

**BOARD OF MANAGEMENT PRACTICES INFLUENCING DAY
SECONDARY SCHOOLS' ACADEMIC PERFORMANCE IN KCSE IN
IMENTI NORTH SUB COUNTY, MERU COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been submitted for the award of degree in any other university

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DEDICATION

I dedicate this research project to my dear wife Mrs. Eveline Gitonga Mwenda , my lovely children Sharon Kinya Mwenda and Precious Kathambi Mwenda.

ACKNOWLEDGMENTS

First and foremost, I am grateful to God for His blessings and Grace. The successful completion of this work has been through significant contribution from several people to whom I am deeply indebted.

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All my classmates in the Administration class for their support during the entire course.

ABBREVIATIONS AND ACRONYMS

B.O.M	Board of Management
D.E.O	District Education Officer
G.O.K	Government of Kenya
K.C.S.E	Kenya Certificate of Secondary Education
M.O.E	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
P.T.A	Parents Teachers Association
S.D.P	School Development Plan
S.M.C	School Management Committee
SCDE	Sub-County Director of Education.
SMASE	Strengthening Mathematics Science Education.
SMB	School Management Bodies
SPSS	Statistical Package for Social Science.
T.S.C	Teachers Service Commission
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training

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ABSTRACT

The purpose of this study was to investigate the influence of Board of Management practices on academic performance in Day secondary schools in Imenti North sub county, Meru County, Kenya. The study was guided by three objectives focusing on the influence of Board of Management member selection criteria on school academic performance, influence of Board of Management involvement of stakeholders in decision making on school academic performance and to assess the extent to which the Board of management staff recruitment practices influence academic performance in Imenti North sub county, Meru county. The literature reviewed covered studies on Board of Management selection criteria and how it influences academic performance in KCSE, influence of BOM practices and involvement of stakeholders on decision-making, influence of BOM recruitment practices on school academic performance in KCSE, summary of literature review, theoretical and conceptual framework. The study targeted 15 Day secondary schools, 195 BOM members, 165 teachers and 15 Head teachers in Imenti North sub county, Meru county, Kenya. The sample size was made of 110 teachers; 55 male and 55 female, and 59 BOM members to involve 45 and the 10 Head teachers. Questionnaires for teachers and an interview guide for data from the BOM members and Head teachers were collected through interview schedule. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables. The findings indicated that BOM members' level of education is a factor that influenced board of management member's selection criteria on school academic performance in Imenti north Sub-County, Meru County, Kenya. Further, the respondents indicated that BOMs influence on KCSE performance was significant while a similar percentage stated that BOM contribution towards teachers' motivation was fair. It was evident that participation of BOM in decision making in schools did not achieve its mandate. BOM failed to include teachers and non-teaching staff in implementation and decision making thus the arising conflicts. The study recommended that school stakeholders should select neutral sponsor during the nomination of BOM. The sponsor should also have minimum control on the school management to avoid destabilizing the instructive activities of the schools. Secondly, the study recommends that BOM should further tighten the discipline of student as provided for in education Act cap 211 legal notice No 40/1972 part 4 to 10. Lastly, the BOM should play a vital role in decision making of the school management. On the other hand, they should take every stakeholders decision on board to avoid conflicting interests in the running of the school. In general the study showed that BOMs' qualification, their decisions and involvement on staff recruitment, has great influence in school management, this further influence the schools' performance in national examinations. Further study should be done on the training of BoM members and its influence on the financial management in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a main vehicle for national development in many countries especially the developing countries. Board of Management (BOM) selection criteria are one of the variables because it influences the academic performance of the learners in schools. According to Van (2004) in a few nations like England, Wales and Scotland, education is manageable by local education authorities (LEA). As an example in England and Wales, school forums have been public bodies between 1870 and 1902, which were created under the basic education Act of 1870. But, they were created under the education Act of 1902, which replaced them with local education.

The boards of directors serve as an internal monitoring mechanism to protect the interests of shareholders. Johnson and Scholes (2002) cite three functions of the board of directors, namely the control, service and resource dependence roles. From an agency theory perspective, board represents the primary internal mechanism for controlling managers opportunistic behavior which helps to align shareholders' and managers' interest (Jensen, 2003). The size and composition of the board influence the effectiveness of monitoring school activities (Bryd & Hickman, 2002). However, there are conflicting views as to how board composition (the size of the board and percentage of insiders on the board) is related to the degree of agency problems (Borokovich 2006; Hermalin & Weisbach 2001 & Yermack 2006).

The South African School Act (SASA) of 1996 created School Governing Bodies (SGBs) that encompass the major, elected representatives of parents, instructors, non-teaching personnel and students. Section 21 of SASA mandates the faculty Governing bodies (SGBs) to be in charge of keeping schools assets, purchase of textbooks, instructional materials or equipment and pay for services rendered to the faculty so as to enhance and attain higher educational outcomes. Nombasa (2004) discovered that most SGBs in South Africa. The education facilitators and running shoes lacked motivation and sufficient training with a view to enhance teachers in school. that is significantly emphasized within the contemporary world with a view to have correct academic overall performance in KCSE in day secondary schools.

