned management functions; the reality on ground still remains wanting. This is attributed to the seemingly challenging situation that characterizes the enhancement of key functions like selection and recruitment, regulation of disciplinary issues among staff and BoG members among others and thus the need for this investigation.

Secondary Schools in Manafwa district experienced rampant cases of indiscipline and mismanagement of school property in the district despite the existence of BoGs which are meant to check such vices. The period between 2007—2011 witnessed numerous cases of indiscipline and conflicts between BoGs members and school administrators occurred. A case in point, the

Inspector General of Government summoned BOG of Bubulo girls High School to answer allegations of mismanagement of school properties.

1.2 Statement of the Problem

Boards of Governors are expected to play significant role in as far as effective management of secondary schools is concerned. This ranges from recruitment, staff conduct and discipline, staff sealing, decision making related to other employment functions like staff training and development. However, the management of secondary schools in Manafwa district provides rather challenging situation such as strikes by students, for example, Bubuto SS in 2012, Bugobero High School in 2010, Bubulo Girls HS in 2009 and Kimaluli High School in 2008 among others according to the District Education Officer Manafwa of district.

In another development, there are cases of BoGs getting involved in grabbing and selling off school property. As evidenced by police summons, dated 7th october 2011 under File number CID/MFA/22.VOL.14/15, the Head Teacher, who is the secretary to the BoG, of Bubulo Girls High School was summoned by police to answer queries of loss of school property. It is, therefore, against this background that the researcher took interest in undertaking an investigation into the effectiveness of Boards of Governors in the management of secondary schools in Manafwa District with the view of enhancing their performance.

1.3 Purpose of the Study

The purpose of the study was to examine the effectiveness of BoGs in managing secondary schools in Manafwa. The main area of concern was their effectiveness in recruitment of staff, retention of staff and administration of school property.

1.4 Specific Objectives

- i) To find out the extent to which BoGs influence recruitment of staff in Secondary schools in Manafwa district
- ii) To establish the extent to which BoGs influences the retention of staff in secondary Schools in Manafwa district
- iii) To analyze how well BoGs supervise school property in secondary schools in Manafwa district

1.5 Research Questions

- i. To what extent are BoGs influencing recruitment of staff in secondary schools in Manafwa district?
- ii. To what extent are BoGs influencing the retention of staff in secondary schools in Manafwa district?
- iii. How well are BoGs supervising school property in secondary schools in Manafwa district?

1.6 Scope of the Study

The study was conducted in ten selected secondary schools in Manafwa district. These included private, government aided, religious founded, Universal Secondary Education (USE), non-Universal Secondary Education (non-USE), Day and Boarding schools. This was because of the rampant cases of indiscipline and mismanagement of school property in the district despite the existence of BoGs which are meant to check such vices. The study ran from 2007-2011 because this period witnessed numerous cases of indiscipline and conflicts between BoGs members and

school administrators occurred. The study content was limited to the effectiveness of BoGs in the enhancement of staff selection and recruitment, retention of staff and managing property in secondary schools in Manafwa district.

1.7 Significance of the Study

The findings of the study may empower BoGs members and school administrators alike in promoting the teaching and learning activities in schools. Besides, ensuring and assuring a conducive school climate.

The findings of the study are hoped to stimulate a transformation in the roles of BoGs in secondary schools as far as managing school property, both moveable and immovable is concerned.

The researcher anticipates that the findings of the study could contribute to the existing body of knowledge concerning the roles and functions of Board of Governors in secondary schools.

The various findings in the study would provide alternative means of managing secondary schools through the educators and policy makers. This may thus ensure better performance among school administrators and teachers.

1.8 Conceptual Framework

The conceptual framework shows the cause effect relationship between the independent (effectiveness of BoGs) and dependent variables (proper school management).

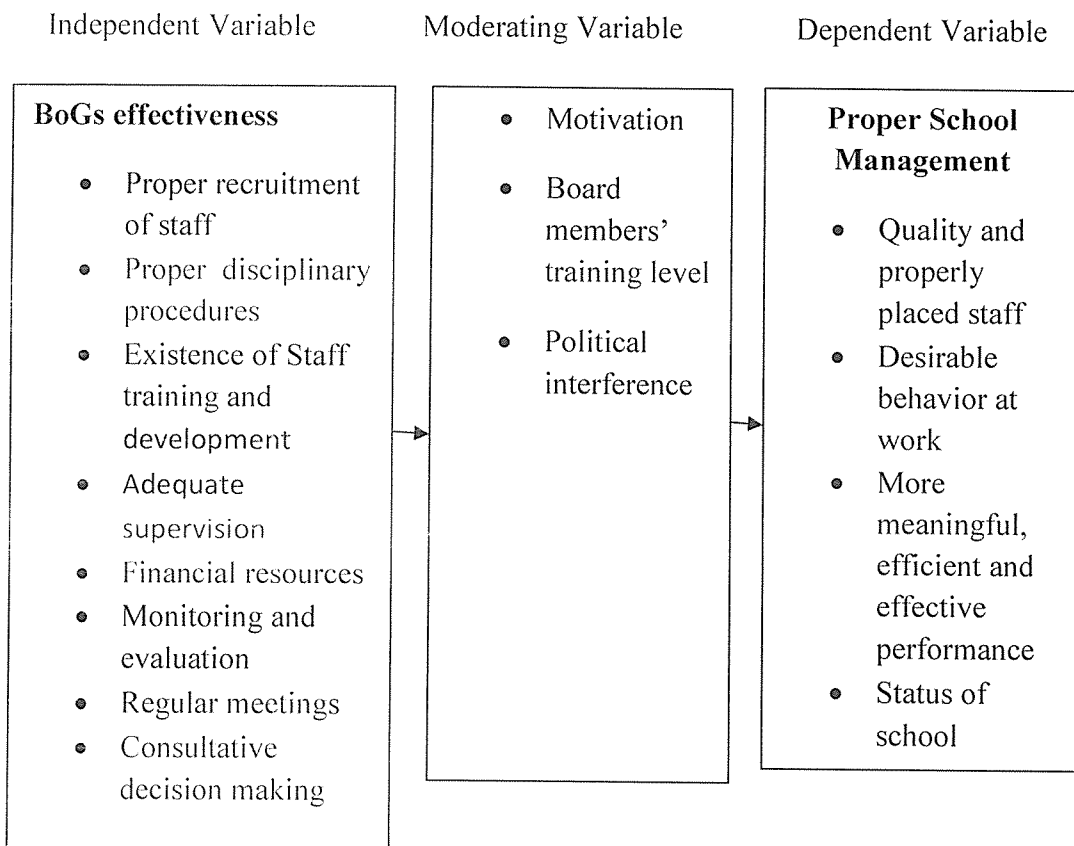


Figure.1.1 above illustrates how the effectiveness of Boards of Governors affects the management of secondary schools.

The conceptual framework is based on the model in figure 1.1 above: It shows how BoGs influence the Management of secondary schools. BoGs effectiveness is the independent variable that is likely to determine the degree of management of secondary schools which represents the dependent variable. The researcher investigated only the following three independent variables: staff recruitment, retention and property supervision.

From the above conceptual frame work, the effectiveness of BoGs is in two dimensions reflected in the independent variable influencing the dependent variable. In this case, the success will depend on effectively making use of the BoGs in relation to school management. It is for instance crucial for BoG to effectively perform its mandate in terms of proper recruitment of staff, proper disciplinary procedures, support staff training and development and ensure adequate supervision. It is also important for the BoGs to promote regular meetings, monitoring and evaluation and consultative decision making. This will in turn lead to more meaningful and proper school management with regard to quality and properly placed staff, desirable behavior at work and more meaningful, efficient and effective performance.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the literature review related to the effectiveness of BoGs in the management schools. This was particularly premised upon the effectiveness of BoGs in the enhancement of staff selection and recruitment, regulating discipline and managing property in secondary schools in Manafwa district.

2.1 Board of Governors in influencing Staff Recruitment

BoGs is a body representing the interests of various stake holders like the foundation body, parents, local councils, staff and old students in the Government Aided secondary schools. Its membership is of twelve (12) people that are selected and appointed following the guidelines stipulated in the Education Act of 2008. This important body (BOG) and other management committees play significant roles for the effective management of schools. The White paper of 1992 which gives the detailed guidelines on the management of schools in Uganda outlines the duties of BOG as follows:

- a) They are responsible for the proper administration and efficient conduct of schools affairs in accordance with the government.
- b) They are also responsible for controlling all incomes and expenditure of the schools.
- c) They check on the stock and disposal of the unwanted materials and equipment.

- d) They appoint the following committees: academic, finance, development, production, staff and students' welfare.
- e) They approve the annual estimates and audited accounts of the school.
- f) They are empowered to expel students under extreme conditions and suspend teachers pending the decision of the Education Service Commission.
- g) B.O.G is also involved in the posting and transferring of head teachers, deputy head teachers and teachers to a school by being consulted by the MOES (Government White Paper 1992 and the Education Act 2008).

In secondary schools, governing bodies perform a number of functions that regulate issues of management and performance. Odaet and Bhuye (1997) and Ssekamwa and Lugumba (2001) stress that in Uganda, BoGs constitute a number of working committees that influence management of secondary schools in several dimensions. It is argued that BoGs influence issues of recruitment of all staff ranging from administrative to teaching levels. This, however, depends on the nature of schools, the way they are founded and how they function and this may at times not be as expected and thus affecting performance.

Ssekamwa and Lugumba (2001) point out that in most countries of the third world, secondary schools and generally institutions alike have foundation bodies that are inclined on religious lines. It is argued that secondary schools are founded on the protestant, catholic, Islamic and Adventist lines, which has generally created healthy competition though on religious lines.

Okumbe (1999), and Oakland and Sohal (1996) subscribe to this view and they stress that academic institutions founded on religious lines are influenced by their religious affiliations in

human resource issues of selecting and recruiting staff. This is the reason why most religious founded secondary schools in Uganda are inclined to recruiting a big percentage of their faithful. This, however, could compromise performance standards especially where the right staffs are sidelined on religious grounds. This calls for further rethinking on the policy of recruitment on lines of meritocracy an equal employment opportunities.

In Uganda, several secondary schools are founded on the premise of religion and this influences the way management and administration is conducted. Ssekamwa and Lugumba (2001) highlight that from the colonial times, missionaries both catholic and protestant alike built many secondary schools on religious lines and this directly affected the recruitment of staff and students alike. They cite cases of protestant secondary schools like Kings College Budo, Nabumali High School and Catholic Schools like Namagunga Girls and Tororo College. This trend has continued by establishment of Islamic schools like Nabisusa Girls and Kibuli SSS and Adventist schools like Bugema Adventist SSS. The challenge that has persisted is foundation bodies getting inclined to their faiths without regard to meritocracy in recruitment.

Kindiki (2009), in a study conducted in Kenya asserts that BOG and other management committees are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure development and provision of teaching and learning materials. In some other countries these bodies are known as school governing bodies. In the Kenyan case, management of secondary schools by BOG is aimed at giving each school its own personality and decentralization of authority for effectiveness

Elsewhere in the world for instance in USA, studies to establish the impact of appointments, posting and transfers of head teachers without consulting parents' councils were carried out and

found out that, there was a conflict between the posting body and the parents' council which affected the proper management of schools. A similar situation could be prevailing in Uganda. However, there are differences in the education system between Uganda and USA, the magnitude of the effect of the head teacher transfer and posting in USA cannot be used to reflect Uganda's situation (Miir, 2011). The current study is however interested in establishing whether the current situation in Manafwa district is in any way different.

According to Isingoma (2003), despite the participation of stakeholders of which BOG are part in the monitoring of schools projects, their monitoring is irregular. Many do not fulfill their obligation complaining that they are not paid for the work done. Thus head teachers end up doing all the work. This therefore implies that if a head teacher is transferred to a school he has to be hard working in order to do some of the work that is supposed to be done by BOG. However, Isingoma (2003) used the word irregular monitoring which is so broad. For instance, whereas what could be considered as irregular monitoring of schools in Kampala by BOG may turn out to be a different case in the upcountry schools.

For a good working relationship between the head teacher and BOG, there is therefore need for the transferring bodies to consult the stakeholders on the incoming and outgoing head teachers (Kimbrough and Nunnery, 1988). However, the level of consultation in the Ugandan situation on the transfer of head teachers is so much limited but the effects of this on the effectiveness of BOG in the management of schools still remains a question of debate (Miir, 2011). It can be noted that the above literature was conducted from 1988 to 2011 with different findings from different regions of Uganda; it is therefore encouraging to have more research conducted to establish the situation in other regions of the country

2.2 BoGs influence in Retention of Staff

In Uganda during pre-independence period, teachers benefited a lot in terms of respect from public and a reasonable salary and most people liked their profession. Thus, high teacher retention in schools was experienced (Ssekamwa & Lugumba, 1973). They argue that in 1960s, Uganda had one of the best education systems in Africa, which was an attraction to many into the teaching profession. Government aided secondary schools are founded by the government and supported financially by the government's education act 1970 and the Board of Governor Regulatory Act 1991. Therefore Ministry of Education is responsible for the execution of education policies and formulation of guidelines for the day to day running of the schools through the BoGs that play vital roles in influencing the degree of staff retention.

Brimmer (1978) and Barrel (1985) hold the view that issues of retention of staff in secondary schools are crucial and have a bearing upon management and generally performance levels across the board. They argue that whereas it influences schools in several dimensions, it depends on the prudent functioning of the management committee of the governing body and this works greatly in influencing performance levels among staff. Kochar (2000) and Maicibi (2007) attest to the fore analyzed by stressing that retention of staff often tends to create team work but it depends on the extent to which the foundation bodies perform their functions.

Kayode (2001) and Aggarwal (1998), in their studies provide varying roles of functioning foundation bodies in relation to retention of staff that are common in schools among different stakeholders. It was revealed by Kayode (2001) that in the event of the fore mentioned, there were cases of school effective performance at all levels in Nigeria.

Armstrong (2006) and Cole (2005) assert that retention though important in as far as performance is concerned, it only makes sense if it is well built within the framework structure

of management. Management at policy making level directly influences administration to strengthen a work environment as a matter of creating a spirit of ownership for the organization among employees. Maicibi (2007) attests to the fore analyzed but adds that organizations need to attach a lot of significance to the way retention should be planned strategically to boost performance. Whereas this could be true, in real sense of third world organizations, creating an attractive work atmosphere especially growing USE schools maybe quite difficult.

Randy and Jiraporn (2009), Ada, Qionghui and Veila (2009) and Sung and Uma (2010) are in agreement with the fore analyzed research studies with regard to issues of retention as enhanced by management bodies in secondary schools. They intimate that promoting retention of staff among some administrators and teachers takes different dimensions like motivation in pecuniary and non pecuniary means, creating room for career growth and achievement and strengthening work-manager relations. In their research studies conducted in Asia, they attributed the level of retention to members of governing bodies either by upholding set rules and regulations of conduct as stipulated in the framework structure.

Hoy and Miskel (1987), Dandapani (2000) and Ezewu (1986) conducted studies to explore issues related to poor performance at high school level in New York, India and Lagos. Their studies though undertaken in different parts, concentrated on urban secondary schools while examining the causes and effects of deteriorating performance. They observed that whereas retention is important, failure to uphold it negatively affects performance in most areas of school administration and management. It was revealed that poor motivation and inadequate room for achievement led to labour turnover. It is therefore vital to create a more appealing work environment by BoGs in order to enhance retention and thus proper school management.