There have been a number of studies carried out on Boards of Governors, currently Board of Management for instance a study by Olembo (2001) recommended that BOM members should have at least form four level of education and be trained on educational management. Mestry (2004) as quoted by Madikela (2006) argues that school governing bodies in South Africa had problems in motivating students to achieve better performance in academics. Magiri (2005) noted that newly elected BOM members' competency is affected by inadequate induction on their responsibilities, low education, inadequate exposure and inexperience.

In session paper No. 6 of 1988, the government accepted the recommendations of the Presidential Working Party on Manpower Training famously known as Kamunge report that: Members of Boards of Management (BOM) and school

committees are appointed from among persons who have qualities of commitment, competence and experience, which would enhance the management and development of educational institutions (MOEST, 1988). The education act Cap. 211 of the laws of Kenya section 10 (Republic of Kenya, 1980) indicates that the minister appoints members of the BOM through a selected committee comprising of regional and county education administration officers, local leaders, members of parliament and local members of county assembly, sponsors, local education officer and the head teacher. Management is an important component of running a successful organization. The success depends on the right knowledge, skills and the quality of the management. According to Griffin (1984), management is a technique of planning, leading and controlling an organization's human, monetary, physical and data assets to acquire the organizational goals in an efficient and powerful manner. Emanuel (2009) says, management in terms of instructional setting is a discipline of study this is involved with the operations of instructional agencies for attaining the anticipated goals of schooling. The education managers' fundamental assignment is to set educational targets, formulate plans, set economic revenues, discover obligations and examine the working employees.

The management of educational institutions in Kenya by the BOM is critical. Therefore, the BOM should ensure that sound policies, goals and objectives are formulated in secondary schools and that methods are determined of the target objectives. For this reason, therefore, those appointed to serve in the BOM should have the capacity, to handle the required tasks. The public

secondary schools management has evolved over time. During the colonial regime management of education was entirely left in the hands of missionaries who provided schools with teachers, finances, curriculum implementers, spiritual and moral guidance (Olembo1992). During independence following the recommendations from the Education commission (1964), chaired by Prof. Ominde, the government undertook to manage public schools in Kenya formerly managed by the missionaries. As a result, the Cap 211 Laws of Kenya of 1968 was enacted. It gave powers to the minister of education to establish BOM a corporate body consisting of thirteen members each, to manage public secondary schools on behalf of the minister (Republic of Kenya, 1968).

The BOM roles on management include financial management, staff and student management theory, provision of physical and material resources, management of curriculum and instructional programmes and management of school community relationship (Okumbe, 2001). These management roles delegated to the BOM by the minister are enormous. Therefore, the board is expected to be conversant with the management process whose general functions are planning, organizing, staffing, evaluating, and budgeting. The recruitment criteria has to be adhered to and the guidelines from the ministry of Education on recruitment, selection, appointment and training, implemented to the letter or the boards to be effective. This will ensure that those recruited into the school's management are people of integrity who are qualified. Recruitment of the BOM members is done by a selection panel that is constituted three months before the expiry of the existing board. According to

the MOEST (2004) and Republic of Kenya (1987), members of the selection panel includes the Sub county director or his representative, the DC or his representative, the area chief, the area member of parliament, the local county representative and the sponsor's representative.

The main duty of the selection panel is to nominate ten (10) persons whose names are forwarded to the minister for approval. Those nominated to the board shall consist of:- Three persons representing the community served by the school, four persons representing bodies, organizations or the sponsor, and three persons representing special interests or circumstances. Upon the appointment of the ten (10) persons by the minister, three persons representing the PTA are co-opted during inauguration (Republic of Kenya, 1968). The sub county director then briefly inducts the BOM members into carrying out their duties. The induction is vital because, it introduces the BOM members into the work procedures, rules and regulations. In order for the BOM to be, effective, training and capacity building should be a priority. It provides specific knowledge and relevant skills to enable them perform their roles more confidently and competently. The Kamunge Report (1988) acknowledges that, the role played by BOM in the management of educational institutions is crucial and therefore, boards should be appointed on time and members carefully selected to ensure that the boards have committed members.

Therefore, the managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively and efficiently. The classical management theory by Henri Fayol et al (1841-1925) France

emphasizes how managers and supervisors relate to their organizations in the knowledge of this goals, the implementation of effective means to get goals accomplished and how to motivate employees to perform to the highest standard.

In step with Fayol (1841-1925), these specifications have proved popular in France. They encompass; division of labor, authority, discipline, team spirit of command, solidarity of direction, subordination of character interests to the overall interest, remuneration, centralization, scalar chain, order, fairness, stability of tenure of personnel, initiative, and Esprit de corps. Fayol was the primary individual to honestly provide a definition of management which is typically acquainted nowadays namely “forecast and plan, to organize, to command, to coordinate and to control”. He additionally gave a great deal to the fundamental terminology and ideas, which might be elaborated upon with the aid of future researchers, such as division of labour, scalar chain, cohesion of command and centralization. In Kenya, the MOEST has too spelt out absolutely the requirement for a appropriate individual to be recruited to serve as a member of the BOM on any public secondary school.

According to the MOEST (2004), the members to be appointed to the BOM should meet the following requirements; have a minimum of secondary education certificate, be a person of integrity and committed to serve the community on voluntary basis, the chairperson be at least a university graduate or one with a profession, of high integrity and preferably that, the

chairperson or any other member should not have any business interest with the school in which one is serving as a board member.