Retention is further seen as a process of training and learning that fosters growth and development (Imaguezor, 1997). The aim of promoting retention is therefore to help the individual to be well adjusted, happy and useful in the society. Wekesa (1993) states that roles of the BoGs such as enhancing retention enhancement, among others are often significant in encouraging proper staff initiatives and active participation on the school curriculum and other related activities. Oraka (1994) aptly observed that whatever values are taught in schools which are negated by the larger society, such a society will have conflicting values. This however depends on the degree of upholding the retention function. It should be noted therefore that the retention function is an asset to any school society and the school is part of the process for training the staff and students alike in order to produce a balanced output. The adage that “the BoG is a silent initiator of retention and performance” should be taken seriously. To the study therefore crucial for BoGs to create modalities like staff motivation across the board like in terms of promoting reasonable motivation and thus ensure retention in totality (Nakapodia, 2010).

The word „retention“ connotes a state where by employees of their own free will decide to work and stay with their organizations. Humans are the core elements of the organization as observed by Beardwell and Holden (1997). As earlier noted teachers are the engine of education system without teachers learners cannot be molded and enhanced to be self reliant and responsible members of the society. It should be noted however that retention though very critical, BoGs in secondary schools in Uganda are limited in capacity to make it more possible and this explains why some teachers leave without clear reasons.

Musaazi (1982) defined retention as the ability of the school system to keep its staff in their jobs and make them want to stay. Accordingly in order to encourage or persuade staff to remain in the school, the school authorities should establish clear staff policy, clear channel of communication

with teachers, encourage teachers' participation in decision making process, provide facilities and equipment needed by teachers, avoid dictatorship, attend to personal and social needs of teachers as well as assign reasonable duties and teaching load to teachers. In light of this fact, BoGs should play a significant role therefore by ensuring that teachers are given attention and the necessary provisions for enabling and conducive environment for their retention in schools. Musaizi however hardly points out the fact that most BoGs in secondary schools are merely "paper tigers" whose influence in retention is either limited or not felt at times.

Armstrong (1997) and Musaazi, (2005) concur that retention plan should be based on the analysis of why people work, why they leave the organization, and why they choose one employer over another, and that retention plan should address each of the areas in which lack of commitment and dissatisfaction can arise. For example, problems can arise because of uncompetitive, inequitable or unfair pay systems. Ssekamwa and Lugumba (1973) and Musaazi (2005) further agree that the main incentive for retention is adequate salaries in today's competitive employment market if organizations are to employ and retain the talented staff they need. Unfortunately however, the fore mentioned scholars hardly point out the view that BoG s though considered important cannot determine attractive salary levels that can ensure retention of teachers. With such scenario in mind the researcher endeavored to investigate and examine whether BoGs were perceived as effective in the management (teacher retention) of secondary schools in Manafwa district.

2.3 Effectiveness of BoGs in Supervising School Property

Ssekamwa and Lugumba (2001) and Okumbe (1999) point out the significance of property and all assets in secondary schools. They argue that the extent of safeguarding the inventory in a

school has a positive bearing upon the extent of performance. In as far as supervision is concerned; they note that form of subjecting school management to regular checkups by BoGs is considered crucial. It gives recommendation as to which area needs urgent attention with regard to repair and replacement.

Oakland and Sohal (1996), Odaet and Bhuye (1997) and Balogun (1994) concur with the fore mentioned scholars on issues of the stakeholders that oversee the supervision of school assets as being very crucial. They acknowledge the importance of the governing bodies at policy making level that regulate and determine the effective and efficient use of all school properties. They note that meaningful use of school assets as influenced by governing bodies can go a long way in promoting desirable results. In the study carried out particularly by Balogun (1994) in Nigeria, it was found out that, secondary schools in urban areas perform better than those in rural areas since they have more functional governing bodies that the later.

Kulbir (2000) emphasizes the importance of governing bodies in effective supervision of property of secondary schools in several dimensions. He alludes to the view that administrators at all school levels need to be well supervised, if management of school assets and performance is to be effective. Kulbir's studies conducted in Tanzania and New Delhi, found out that the impact of governing bodies was very immense in regulating use of assets like machinery, computers, vehicles and structures like buildings. He also found out that this state of affairs promoted the attainment of better output.

Nangoli (2012) made research studies about the role of foundation bodies in the supervision of religious founded secondary schools in Sironko district. He concentrated on the varying roles they perform as critical stakeholders that constitute school BoGs, ranging from staff recruitment

to management of school assets. It was found out that they regulate issues of staff selection and placement and manage available school property to ensure that management is in line with the set goals and hence more meaningful performance.

Kindiki (2009) asserts that BOGs and other management committees are responsible for the supervision of both human and other resources so as to facilitate smooth operations, infrastructure development and provision of teaching and learning materials. In some other countries these bodies are known as school governing bodies. In the Kenyan case, management of secondary schools by BOGs is aimed at giving each school its own personality and decentralization of authority for effectiveness. Whereas this argument could hold water in as far as enhancing supervisory roles, it falls short of the fact that most members of governing bodies hardly have the capacity to do so. The study therefore suggests the need to ensure that the membership constituting governing bodies should be empowered with supervisory skills among others to sanction more meaningful performance.

CHAPTER THREE

METHODOLOGY

This chapter presents a detailed description of the methodology that was used which includes a description of the research design, sampling techniques; instrumentation as well as data analysis techniques. It describes in detail what was done and how it was done

3.1 Research Design

A descriptive cross sectional survey design was used by the researcher. The choice of this approach was to enable the researcher to collect data through various methods. Besides, it enabled the researcher to collect information from several groups of people at one point in time (de Vaus, 2003). Finally, a cross sectional design enabled the researcher to collect data from the teachers, head teachers, education officials and BoGs from Manafwa district

3.2 Study Population

The study population was 1431; these included head teachers (42), Deputy Head teachers (42), teachers (840), district education officials (03), and members of BoGs (504). The selection was based on the assumption that such persons had the responsibility and knowledge in affairs of the administration and management of secondary schools respectively.

3.3 Sample Size

A total of 211 respondents were sampled out of 1431: Head teachers (20), Deputy Head teachers (20), teachers (130), District education staff (01) and members of BoGs (40) were sampled. 20

schools were sampled and these were quite representative of boarding, day, government, private, USE and non-USE schools.

Table 3.3 Showing Sample Size and population

Respondent	Population	Sample size	Sampling technique
Head teachers	42	20	Purposive
Deputy Head teachers	42	20	Purposive
Teachers	840	130	Simple random
Members of BoG	504	40	Purposive
Total	1431	211	

3.4 Sample Selection Technique

The selection of 211 respondents is categorized in table 3.3 above. Simple random sampling and purposive sampling methods were used. Simple random sampling is where a sample is obtained from the population in such a way that samples of the same size have equal chances of being selected. Purposive or judgmental is a type of sampling the researcher uses his /her own judgment or common sense regarding the participant from whom information was collected. The researcher used this method in order to get specific and rich information from the technical people. Purposive sampling was used since head teachers, deputy head teachers; District Educational Officials and members of BoGs are quite knowledgeable about the problem under study. However, simple random sampling was used for teachers since they are quite many and this gave them an equal opportunity to participate in the study (Amin 2005)

3.5 Data Collection Techniques

The researcher used three basic instruments i.e. questionnaires, interviews and documentary review to minimize bias in research. It is likely to work greatly to minimize biases in the study. (Umah Sekaran: 2000).

3.5.1 Questionnaires /Survey

Questionnaires were administered because of the high literacy level among the respondents. Secondly, the questionnaires allow some degree of flexibility for the researcher as well as the busy respondents. This instrument was also used for easy coding and enhancing data collection on a wide range of opinions because the respondents were free to write their own mind without intimidation and limitations particularly for open ended questions.

A combination of open-ended (unstructured), and closed ended (structured) items were used. In open-ended questionnaires, items called for free responses in the respondent's own words. No clues to the answers were given. They were used because they provide for greater depth of response where respondents give their personal views and attitudes about the item of research. They gave freedom of expression to the respondents and consequent rapport: this encouraged validity of the responses (Amin, 2005).

On the other hand, closed-ended questionnaires are those where the researcher provides alternatives or short responses to the questions. The researcher also asked questions which required short responses. This was so because they were easy to fill in which took little of the respondents' and the researcher's time in administering and analyzing them. Questionnaires of this kind were applied on teachers because of their large numbers and they are less directly involved in the management and administration.

3.5.2 Interviews

According to Enon (1995) an interview involves the oral or vocal questioning technique or discussion. It is an oral questionnaire where the investigator gathers data through direct interaction with participants, (Amin2005). The technique involves face to face interaction between individuals leading to self report. The researcher becomes the interviewer and the respondent becomes the interviewee. Kakooza (2000) holds the view that an interview is a conversation in which the researcher tries to get information from the interviewee and records it by him/herself. Face to face interviews were conducted to collect primary qualitative data from the Head teachers, District Education Officials and members of BoGs. They are easily adaptable and effective since they encourage probing for deeper information on part of the researcher. These groups also had a lot of information to offer since they are directly involved in management.

3.5.3 Documentary Review

This method involves delivery of information by carefully studying written documents. It is critical examination of public or private recorded information related to the issue under investigation. Documentation was used to obtain the language and words of the informants, access data at researchers own convenience, obtain unobtrusive information. Documents that were deemed useful here included appointment letters, teachers' certificates, BoGs minutes and inventories among others.

3.6.0 Data Quality Management

This involved establishing reliability and validity of the research instruments respectively in order to ensure the collection of necessary and relevant data from the respondents.

3.6.1 Validity

Mbabazi (2008) is of the view that the instrument applied should be valid, practical and free from bias. In this case, before the researcher applied the instrument, it was validated by examining its contents; whether they measure to the assumed attributes, free from bias, contamination and deficiency. In the study, a content validity index was calculated by drawing up the objectives that guided the construction of the questionnaire. Then some two research experts were requested to critique the items independently by lining the relevance of the item to objectives, examining the relevance of the item to content addressed by objective and then determine whether the items respond to content in the subject of study. The following formula was used to determine the accuracy of the instrument.

$$CVI = \frac{VR}{R} \times 100$$

K

Where VR items are rated as very Relevant

R items rated as Relevant

K is the total number of items in the questionnaire

CVI = number of items rated as relevant x 100

Total number of items in the questionnaire

This resulted into a Content Validity Index of 66%, meaning that the instrument was valid.

Qualitative validity of instruments was ensured by processing data into manageable proportions through editing, coding, and tabulation methods. Data collected was checked while still in the field to ensure that all questions are answered. Contradictory information was removed if found useless. By coding, answers to each item on the questionnaire were classified into meaning full categories. Tabulation was used to obtain frequencies and percentages of each item.

3.6.2 Reliability

The reliability of the instruments was established using Cronbach's alpha because according to Amin (2005). The researcher used the Cronbach Alpha coefficient in order to establish

reliability. This was calculated using the formula
$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum Sd^2 i}{\sum Sd^2 t} \right)$$
 (where: α = alpha coefficient, k = number of items, Σ = summation, $SD^2 i$ = squared standard deviation within each item and $SD^2 t$ = total standard deviation squared). The result was 0.776, meaning that the instrument was consistent and, therefore, reliable.

3.7.0 Data Processing and Analysis

This involved analysis of data in two dimensions. This was particularly from the qualitative and quantitative perspective.

3.7.1 Qualitative Data Analysis

Content analysis's can be divided into two different types; Manifest and Latent. However, the researcher specifically used latent content analysis. This is a process of identifying, coding (process of identifying persistent words, phrases, themes concepts within the data), categorizing the primary patterns in the data. In Latent content analysis, the researcher seeks the meaning of specific passages within the context of all the data. This type of content analysis is used in qualitative inquiry (Maria 2001). Qualitative data was analyzed during and after collection. That means that during the process sub themes (code categories) were subsequently extracted. These assisted in making inferences out of the study findings. Similar issues were aggregated and at this stage, it ensured that all the codes made were exhausted such that no answer was left

uncategorized within the provided codes. The information got was then used to interpret the findings of the study.

3.7.2 Quantitative Data Analysis

The researcher adopted descriptive statistics where data was analyzed by first categorizing it under each research question. Frequency distribution was carried out and then percentages calculated. Later, the results were presented in the tables. The method of data analysis is justified by the fact that the study was descriptive in nature and had to do with opinions. So, the data collected was tallied and compiled into frequency counts, which was transformed into percentages; hence, the justification of the method of data analysis.

3.8 Limitations of the study

First, the findings from this study may be hindered in generalization because of the relatively smaller sample that was used and is slightly not representative of the population size.

Second, the research design employed only sought to explore the current situation in Manafwa as it is at the time of the study. This situation may change any time.

Lastly, about 25% of the sampled respondents didn't return the questionnaires given to them. This left the study with only 150 respondents instead of 211.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents and analyzes data in relation to the effectiveness of Boards of Governors in the management of secondary schools in Manafwa district. Particularly, it deals on the effectiveness of BoGs in the enhancement of staff recruitment, staff retention and managing property in secondary schools in Manafwa district.

4.1 Objective One: To find out the extent to which BoGs Influence Recruitment of Staff in Secondary Schools in Manafwa District

The responses in this objective were premised upon the extent to which BoGs influence recruitment of staff in secondary schools in Manafwa district. It was particularly premised on the understanding of selection and recruitment, influence of the BoGs in the activities of recruitment of staff and criteria of recruitment used to attract teachers in secondary schools. It was also based on whether BoGs have a significant influence in recruitment of staff and the challenges they face in the recruitment of staff in secondary schools in Manafwa district.

4.1.1 Recruitment of Staff

The respondents were asked to show their practice of selection and recruitment. They responded accordingly by showing that it is all about getting potential staff and attraction of the right staff.

Their responses were presented in table 4.1

Table 4.1 recruitment of staff

Selection and recruitment	Frequency	Percentage
Getting the right staff	70	47
Attraction of staff	80	53
Total	150	100

According to table 4.1, it can be deduced that BoGs play an average role in attracting staff. This is especially but not limited to group employees and support staff. In the context of the secondary schools, they argue that it has to do with upholding established procedure that ensure the acquisition of the deserving teachers, administrators and support staff. The analysis of the responses revealed that the process is normally undertaken to fill the existing gaps as a matter of promoting more meaningful performance.

The minority held that recruitment is all about getting the right staff to be placed in the available positions within secondary schools. They also held that it is a process that takes various steps from advertisements, scrutiny of the applicants to get the potential candidates that are eventually interviewed. It was found out that successful candidates are finally deployed in the right positions ranging from classrooms to administrative offices. In an interview conducted with head teachers and BoGs, they affirmed that;

Recruitment of staff is a key process in as far as acquiring staff in all dimensions of secondary schools. It is largely done by the education service commission although the BoG can locally recruit staff.

The above analysis therefore, pointed to the fact that the respondents were in the know of what takes place in as far as recruitment of staff is concerned. It should be noted, however, that whereas BoGs to some extent influence the process, a lot of powers are vested in the hands of the education service commission. The influence of the BoG especially in religious founded schools is more to ensure that administrators more so heads are of particular religious faith.

4.1.2 Influence of the BoGs in the activities of recruitment of staff

The researcher made an inquiry about the influence of BoGs in activities of selection and recruitment. The responses were given in various dimensions and presented accordingly in table

4.2

4.2 BOGs influence of the activities of recruitment of staff

Influence	Frequency	Percentage
Yes	120	80
No	30	20
Total	150	100

In line with table 4.2, the majority of the respondents stressed that the BoG has some influence in as far as recruitment activities are concerned. It was found out that whereas most activities are carried out by the education service commission, BoG still has a stake. Particularly, the recruitment procedures and methods for the locally solicited staff in secondary schools. They cited cases of licensed teachers and support staff like cleaners, cooks, secretaries, among others.

Further, the 80% of the respondents stressed that whereas school administrators particularly head teachers identify the gaps, they are normally forwarded to BoG members for scrutiny. This was found to imply that in executing activities like internal adverts, scrutinizing potential applicants, interviews among others, BoG members play a vital role. The analysis of the responses revealed that they hold a stake in the process of recruitment of staff both locally and externally.