It is assumed that the selection panels follow the guidelines on nominating and Suitable for appointment to serve in the BOM. On the contrary, BOM recruitment and selection panel does not adhere strictly to selection guidelines as stipulated by the MOE. This is attributed to religious and political interference in the nomination process. As a result, persons are nominated for appointment without serious consideration of their academic qualifications and hence, most are illiterate (Matheka, 1987), have vested interests and low academic levels. (Nzuvu, 2004), lack of management capacity (World Bank, 1996), and are not effective in the decision making (Mutai, 2003).

Having cited the gaps existing in the recruitment, selection and consequently performance of BOM there remains an unanswered question whether, the recruitment guidelines are followed by panelists and, upon appointment, are the board members thoroughly inducted and trained, thus casting doubts on the Effectiveness of the process, a task that this study shall focus on. Training of workers in an organization is important because it enhances job. Motivation and satisfaction and, increases the employee's productivity. Given the enormous challenges that face the management of educational institutions, the training techniques should be adequate and relevant to enable the BOM address their job more confidently and competently. Okumbe (1998) asserts that, training provides junior employees with specific knowledge and skills in

order to enable them perform specific tasks. The employees are brought to an agreed standard of proficiency through practice and instructions.

It is the responsibility of the MOE to provide training to school boards and other educational managers. The role is carried out by the Kenya Education staff institute (KESI) presently known as Kenya Educational Management Staff Institute (KEMI) This committee selects 3 persons representing local community, 4 representing bodies and organizations like sponsor and 3 representing special interest groups. Once officially appointed by the Education permanent secretary, the 10 members select the chairperson of the board and co-opt 3 other persons from the parent's teachers association (PTA) into the board (Opot, 2006). The Teachers Service Commission (TSC) on the other hand posts School head teachers (Principals) to these schools to work with the BOM in managing the schools as a secretary. However, trained or not trained the two teams (BOM and the head teachers) are supposed to work together to manage the schools without any bias either to their own interests of the people who appointed them to that post. Based on this, the research aimed at establishing the influence of BOM in school management in Imenti North Sub-County Meru County-Kenya.

The inquiry of Koech report (Republic of Kenya, 1999) mentioned that management of instructional establishments in Kenya was determined to be vulnerable due to the fact most boards of management lacked high-quality management competencies. These demanding situations every so often result in negative overall performance in the Kenya certificate of secondary

education (KCSE). poor exam performance ends in excessive wastage rate because of finances invested in education. The appointment of secondary school governing bodies in Kenya is once in a while coupled with political interference that is opposite to the authorities policy pertaining attention of individuals who've traits of dedication, competence and experience which would enhance the control and improvement of schools (Kindiki 2009).

To this end, the study looked at some of the evidences to establish the influence of board of management in academic performance in KCSE in Imenti North sub county, Meru County, Kenya. The BOM roles on management include financial management, staff and student management, provision of physical and material resources, management of curriculum and instructional programmes and management of school community relationship (Okumbe, 2008). As countries seek to adapt their education systems to the needs of contemporary society, expectations for schools and school managers are changing. Many countries have moved towards decentralization, making schools more autonomous in decision making and holding them accountable for their actions [Organization for Economic Cooperation and Development (OECD), 2008]. The success of a school may be determined by the skills and experience of the board members.

The Government of Kenya enacted the Public and Disposal Act no. 3 of 2003 which governs all aspects of procurement and disposal of unserviceable goods in the public sector which includes public Day secondary schools. This was to enhance accountability and transparency in expenditure management. Public

schools were therefore required to establish tender committees (Republic of Kenya, 2003). Langat (2008) noted that, school principals are regarded as financial controllers and accounting officers at school level while Board of Management members are the policy makers. Both however mainly lack professional qualifications to enable them execute their duties effectively (Asiago, 2010). While school bursars are 4 required, to maintain records of both revenue and expenditure and advise the principal, most of them lack technical capacity to offer guidance. The BOM members also lack necessary technical skills to understand and interpret financial reports in making decisions (Mobegi, Ondigi & Simatwa, 2012).

In Kenya, the Ministry of Education Science and Technology (MoEST) has too spelt out clearly the requirement for a suitable person to be recruited to serve as a member of the BOM on any public secondary school. According to the MOEST (2004), the members to be appointed to the BOM should meet the following requirements; have a minimum of secondary education certificate, be a person of integrity and committed to serve the community on voluntary basis, the chairperson be at least a university graduate or one with a profession, of high integrity and preferably that, the chairperson or any other member should not have any business interest with the school in which one is serving as a board member.

1.2 Statement of the problem

The success of any school program depends on the overall cooperation between the BOM and the school principal. The BOM and the school principal are responsible for the management of both human and other resources to facilitate smooth operations, infrastructure, development and the provision of teaching and learning materials (Session Paper No. 1 2005: 63). The BOM are legally mandated by the Ministry of Education under the education Act Cap 211 to manage secondary schools in Kenya. The secondary schools BOM in Kenya have not been exposed to adequate management training (Kindiki, 2009). Majority of them lack adequate supervisory competencies to utilize available information for management purposes. The inquiry of Koech report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the BOM lacked quality management capabilities.