It was equally found out that even after the education service commission doing the selection and recruitment, the influence of the BoG remained paramount where in some cases the Board rejected some staff centrally recruited, transferred and deployed by the education service commission and ministry. It was stressed that sometimes the BoG could contest and object to an administrator that was not of particular religious faith. They cited a case of deploying a non protestant in protestant founded school. Interviews conducted with members of Board intimated that Board of Governors normally influences local recruitment.

On the other hand, the 30 respondents (20%) gave a rather non affirmative response about the influence of BoGs in the recruitment activities. They were of the view that in some cases, school administrators make decisions and only inform the BoGs members to endorse. The analysis of the responses pointed to the fact that since most BoG members lack technical competence to effectively handle activities like interviews and scrutiny of potential job applicants.

It is therefore deduced that whereas the BoGs legally have influence in the activities of recruitment of staff in secondary schools, the extent of their involvement is rather not effective enough across most secondary schools. It should be noted that issues of the competence need to be considered while constituting BoGs if they are to be more effective in activities like interviews and scrutiny of applications. This may go a long way in enhancing the attainment of the right people for the right positions and thus more meaningful performance.

4.1.3 Criteria of Recruitment of staff

The respondents were questioned by the researcher to find out the criteria of recruitment used to attract teachers in secondary schools. The respondents pointed out the use of training levels and religious affiliations. Their responses were presented in table 4.3

Table 4.3 criteria of recruitment of staff

Criteria	Frequency	Percentage
Training levels	90	60
Religious affiliations	60	40
Total	150	100

Table 4.3, shows the respondents were aware of the criteria based on in the recruitment of staff in secondary schools by BoG members. In this regard, 90 respondents (60%) showed it is premised on the specification of the job in terms of training. It was found out that in as far as teaching is concerned; preference was made to diploma and degree holders in education training. This was also found to be followed by the extent of teaching experience.

Still, 90 respondents (60%) intimated that more often than not, even support staff were selected and recruited on the basis of qualification and experience. The analysis of the responses pointed to the view that secretaries, accounts assistants, cashiers and bursars were acquired in the criteria of person specification in terms of not only training but also how much hands on experience they had. They argued that those with more experience stood a higher chance of being selected and placed properly where they suit.

Further, they also pointed out that the issue of job description was noted by the respondents from the majority category. It was found out that selecting and recruiting all staff alike was based on what was expected of them after being deployed. They cited cases of what the various teaching and non teaching tasks take and how they are to be performed by respective staff members. It was for instance stressed that working from Monday to Friday and to who to report was noted.

On the other hand, 60 respondents (40%) were of the view that the other criterion has to do with religious affiliations. It was found out that since some schools are religious founded it affects the kind of recruitment of staff. The analysis of the responses reveals that protestant, catholic and Islamic founded schools alike prefer potential staff especially for administrative positions of their respective religious affiliations.

Interviews carried out with respective administrators like head teachers and Board members alike intimated to the above analysis. It was held that Staff recruitment is premised on the religious faith which often affects the kind of staff to be attracted and placed in certain positions.

The analysis of the responses generated from the foregone study, therefore, point to the fact that in the recruitment of staff; although, religious affiliation is used, training levels appear to be more popular. It should be noted that as a matter of promoting equal employment opportunities and more qualitative performance, training levels need to take precedence. This is premised on the argument that it avoids loss of competent staff that would have otherwise not acquired on undesirable religious faiths.

4.1.4 Importance of involving the BoGs in recruitment of staff

The researcher asked the respondents to point out the importance of involving BoGs in the recruitment of staff in secondary schools. Emphasis was premised upon the attaining competent staff, cordial relations, transparency and accountability. This was as presented in table 4.4

Table 4.4 importance of involving the BoGs in recruitment of staff

Importance	Frequency	Percentage
Attaining competent staff	45	30
Cordial relations	20	13
Transparency and accountability	60	40
Upholding the legalities	25	17
Total	150	100

Table 4.4 shows that the majority 60 (40%) held that as a matter of ensuring transparency and accountability, it is important to involve BoGs in the recruitment process of staff. It was found out that it is one way of clearing any benefit of doubt among all the stakeholders. The analysis of the response revealed that it is one way of ruling out cases of disagreement after and also ensuring wastage of resources to re-do the entire process of staff attraction.

Additionally, 13% of the despondencies showed that it is important to involve BoGs in the recruitment process of staff since it is one way of promoting cordial relations. The analysis of the responses pointed to the fact that it builds strong human relations between school administrators and governing bodies. It was found out from the analysis of the responses that it can go a long way in strengthening teamwork between policy implementers and policy makers at school level and thus realizing the best in terms of performance.

Further, 45 respondents (30%) were also of the view that, it is important to involve BoGs in the recruitment process of staff in secondary schools basing on the view that it enables the attainment of competent staff. It was found out that issues of locally selecting and recruiting staff can make more sense if all stakeholders are involved and consulted as clearly spelt in the legal framework of the Education Act. They argued that better and balanced decision in terms of attaining quality staff could be realized.

Further, 25 respondents (17%) emphasized the importance of involving BoGs in the recruitment process of staff in secondary schools arguing that it was one way of upholding legalities. The analysis of the responses revealed that BoGs are empowered by the law of the Education Act to regulate issues of acquiring staff. This was found to impact significantly on the spirit of

ownership of the schools by communities and hence having a bearing upon sustainability at local level.

It can be deduced that it is important to involve BoGs in the recruitment process of staff in secondary schools given the likely benefits that accrue to all stakeholders ranging from local to national level. It is, however crucial to make the effectiveness of BoGs more feasible especially when it comes to human resource planning and particularly the process of attracting, attaining and placing staff in respective positions in secondary schools.

4.2.6 Challenges BoGs face in the recruitment of staff

The researcher made an inquiry into the challenges BoGs face in the recruitment of staff in secondary schools. They stressed that getting the right people is difficult due to religious differences, inadequate resources, incompetence and this was as presented in table 4. 5

Table 4.5 challenges faced by BOGs in the recruitment of staff

Challenges	Frequency	Percentage
Incompetence	30	20
Religious differences	40	27
Getting the people with right qualification	20	13
Inadequate resources	60	40
Total	150	100

Sixty respondents (40%) held that inadequate resources constitute part of the challenges that face BoGs in the recruitment of staff in secondary schools. It was found out that issues concerning staff attraction need financial resources in adequate levels in order to attract quality teaching and non teaching staff. The analysis of the responses stressed that more often than not, secondary school BoGs in Manafwa depends more on internally generated adverts placed on school notice boards. This was attributed to the inability to afford media advert costs.

In relation to the above analysis, it was found out that given the limited and competing budgetary needs, issues of recruitment were largely premised upon internal adverts. A critical analysis of this view revealed that this financial challenge was counter- productive on performance levels since potential quality manpower that would have been realized through costly external adverts was not realized. It is, therefore, crucial to broaden income sources and budget for external recruitment costs to attract a competitive staff.

It can also be deduced that 20 respondents (13%) showed that in the process of the recruitment of staff in secondary schools, as one of the challenges BoGs find is to get the people with right qualifications for existing positions at times. They reasoned that internal adverts made on school notice boards, hardly attract the most competent personnel to do the best for schools. It was found out that BoGs end up selecting and interviewing from a limited pool of applicants which in turn denies respective schools exposure to many other competent and potential staff.

Still, 40 respondents (27%) held that in the recruitment of staff in secondary schools, religious differences were also noted to present a serious challenge. They reasoned that in the event of members of BoGs confessing to different religions, it created conflicting interests in the process

of attracting staff. This was found to influence the recruitment process at times on religious grounds rather upholding meritocracy.

Further, 30 respondents were of the view that incompetence affects the recruitment of staff in secondary schools. It was found out that whereas some members of BoGs hold some competence in matters of selection and recruitment, most of them are less existing for formality and thus lack competence necessary to enhance more meaningful staff attraction. They cited cases of Board representing foundation body to be more tuned in religious matters than technical human resource issues.

4.2 Objective Two: Extent to which BoGs influences the retention of staff in secondary Schools in Manafwa district

This objective was premised upon the extent to which BoGs influences the retention of staff in secondary Schools in Manafwa district. It particularly dwelt on the understanding of retention of staff, some of the factors that enhance retention of teachers and the roles played by BoGs in teacher retention. It was further based upon other stakeholders that are involved in retention of teachers, importance of the BoGs in retention of teachers and the challenges BoG face the retention of staff in secondary schools in Manafwa district.

4.2.1 Retention of teachers

In line with retention, the respondents were questioned by the researcher to show their understanding of the concept. They were of the view that is all about getting the best overtime and having grip over staff. This was as presented in table 4.6

Table 4.6 Retention of teachers

Retention	Frequency	Percentage
Having grip over staff	78	52
Getting the best overtime	72	48
Total	150	100

Table 4.6 shows that 78 of the respondents (52%) said retention is having grip over staff in organizations. In the context of the study, the respondents in this category reasoned that it has to do with ensuring that all staff ranging from teachers, administrators and support staff are attracted but have control over them over a long period of time. The analysis of the responses revealed that the purpose of this was to realize the expected performance while avoiding turnover. In this regard, it was reasoned that the BoGs play a vital role in ensuring staff retention in secondary schools.

On the other hand, the 72 respondents (48%) reasoned that retention is all about getting the best overtime from the staff. It was found out that teachers and administrators in respective offices are crucial to the success of the secondary schools. This was nevertheless found to partly depend on the extent of retaining them overtime as a matter of getting the best out of them in terms of performance. The respondents reasoned that the role of the BoGs is crucial in executing this function.

Besides, the respondents stressed that by having grip over staff and getting the best out of them was one way of minimizing organizational costs. It was found out that it helps to avoid wastage of school financial resources on staff attraction from time to time. It was reasoned that the BoGs influence the state of affairs through policy making by tagging meaningful and reasonable pay and fringe benefits to staff in secondary schools.

Sixty respondents (40%) were of the view that motivation is a key factor that enhances retention of staff in secondary schools. It was found out that motivation though viewed in financial terms can also be non financial. The analysis of the responses revealed that BoGs have a hand in the enhancement of benefits like allowances and top up pay that influences the degree of staff retention. They cited cases of medical, housing, transport allowances and PTA top up pay contributed by parents.

Still, the respondents held that motivation can also take the form of non financial enhancements. It was argued that the members of BoGs not only legislate policy matters to improve pay benefits but also non pay rewards like promoting equal employment opportunities and ensuring that administrators promote recognition, room for achievement and perform functions like delegation. This was found to have a bearing on the retention of staff in all dimensions.

Hoy and Miskel (1987), Dandapani (2000) and Ezewu (1986) made studies that concur with the views emanating from the respondents with regard to retention of staff. It was revealed that poor motivation and inadequate room for achievement led to labour turnover. The underlying argument, therefore, is that retention depends on the extent of motivating teachers in secondary schools and their performance as well. It is, therefore, important to sanction a more attractive school atmosphere at policy level in order to promote retention and hence better performance, which is the mandate of the Board.

Whereas 40 respondents (27%) intimated that promotion of human relations at work can equally go a long way in enhancing retention of staff. It was found out that through policy making; BoGs can promote an environment at work that is rather positive among all staff. The analysis of the responses showed that good relations between administrators and teachers can be enhanced by

the BoGs disciplinary committee. In case of poor work relations, it was held that BoGs can through the disciplinary committee promote a reconciliation among conflicting parties.

Interview responses generated from the head teachers and Board members intimated that the disciplinary committee was very crucial in enhancing harmony among conflicting staff at administrative and classroom level in secondary schools, and this promotes retention.

Further, 50 respondents (33%) were of the view that creating room for achievement among school staff can go a long way in enhancing retention. It was found out that in executing respective Bogs roles, they do policy legislation that affects the schools environment in the direction of motivating teachers, administrators and support staff alike. They cited cases of creating an enabling environment for career growth through in-service training activities like refresher courses and workshops.

Randy and Jiraporn (2009), Ada, Qionghui and Veila (2009) and Sung and Uma (2010) concur with the responses arising from the respondents. They stress that promoting retention of staff among some administrators and teachers takes different dimensions like motivation in pecuniary and non pecuniary means, creating room for career growth and achievement and strengthening work-manager relations.

In the research studies conducted by the scholars, they attributed the level of retention to members of governing bodies. This was either by upholding set rules or regulations of conduct as stipulated in the framework structure. It is therefore important to strengthen the governing bodies in terms of capacity as a way of creating an enabling environment that can make teachers feel attached to the organization.

4.2.3 Roles played by BoGs in teacher retention

The respondents were asked to show the roles played by BoGs in teacher retention in secondary schools. They responded accordingly by showing that they monitor, supervise and network and ensure equal employment opportunities to teachers. This was as presented in table 4.8

Table 4.8 Roles played by BoGs Retention of Teachers

Roles played by BoGs	Frequency	Percentage
Monitoring	30	20
Supervising and networking	55	37
Ensuring equal employment opportunities	65	43
Total	150	100

Table 4.8 shows that the 65 of the respondents (43%) held that the BoGs are vital in ensuring equal employment opportunities among staff at work. They reasoned that they regulate policy issues regarding staff work opportunities and this affects the degree of retaining them. It was found out that issues like promotion, training and development are partly determined by the BoGs. They cited cases of promoting staff from lower to higher levels like from director of studies to deputy head teacher.

Meanwhile, 30 respondents (20%) pointed out that monitoring is another role executed by BoGs in secondary schools as a matter of ensuring the retention of teachers. It was found out that they monitor school activities that have an effect upon the teaching staff from time to time. The analysis of the responses revealed that they take to establish whether school administrators are implementing policy issues that impliedly affect teachers in a school environment. They cited a

case of implementing in-service training sessions to further build the teachers' capacity to perform better.

In addition, 55 respondents (37%) held that the other role played by BoGs was supervising and networking. It was found out that they supervise school administrators in terms of ministry and BoGs policy implementation. They also intimated that they network with other institutions, both internal and external to get material and moral support. They cited cases of NGOs like World Vision and Compassion International, all of which can go a long way on impacting positively on teachers' retention

Whatever the case, it can be deduced that BoGs play multiple roles in secondary schools that affect the retention of teachers. Whereas monitoring, supervisory and networking roles are critical, it should be noted that ensuring equal employment opportunities seem to be more critical in enhancing teacher retention. It is, therefore, important to strengthen the existence of BoGs in all secondary schools since their roles can have a significant bearing upon teachers' retention, effective resource utilization and performance.

4.2.4 Stakeholders that are involved in retention of Staff

The researcher asked the respondents to show any other stakeholders that are involved in retention of teachers in secondary schools in Manafwa district. They responded by showing that school administrators and educational officials are critical stakeholders. This was as presented in table 4.9

Table 4.9 other stakeholders involved in staff retention

Other stakeholders	Frequency	Percentage
School administrators	60	40
Educational officials	50	33
Fellow staff members	40	27
Total	150	100

It can be deduced that 60 respondents (40%) held that school administrators are among the other stakeholders that are involved in retention of teachers in secondary schools. It was found out that the head teacher, deputies and director of studies supplement the role of BoGs in promoting staff retention especially at the classroom level. The analysis of the responses revealed that as administrators, they have subordinates that they work with and the way they relate with them can be crucial in retaining them. They argued that promoting good superior-subordinate human relations plays a big role in as far as retention is concerned.

On the other hand, 40 respondents (27%) pointed out that fellow staff members are involved in retention of teachers in secondary schools. It was found that the way teachers relate with each other at subordinate level is equally important in as far as retention is concerned. The analysis of the response intimated that respect for one another is quite significant as a matter of promoting good human relations at work in order to strengthen team work spirit. This was found to not only create a feeling of organizational ownership to schools but also effective performance.