The Board of Management members are mandated by the Basic Education Act 2013 to audit and regulate expenditure by the administration to ensure that all the income received by the school is applied for the promotion of the objectives of the school and this promotes and enhances school management which influences academic performance in Imenti North sub county, Meru county. These statutes presume that members of the Board of Management and teachers are knowledgeable in financial management, procurement, auditing and project management (Republic of Kenya, 2005). According to Nyakundi, Okiaga and Ojera (2012) the efficiency in usage of school funds in infrastructure development, equipping of school library and laboratories,

hiring of teachers and providing a conducive learning environment have a positive impact on the academic performance of students in schools. The secondary schools were bound to offer quality education with limited resources. Mobegi, Ondigi and Simatwa (2012) found out that mismanagement and misappropriation of finances in public Day secondary schools had a direct influence on quality and academic performance in KCSE and was evidenced in KCSE results. The study done by Mobegi, Ondigi and Samatwa (2012) and also the audit report done by Transparency International (2011) show inefficiencies in financial management of most public day secondary schools hence decline in quality of education standards in Imenti North sub-county, Meru county, Kenya.

In 2010 only very few public Day secondary schools were prompt in the submission of their books of account for the annual audit, while the rest schools delayed and others failed completely. Reports in the sub county audit office within this period indicate that many schools delayed to submit their monthly trial balances which indicates the true financial position of the school (County director's office 2013 report).

Much as the BOM play a vital role in the school management, there have been several incidents that have been witnessed where school operations have ceased, stakeholders have fought and schools have been closed hence resulting to poor performance in KCSE. The appointment of secondary school governing bodies in Kenya is occasionally coupled with persons who have no qualities of commitment, competence and experience which would enhance

the management and development of schools. This acts as evidence that there was a problem in academic performance in Imenti North Sub County because the highest performing day secondary school in Imenti North Sub County had a mean score of 4.2 in 2018 KCSE results released by KNEC and the lowest performing had a mean score of 1.6 and that is why the researcher got interested to carry out the study on BOM practices influencing day secondary schools academic performance. This study sought to investigate influence of the BOM in schools' academic performance in day secondary schools so as to answer the main research question - Does BOM's practices influence Secondary school academic performance in KCSE.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Board of Management practices on academic performance in day secondary schools in Imenti North Sub County, Meru County, Kenya.

1.4 Objectives of the study

The objectives of the study were:

- i) To establish the influence of Board of Management member selection criteria on school academic performance in Imenti North Sub-County.
- ii) To determine the influence of Board of Management involvement of stakeholders in decision making on school academic performance in Imenti North Sub-County.
- iii) To assess the extent to which the Board of Management staff recruitment practices influence academic performance in Imenti North Sub-County.

1.5 Research questions

This study was guided by the following questions:

- i) To what extent does the Board of Management' member selection criteria influence school academic performance in Imenti North Sub-County?
- ii) To what extent does the Board of Management involvement of stakeholders' in decision making on school academic performance in Imenti North Sub-County?
- iii) How does the Board of Management involvement in the recruitment of teachers and other subordinate staff affect the school academic performance in Imenti North Sub-County?

1.6 Significance of the study

The findings of this research may be of importance to the following:

The study findings might help the BOM members to re-align their mandate in order to harmonize their roles with that of the principals and other stakeholders for better school performance.

The findings might enable the principals in Imenti North sub county Meru county and other parts in Kenya to understand the influence of BOM on academic performance in KCSE as a crucial stakeholder and manager and hence strive to work in harmony for the benefit of the school. The PTA being also a stakeholder in the school, may benefit from the findings by understanding the role and influence of BOM in school management and hence work hand in hand with them to benefit the institution.

1.7 Limitations of the study

The respondents feared to reveal information about their school hence gave dishonesty responses. To overcome this, the respondents were asked not to disclose their identity by not writing their names on the questionnaires. Some may not return the questionnaires, to ensure the questionnaires are returned the researcher dropped and picked from the participants. Lack of full knowledge of the interviewees about the subject under study, which led them to giving unreliable and incorrect information. The researcher took his time to explain to the respondents on the expectations.

1.8 Delimitations of the study

The study was based on some selected Day secondary schools in Imenti North Sub County whose environment and background were the same. The study dealt more on the role of the Board of Management in school academic performance in KCSE.

1.9 Assumption of the study

The study was based on the following assumptions.

- i) That the information that was given by the respondents was true and free from bias.
- ii) That the BOM members and the school principals understood their role on school academic performance in KCSE.
- iii) That the BOM, practices influenced student academic performance in KCSE.

1.10 Definition of significant terms

Academic performance refers to the general standard of excellence which is estimated by students' performance in academics

Board of Management Practices refers to activities undertaken to improve performance and efficiency in education institution.

Board of Management refers to members nominated to manage schools on behalf of the community, the sponsor, the political group and parents of those particular schools.

Day secondary schools refers to schools where learners attend the school during the day to study and go back home in the evening no boarding facilities in these schools.

Involvement in decision-making refers participation in selecting logical choice from available options.

Parents Teachers Association refers to an Association formed to articulate the interests of the parents and teachers in school matters especially of development in the board meetings

Recruitment practices refers the process of finding and hiring the best qualified candidate for a particular job.