Fifty respondents (33%) were of the view that educational officials are involved in retention of teachers in secondary schools. It was found out that officials from the district education

secretariat like District Education Officer and School inspectors evaluate school activities also hold a stake in the retention of staff. The analysis of the responses showed that it is incumbent upon school management to do what is expected of them for the benefit of teachers. They cited a case of ensuring timely payment of allowances for extra duties like field work.

4.2.5 Importance of the BoGs in retention of teachers

The researcher questioned the respondents on the importance of the BoGs in retention of teachers in secondary schools. They held that their human relations, networking, protection of staff interests, stability and consistent performance are key areas of importance and this was presented in table 4.10

Table 4.10 importance of BoGs in retention of staff

Importance	Frequency	Percentage
Stability and consistent performance	55	37
Protection of staff interests	40	27
Networking	25	17
Human relations	30	20
Total	150	100

It can be observed that 55 of respondents (37%) held that BoGs are important in retention of teachers in secondary schools. They attributed this to the view that they promote stability and consistent performance among administrators and generally all staff. It was found out that retaining staff is one way of minimizing staff fluctuations and makes policy implementation more realistic. The analysis of the responses revealed that the more the BoGs intervene in

performing the role of enhancing retention the more the school affairs were driven in a more stable manner.

Meanwhile, 25 respondents (17%) reasoned that networking constitutes the importance of the BoGs in retention of teachers in secondary schools. The analysis of the responses showed that the involvement of the BoGs in matters of secondary schools in line with retention builds strong networks between different units through meaningful coordination. This was found to impact significantly upon policy implementation at all school levels.

Forty respondents (27%) were of the view that importance of the BOGs in retention of teachers in secondary schools involves protection of staff interests. It was found out that the execution of various BoGs roles; retention inclusive promotes the interests of all staff especially in terms of welfare. This was found to make the staff attached to the secondary schools overtime.

Further 30 respondents (20%) held that importance of the influence of the BoGs in retention of teachers in secondary schools has to do with strengthening human relations at work. It was found out that the modalities initiated by BoGs to avoid teacher turnover is rather self motivating because it strengthens teams in various units in school. This was found to not only have a bearing upon the way teachers relate with each other and with administrators but also on performance.

4.2.6 Challenges faced by BoGs in the retention of staff

The respondents were asked to show the challenges BoGs face in the retention of staff in secondary schools in Manafwa district. They pointed out the wanting levels of motivation, limited financial base, role conflicts and interference. This was as presented in table 4.11

Table 4.11 challenges BoGs face in retention of staff

Importance	Frequency	Percentage
Limited financial base	65	43
Role conflicts and interference	30	20
Low motivation level	55	37
Total	150	100

Up to 65 respondents (43%) held that limited financial base presents a challenge to BoGs in the retention of staff in secondary schools. The analysis of the responses revealed that in attempting to promote the retention of staff, it was critical to effectively facilitate the activities of BoGs geared towards retaining teachers and other staff alike. It was, for instance, found out that BoGs meetings that plan activities that can retain staff like creating enabling work environment are not regular due inadequate resources.

Meanwhile, 30 respondents (20%) held that role conflict and interference presents a challenge faced by BoGs in the retention of staff in secondary schools. It was found out that conflicts at BoGs and administrative level portray a rather negative image among teachers that perform operational tasks at classroom level. They cited a case where some disagreements among BoGs members on the local staff welfare led to teacher turnover in Bubulo secondary school.

Further, 55 respondents (23%) were of the view that low motivation level also pause a big challenge to BoGs in the retention of staff in secondary schools. The analysis of the responses revealed that like any other human resources that work for and with organizations, BoGs members are resources that ought to be driven by reasonable facilitation in terms of allowances. Whereas this was not adequate enough, it was also found to be irregular and hence undermining

and compromising quality performance of Bog activities geared towards enhancing retention of staff. Interview responses stressed that;

BoGs meetings are irregular due limited financial resources. It was further stressed that some times, a term can go without holding a BoGs meeting and hence impeding the planned retention efforts

It can, therefore, be deduced that in trying to enhance the retention of staff in secondary schools, BoGs face a number of challenges that need strategic attention if teacher turnover is to be minimized and thus getting the best out of them. Issues of role conflicts and interference, low levels of motivation and limited financial resources seem to be out spoken. Whatever that case however, the financial sources need to be strengthened since it works to improve motivation levels and also avert conflicts and interference.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations made on the effectiveness of Boards of Governors in the management of secondary schools in Manafwa district.

5.1 Conclusions

In light of the foregone discussion and an analysis of the effectiveness of Boards of Governors in the management of secondary schools in Manafwa district, the following conclusions were drawn;

5.1.1 Extent to which BoGs influence Recruitment of Staff in Secondary Schools in Manafwa District

It is found out that the influence of the Board of Governors is very important in recruitment of staff in secondary schools in Manafwa district (80%). This is because they regulate the kind of staff in terms of attraction. That withstanding, there are several challenges associated with incompetence, religious differences, getting the right people and inadequate resources seem to affect effective recruitment of staff.

5.1.2 Extent to which BoGs influence the retention of staff in secondary Schools in Manafwa district

It is found out that the influence of the Board of Governors is very important in retention of staff in secondary schools in Manafwa district (67%). This is because they regulate policy issues and matters in terms of decisions that affect the degree of retention. That withstanding, there are several challenges associated with limited financial base, role conflicts and interference, lack of

room for achievement, wanting motivation levels and poor work atmosphere. This explains the why retention of staff remains a serious challenge in most secondary schools in Manafwa district and this is the reason for further redress.

5.1.3 Effectiveness of BoGs in Supervising School Property in Secondary Schools in Manafwa District

It is found out that the influence of the Board of Governors is very important in supervising school property in secondary schools in Manafwa district (43%). This is because they regulate its use as required the provision in the legal framework. That withstanding, there are several challenges associated with conflicting tasks, team work breeding difficulties, inadequate time and wanting supervisory skills still affect the enhancement of management of school property with regard to supervision. It is therefore on this note that it is crucial to undertake more redress and thus improve the situation.

5.2.0 Recommendations

In light of the foregone discussion and analysis of the effectiveness of Boards of Governors in the management of secondary schools in Manafwa district, the following recommendations were derived from the study. It is anticipated that the recommendations will improve the performance of BoGs in secondary schools

5.2.1 Extent to which BoGs Influence Recruitment of Staff in Secondary Schools in Manafwa District

The Ministry of Education and sports, BoGs, district and secondary school authorities are considered very important stakeholders in relation to management of secondary school.

Therefore, as a matter of streamlining selection and recruitment, they should put the following on board;

Budget and work within the available resources appropriated by BoGs in recruitment of staff. It is also vital to work within the framework of their powers to lobby government to support schools in time such that attraction of staff can be done more effectively and for more meaningful results.

Support issues of development on a continuous basis as a matter of strengthening the capacity of BoGs members in issues of selection and recruitment. It should be noted that this can be undertaken during induction on the key functions performed by members of BoGs and also some refresher short training courses.

Upholding key human resource practices at all times is equally crucial in as far as recruitment of staff in secondary schools by BoGs is concerned. In this case, it is important to promote meritocracy and equal employment opportunities in the entire process, as opposed to attracting staff on religious lines.

The recruitment of staff should be upheld on the basis of quality standards. In this regard, transparency values should be upheld by the BoGs in the entire recruitment process if the right personnel for the right posts are to be realized in secondary schools.

5.2.2 Extent to which BoGs influences the retention of staff in secondary Schools in

Manafwa district

The Ministry of Education and sports, BoGs, district and secondary school authorities are considered very important stakeholders in relation to management of secondary school. Therefore, as a matter of enhancing retention, they should put the following on board;

Networking with local and external stakeholders is very critical in strengthening the financial base of secondary schools. Parents through PTA executive and Government at local and national level should be sought to increase funding for the BoGs to effectively influence the extent of retention of staff.

It is also important to invoke the existing legal framework of the law particularly with reference to the roles and functions of all stakeholders, from policy making to policy implementation. This may go a long way in minimizing conflicts among the fore mentioned actors and thus impact significantly upon retention.

Further, the Board should create an attractive work atmosphere that allows for achievement among staff is quite paramount. A case in point is not only improving the work environment but also regulate local policy decisions in support of providing social amenities like housing, medical care and improved PTA allowance.

Support staff development fund creation in secondary schools as a matter of further building the capacity of the staff to perform better at work. This is because developing the staff on the accord of funding from the school can impact not only upon motivation of staff but equally their performance as well.

5.2.3 Effectiveness of BoGs in Supervising School Property in Secondary Schools in

Manafwa District

The Ministry of Education and Sports, BoGs, district and secondary school authorities are considered very important stakeholders in relation to management of secondary school. Therefore, as a matter of streamlining the supervision function, they should put the following on board;

It is vital to clearly define and separate the supervisory functions of BoGs from other functions and roles to avoid conflict of interest. BoGs members though perform BoGs duties on part time basis; they ought to provide utmost attention at the expense of other tasks since their roles in BoG are not on a routine basis.

Drawing clear schedules running on a quarterly, yearly and the entire three year period clearly defining the supervisory functions and respective activities in terms of school property is immense. This may rule out the possibility time scarcity and teamwork breeding difficulties and thus ensure that school assets are in good and productive shape.

Finally, it is also important to work out modalities geared towards strengthening the supervisory capacity of BoGs to understand what, where and when to conduct the supervision with regard to school property. Given the fact that some BoGs members in rural secondary schools in Manafwa are not skilled enough, they should be subjected to supervisory skills enhancement trainings for better performance.

5.2.4 Areas for Further Research

From the findings of the study, the researcher suggests areas for further research in the following:

- An analysis of the effectiveness of foundation bodies in the management of secondary schools in Manafwa district
- The role of Board of Governors in the performance of religious founded secondary schools in Manafwa district

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APPENDIX 1

QUESTIONNAIRE

Head teachers, Deputy Head Teachers and Teachers

SECTION A

Dear respondent,

The questionnaires are intended to assist in providing information to the study that leads to a Bachelors Degree in Development studies. The information provided will be treated with utmost confidentiality.

Instructions: In case where responses are provided, you are requested to select the no. of your correct responses. You are kindly requested to be sincere so as to make this study successful.

Tick the correct answers

Return the questionnaires.

Please fill in the gaps as required

Name of the school.....

Gender of the respondents

Male staff Female.....

Age

Academic ranking and highest qualification (Tick the correct qualifications)

(a) Grades III, Diploma, Degree, Masters

(b) Any other specify.....

What is your experience as a tr?

- (i). 0-1 Year
- (ii). 1-4 Years
- (iii). 5-8 years
- (iv). 9-12 years
- (v). 13- and beyond

SECTION B:

Extent to which BoGs influence recruitment of staff in Secondary schools in Manafwa district

What do you understand by selection and recruitment?

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Is there any influence of the BOGs in the activities of recruitment of staff in secondary schools in Manafwa district?

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How were you selected and recruited in secondary school in Manafwa district?

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BOGs have a significant influence on the recruitment of staff in secondary schools in Manafwa district?

Yes ii) No

Please give reasons for your answer

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Is it important to involve the BOGs in recruitment of staff in secondary schools in Manafwa district? Explain.

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What challenges do BOGs face in the recruitment of staff in secondary schools in Manafwa district?

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SECTION C

Extent to which BoGs influences the retention of staff in secondary Schools in Manafwa district

What do you understand by retention of staff?

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Mention some of the factors that enhance retention of teachers in secondary schools in Manafwa district?

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What are some of the roles played by BOGs in teacher retention in secondary schools in Manafwa district?

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Are there any other stakeholders that are involved in retention of teachers in secondary schools in Manafwa district?

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Why is the influence of the BOGs in retention of teachers considered important in secondary schools in Manafwa district?

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What are some of the challenges faced by BOGs in the retention of staff in secondary schools in Manafwa district?

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SECTION D

Influence of BoGs in supervising school property in secondary schools in Manafwa District

What do you understand by supervision?

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Mention some of the property that is under the supervision of BOGs in secondary schools in Manafwa district?

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What are some of the roles that BOGs play in supervising school property in secondary schools in Manafwa district?

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Mention other stakeholders that property in secondary
schools in Manafwa district?

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Is it important for BOGs to supervise school property in secondary schools in Manafwa district?
If yes, please elaborate

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What are some of the challenges faced by BOGs in the supervision of school property in secondary schools in Manafwa district?

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APPENDIX 11

INTERVIEW GUIDE

For Head Teachers, BoGs and District Education Officials

SECTION A

Dear respondent,

The interview guide is intended to assist in providing information to the study that leads to a Bachelors Degree in Development Studies. The information provided will be treated with utmost confidentiality.

Instructions: In case where responses are provided, you are requested to select the no. of your correct responses. You are kindly requested to be sincere so as to make this study successful.

Tick the correct answers

Return the questionnaires.

Please fill in the gaps as required

Name of the school.....

Gender of the respondents

Male staff Female.....

Aged.....

Academic ranking and highest qualification (Tick the correct qualifications)

.....

What is your experience in service?

(i). 0-1 Year

(ii). 1-4 Years

(iii). 5-8 years

(iv). 9-12 years

(v). 13- and beyond

SECTION B:

Extent to which BoGs influence recruitment of staff in Secondary schools in Manafwa district

What do you understand by selection and recruitment?

Is there any influence of the BOGs in the activities of recruitment of staff in secondary schools in Manafwa district?

What are the criteria of recruitment used to attract teachers in secondary schools in Manafwa district?

BOGs have a significant influence in recruitment of staff in secondary schools in Manafwa district? I) yes ii) No

Why is important to involve the BOGs in recruitment of staff in secondary schools in Manafwa district?

What are some of the challenges faced by BOGs in the recruitment of staff in secondary schools in Manafwa district?

SECTION C

Extent to which BoGs influences the retention of staff in secondary Schools in Manafwa district

What do you understand by retention of staff?

Mention some of the factors that enhance retention of teachers in secondary schools in Manafwa district?

What are some of the roles played by BOGs in teacher retention in secondary schools in Manafwa district?

Are there any other stakeholders that are involved in retention of teachers in secondary schools in Manafwa district?

Why is the influence of the BOGs in retention of teachers considered important in secondary schools in Manafwa district?

What are some of the challenges faced by BOGs in the retention of staff in secondary schools in Manafwa district?

SECTION D

Influence of BoGs in supervising school property in secondary schools in Manafwa District

What do you understand by supervision?

Mention some of the property that is under the supervision of BOGs in secondary schools in Manafwa district?

What are some of the roles that BOGs play in supervising school property in secondary schools in Manafwa district?

Mention other stakeholders that support BOGs in supervision of school property in secondary schools in Manafwa district?

Is it important for BOGs to supervise school property in secondary schools in Manafwa district?
If yes, please elaborate

What are some of the challenges faced by BOGs in the supervision of school property in secondary schools in Manafwa district?

Appendix III
Validity and Reliability of Research Instruments

Validity

This was established through a Content Validity Index (CVI) computed as $CVI = \frac{\text{Sum of agreement on every relevant judgement}}{\text{Total number of items in instrument}} \times 100$ basing on the suggestions of experts— who reviewed and judged the questionnaire items as either relevant or irrelevant to the study— that were cross tabulated as shown below.

		EXPERT ONE		Total
		Relevant	Not relevant	
EXPERT TWO	Relevant	6	2	8
	Not relevant	0	1	1
Total		6	3	9

$CVI = \frac{6}{9} \times 100 = 66\%$. It was therefore concluded that the instrument was highly valid for the study.

Reliability

Cronbach's alpha coefficient was computed as $\alpha = \frac{9}{9-1} \left(1 - \frac{1.86}{5.99} \right) = 0.776$. It was, therefore, concluded that the instrument was internally consistent and, therefore, reliable.