School Management refers to the general administration and governance of the school where all the stakeholders are included.

Selection Criteria refers to the skills, experience especially when deciding who to choose for a job.

1.11 Organization of the study

The study was organized in five chapters. Chapter one consisted of background to the study, statement of the problem, purpose of study, objectives, research questions, significance of the study, limitations, delimitations, basic assumptions and definitions of significant terms. Chapter two consisted of literature review, review of research carried out on the influence of Board of Management member selection criteria on academic performance in Imenti North Sub county, Meru County, Kenya, influence of Board of management involvement of stakeholders in decision making on school academic performance in Imenti North Sub county , Meru county, Kenya and assess the extent to which the Board of management staff recruitment practices influence academic performance in Imenti North sub County, Meru county, Kenya, summary of related literature review, theoretical framework and conceptual framework.

Chapter three comprised of research methodology. This includes research design, target population, sample size and sampling techniques, research instruments, validity of instruments and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presented data analysis, presentation and discussion. Chapter five consisted of the summary of the findings, conclusions, study recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a critical review of empirical literature related to the research objectives. The objectives included influence of Board of Management member selection criteria, Board of Management involvement of stakeholders in decision making on school academic performance and the extent to which the boards of management recruitment practices influence academic performance in Imenti North Sub-County. The review concludes with a summary of the knowledge gaps that the study intends to fill. Finally, a theoretical and conceptual framework related to BOM practices influencing academic performance in Day secondary school.

In America, the system of management is called Local Management of Schools, Self-Managing Schools, Self-determining schools, locally autonomous schools, devolution, decentralization and restructured schools. There are four models of school based management (Cro & Parshiadis, 2008). These are Collegial, Participatory, democratic management which involves all the staff of the school in making decisions, whether through committee's or full staff process, principals directed site based management, which involves some consultations with staff and parents but is ultimately controlled and directed by the principal and other administrators and a parent committee operating as a board of management (Nyongesa, 2007). Smolley (1999) carried out a research on the effectiveness of school boards in the state of Delaware, USA. The objectives of the study were to find out the level of

effectiveness of school boards in the state of Delaware. The study also sought to find out what strategies could be used to improve boards' performance.

The target population of the study was all the members of the school boards in the area. A sample of 45 board members was randomly selected. Questionnaires were used to collect data. The study revealed that the ineffectiveness of BOM was as a result of improper decision making process. This was attributed to difficulties in accessing and use of relevant information that would facilitate decision making process. There was lack of proper deliberations during board meetings, ignoring the alternative action to the one agreed and, lack of consensus.

Lack of skills in deliberations and decision making during board meetings indicated that there existed a gap in the induction and training of BOM in the state of Delaware U.S.A, facts that this study focused on Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and the extent to which needs of school boards were being met.

The objectives were to evaluate the level of local authority support to the School boards, to identify the needs of school boards and head teachers in terms of finance and administration, to establish whether there was need for initial and continuing training for board members, evaluate contribution of key agencies i.e. governmental and non-governmental bodies in meeting the needs of school boards and to identify key issues for future considerations in administration of school in Scotland.

Vanwuk (2001) carried out a research to investigate the factors influencing the

The research done by the New Zealand council for education in 1994 showed that successful accountability, administration and building maintenance take priority over curriculum, parental voice at school level does not necessarily lead to more pare Smolley (1999) carried out a research on the effectiveness of school boards in the state of Delaware, USA. The objectives of the study were to find out the level of effectiveness of school boards in the state of Delaware. The study also sought to find out what strategies could be used to improve boards' performance. The target population of the study was all the members of the school boards in the area A sample of 45 board members was randomly selected. Questionnaires were used to collect data. The study revealed that the ineffectiveness of BOM was as a result of improper decision making process. This was attributed to difficulties in accessing and use of relevant information that would facilitate decision making process. There was lack of proper deliberations during board meetings, ignoring the alternative action to the one agreed and, lack of consensus.

Lack of skills in deliberations and decision making during board meetings indicated that there existed a gap in the induction and training of BOM in the state of Delaware U.S.A, facts that this study focused on Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current Support to school boards and the extent to which needs of school boards were being met. The objectives were to evaluate the level of local authority support to the school boards, to identify the needs of school

boards and head teachers in terms of finance and administration, to establish whether there was need for initial and continuing training for board members, evaluate contribution of key agencies i.e. governmental and non-governmental bodies in meeting the needs of school boards and to identify key issues for future considerations in administration of school in Scotland.

Vanwuk (2001) carried out a research to investigate the factors influencing the choice and that the resource gap between schools serving low and high income students had increased. This has helped improve efficiency in management of American schools (Mahoney, 1988). Competence in financial management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. This consequently leads to improved academic performance in KCSE. Poor school management leads to financial embezzlement, fraud, poor learner's welfare, poor school academic performance and under enrolment unrests and stagnated growth and high levels of indiscipline (Kimando, 2011).

In many countries both state and independent schools are discovering that the determination of the future of the institution is within the control of the members of the individual school boards, composed of elected or selected BOM working with the head and teaching staff, each with a responsibility for a particular role in the process (Legate and Thompson 1997) in such a situation the need for schools to have competent BOMS members became crucial.

Effective leadership by head teachers, BOMs and staff leads to high students' achievement. It harnesses the energies and commitment of staff, students, and parents and gives a clear direction for the benefit and development of the school. Sessional paper no.1 of 2005, noted that most BOM members had not been exposed to adequate management training, thus many lacked capacities to oversee and account for resources under them.

Care and Wilkinson (1990), noted that BOM who ratify and adopt school budgets are not themselves conversant with the school budgeting process and hence in their decisions at times delay the head teachers from monitoring and following the budget strictly. Thus for BoM to realize their full potential, in schools, they require training to enable them discharge their responsibilities effectively and an encouragement to feel that they have a positive and constructive role to play. Competence in school management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports, which influences academic performance in KCSE in day secondary schools in Imenti North sub county, Meru county. This consequently leads to improved performance in KCSE. Poor management leads to financial embezzlement, fraud, poor learner's welfare, poor school performance in KCSE and under enrolment unrests and stagnated growth and high levels of indiscipline.

Eshiwani (1983), argued that lack of management skills by BOM is a major factor contributing to poor performance in educational development. According to the Total Integrated Quality Education and Training (TIQUET

1999), Financial audit reports in Day secondary schools were not up-to-date in the entire republic. The report indicated that school funds had been embezzled years before the books were audited. It was further noted that there was no government control on the issue of official receipts and this has affected school management which has resulted to poor performance in KCSE, and BOM practices influencing academic performance in KCSE in day secondary schools in Imenti North sub county, Meru county, Kenya.

The Basic Education Act 2013 of the Laws of Kenya, Section 55 and 101 (6) indicates that the County Education Board should appoint fourteen BoM members through a nomination panel. These people should be of high integrity, and serve on a voluntary basis. The members should be at least four graduates or professional of high integrity. Clarke (2008; 278), describes financial management as follows: It is essential that the (school) principal makes sure that she / he has the knowledge and understanding of the basic processes involved in managing the school's accounts, the budgeting process and the systems and controls that are necessary to ensure that the school's monies are not misappropriated because this BOM practice results to poor academic performance KCSE in day secondary schools.

Momoniati in Erasmus (2008; 402) explains management as a requirement of managers to take responsibility for the actions and achievements in exchange for greater managerial discretion over their inputs. Thus, managers have to take responsibility for their performance. Van Wyk (2004), states that the main objective of management in the public sector is to support management in the allocation of limited resources with the purpose of ensuring economy

and efficiency (and effectiveness) in the delivery of outputs required to achieve desired outcomes that will serve the needs of the school.

In many countries both state and independent schools are discovering that the determination of the future of the institution is within the control of the members of the individual school boards, composed of elected or selected BOM working with the head and teaching staff, each with a responsibility for a particular role in the process (Legate and Thompson 1997) in such a situation the need for schools to have competent BOM members became crucial. Effective leadership by head teachers, BOM and staff leads to high students' achievement. It harnesses the energies and commitment of staff, students, and parents and gives a clear direction for the benefit and development of the school.

2.2 Education Act in Kenya

The boards of management (BOM) are legally mandated by the ministry of education under the education act Cap 211 to manage Day secondary schools in Kenya. In the performance of education in Kenya, at primary school level school management committees (SMCs) and Parents Teachers Association (PTAs) are responsible for their respective schools while secondary schools, middle-level colleges and TIVET (Technical, Industrial, Vocational and Entrepreneurship Training) institutions are managed by Boards Of Management (BOM) and universities by councils (Sessional Paper No. 1, 2005).

In the Kenyan case, management of Day secondary schools by boards of management (BOM) came into place after independence following recommendation by the Kenya education commission report of Ominde (Republic of Kenya, 1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. Education act Cap. 211 and sessional paper No. 1 of 2005 state that the Boards Of Management have been given the role of managing human resources and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials(MOEST, 2005; Kamunge, 2007).

The education act Cap. 211 of the laws of Kenya section 10 (Republic of Kenya, 1980) indicates that the minister appoints members of the boards of management through a selected committee comprising of regional administration, county leaders, members of parliament and local members of county assembly, sponsors, local education officer and the head teacher. This committee selects 3 persons representing local community, 4 representing bodies and organizations like sponsor and 3 representing special interest groups. Once officially appointed by the minister, the 10 members select the chairperson of the board and co-opt 3 other persons from the Parent's Teachers Association (PTA) into the board. It is this team of 13 members plus the principal as the secretary, area chief, area member of parliament and the sub county Education Officer that oversees the running of Kenyan secondary schools (Opot, 2006). Appointments of members of the boards of Management in Kenya as in other parts of the world such as in the United Kingdom is

obvious with Some purposely elected as channel for varied interests and hence such boards lack power and important interests by pass it as pointed out by Kogan et al (2008).

Many respondent attributed ineffectiveness of difficulty in assessing and use of relevant information that could facilitate decision-making. Other causes of ineffective decision-making process according to this study were absence of proper deliberation during meeting and not considering alternative in decision-making. Hence, the board does not agree on issues, which affect the school as brought forth by other stakeholders in and outside the school. A study by Jaiyeoba (2016) in Canada on administrative effectiveness of Board of Management in political environment. The objective of the study was to find out how Board of Management chairperson defined effective school board operation. The results of this study depicted some characteristics of effective school board chairperson.

A chairperson pointed out that he became effective and influential because he listened to the concerns of other BOM members and other stakeholders. Also ability to control the board or being in authority, ability to foresee solutions and problems making sure BOM members are informed on what is going on, learning to use the school administration effectively and representing the BOM with regard to the public and the media was a sign of effective management Jaiyeoba (2016) However, the study reveals that most BOM members were frustrated when they felt that they did not get chance to deal with real educational issues and when meetings deal with unimportant issues

like talking seriously issues with the school principal and other development agenda rather than educational issues.

The study revealed that management of day secondary schools by the BOM left a lot to be desired as there was no clear rational for the allocation of funds and how to better academics in school. It also noted that board members viewed training positively and thought it as the only way their skills on school academic performance could be improved (Nyakundi, Okiaga and Ojera (2012). The study revealed that there was need for the parent members to be upgraded so as to make contribution with the quality of education provided in their schools.

A similar study was done by Maina (2013) in Kiambu County to establish the effectiveness of Board of Management in corporate governance of public secondary school. He used the survey research design he targeted all head teachers and bursars of all public in Kiambu County; District Education Officer (DEO) and the Quality assurance and standard officer (DQASO).The research findings indicated that majority of respondent perceived the BOM members as effective and influential in participation in resource management of school similarly majority of them perceived the BOM as effective in provision of physical facilities.

The BOM was also found to be effective in their participation in financial management in their schools. Decision making role is a crucial function of management the fact that study reveals poor participation BOM in decision-making process therefore calls for study to investigate why BOM are not fully

involved in this vital task of management discipline of student and lecturer, supervisor and evaluation is, are the roles of BOM clearly defined? Clear-cut and over stamping their mandate and some cases just rubber-stamping decisions. Okoth (1987) carried out a research about the role of community participation in the administration of Harambee secondary schools in South Nyanza District in Kenya. The purpose of the study was to investigate the influence of BOM members' participation in Harambee School administration and effect of that participation on school leadership in Rangwe Division of South Nyanza.

Ambucha (2004) conducted a study to establish the effectiveness of BOM in recruitment of teachers in public secondary schools in Taita Taveta District. The BOM were established by the Cap 211 Laws of Kenya of 1968 and revised in 1980 to manage the public secondary schools on behalf of the minister of Education. In accordance with section 6(b) every maintained or assisted school other than a primary school maintained by a local authority, shall be managed by a Board of Management or as the minister may otherwise direct in accordance with this Act and, any regulations made under this Act" (Republic of Kenya, 1968). In this respect the BOM are involved in the management of finances, human resource (staff & student), curriculum and instructional materials, community- school relations and the provision of physical facilities. These roles delegated to the BOM by the minister are enormous and therefore, the recruitment and selection process procedures should be strictly followed so that those appointed to serve as BOM members

have the knowledge, skills and the competencies required to perform their duties effectively.

According to Rutledge (1999), an effective recruitment process centers on three major questions: Who will be serving on and leading the board over the next three to five years? What is the plan to scout board leadership talent for the future? How will we go about fostering and developing future board leadership? She outlined the elements of an effective recruitment process. Though she is not referring to the Kenyan setting, the said elements are generally applicable to BOM members.

The purpose of the study was to find out if there were malpractices in teacher recruitment. The target population comprised of teachers recruited by selection panels, head teachers and BOM members. The researchers' findings indicated that majority of BOM members felt the process of recruiting teachers through the BOM recognized their managerial role in having say to who is to teach in their schools (Asiago, 2010). However, the study revealed that some panel members had stake and wanted a candidate either of their choice or from the community to be given undue advantage over others. Similarly, the study revealed that some BOM members possessed low academic qualifications not beyond primary level. The above studies have focused on the various issues on the management of school-by-school Board of Management. The studies have not fully focused on how the BOM influences (either positively or negatively) on Day secondary schools academic performance particularly in settings like that of Imenti North- Meru County. This is the gap the study aims to fill. The

fact that each of the members has been nominated by different organizations with different interests including the principal, conflicts, sometimes arise that threaten the peace and proper management of the institution (Mobegi, Ondigi & Simatwa, 2012).

Running Day secondary schools require a lot of funds to purchase various kinds of resources and other materials as well as payment of dues and other allowances to the teachers and other workers. Therefore when the school lacks adequate funds, it becomes difficult to achieve curriculum implementation and most schools often find it difficult to cope with the changing societal needs. Therefore, someday secondary schools often engage the BOM members in raising funds through PTA. In their study of the funding of schools Abagi and Odipo (1997) established that primary schools that had good funding bases through active participation of the members of BOM were established to be performing well.

As already noted earlier, teaching and learning materials are very essential for effective teaching, which are directly linked to the curriculum implementation. They help learners to achieve the specific objectives constructed for the content. Curriculum developers point out that no curriculum can be adequate and effectively implemented without adequate teaching and learning materials. This can be done through money raised by fund raising organized by the BOM. However, organization fund raising will not translate to curriculum implementation (Kindiki, 2009) because the money being raised from the fund raising exercise could be misused if the BOM is not well versed with

management skills. Such a scenario will easily reveal some of the negative influences the BOM impacted on school management.

2.3 BOM member selection criteria and how it influences academic performance in KCSE

Provision of education is considered as a vehicle for progressive development. That is why it is given prominence in the Kenya Education Act cap 211 (1968). The Act established District Education Boards to superintend the management of public schools and the Kenya Institute of Education to coordinate the training for teachers conduct research and prepare educational materials for the development of education. The Act allows an agreement to be made between the Ministry of Education, community, special interested groups like the area Member of Parliament, member of the county assembly and the sponsoring churches in management of schools in Kenya. Members of the BOM are selected irrespective of their academic qualification until the Kamunge Report (2007) recommended at least a grade of fourth form. This indeed affected the management of public schools where churches that were managers of schools before became sponsors of such schools (Wachira & Kigotho, 2007).

The BOM consists of a Chairman, Secretary and the members. The BOM elects from itself an executive committee that has delegated powers to manage the school on behalf of the Board of Management. The Principal of the school is delegated as an administrator in the school on daily basis as the Secretary to the Board. The BOM is also guided by; the Education Act chapter 211 of the

laws of Kenya (Revised 1980), the Teachers Service Commission Act Chapter 212 of the laws of Kenya, the Teachers Service Commission code of regulations for teachers (Revised 1986), the code of management for secondary schools and teachers' training colleges approved by the minister for education (order of 1969) and the Kenya National Examination Council Act Chapter 225 A (Revised)The Board of Management as stated above is mandated and guided by the Education Act 211.

2.4 Influence of BOM practices and involvement of stakeholders on decision making on school academic performance in KCSE

BOM is supposed to be proactive rather than reactive on matters that affects the school community, parents, teacher and students. The board also ensures that school principal does not sleep on the job. In addition, BOM is supposed to play center/pivotal role as far as every school decision is made. More successful school BOM always seeks opinion of the head or politicians, for example during expulsion of indiscipline students or changing the menu items. (Section II of Education Act 1968) BOM is mandated with staffing and sourcing of staff is done through posting advertisement in the newspaper or notice board, then the applicants are interviewed by BOM recruitment committee then decision is made on the best qualified candidate.

The discipline of student is provided for in education Act cap 211 legal notice No 40/1972 part 4 to 10. It gives the laid down procedure of taking disciplinarily measures to student including suspension, exclusion and expulsion. The Act further states BOM of school may take administrative role

to disciplining non adherence students in their schools. The BOM is also mandated to discipline errant teachers and advice the Teachers Service Commission for disciplinary action. In regard to organizational roles, members of school BOM play five major organizational roles in schools mainly by organizing workshops and seminars, organizing in-service training courses, organizing academic trips, benchmarking in other schools and motivation of staff through award schemes.

Boards of Management members in Kenya provide teachers with incentive through annual award schemes that improves their overall outputs. Other organizational roles that are not played out very frequently by the BOM members are benchmarking and organizing workshops and seminars; all of which are aimed at increasing the cognitive skills acquired by the BOM members in the schools and consequently help the school in the curriculum implementation. Organization of in-service training is also supposed to be conducted by the BOM members, however since such trainings require a lot of financial expenditure, they are undertaken by BOM in less frequent periods to scale down the financial expenditure of the schools.

After independence, there was a lot of decentralization of responsibilities from the central government to schools which necessitated change in role for school staff, head teachers and Board of Management. The financial and managerial delegation to schools is meant to enable the BOM and head teachers of each of the schools to make the most effective and efficient use of the resources available to them; give schools greater flexibility and freedom within an

agreed budget to spend according to local priorities. Though the legislation provides that the governing body (BOM) is charged with the responsibility of financial management in schools, this is often delegated to the head teachers as the accounting officer. The head teacher therefore, must cultivate and be trusted by the BOM and Parent Teachers' Association (PTA) who are the major financiers. The social system of the school comprising staff, students as well as the Community of parents at large, looks up to the head teacher for leadership and an inclusive atmosphere.

2.5 Influence of BOM recruitment practices on school academic performance in KCSE

The BOM practices have greater influence when planning to start new projects or improving school infrastructure in school. While the School Development Plan is available in all institutions as an indication of the direction to follow, the principals need support and resources to make critical decisions on a day-to-day basis. These decisions may well relate to pedagogical matters as much as to disciplinary cases. Nevertheless, it is also vital to understand that a Head of School cannot do it alone. She/he will have to resort to some delegation of responsibility from the BOM.

According to the Education Act a school sponsor is allowed to nominate four (4) of the thirteen (13) members of the school Board of Management and to propose the chairperson who should be ratified by the Ministry (Republic of Kenya, 2004). This organ champions the sponsors' interest in school academic performance. The historical roles where sponsors are the main developers and

providers for educational institutions have changed. Initially, the missionaries were the main developers and providers for educational institutions they owned. They developed facilities and provided nearly all essential learning resources. These gave significant roles to sponsors in the academic performance of schools in Kenya.

However, changes in the Education Act on school sponsorship seem to be causing some misunderstanding between sponsors, community, teachers and the Government. Some sponsors have been accused of interfering with the schools 'core business by closing down schools indefinitely. In other instances, some have rejected and even evicted principals posted to schools by the Ministry (Cheruiyot, 2001).

According to Gikandi (2005) the sponsor provides the chair of the Board of Management. This make the rest of the stakeholders feel less represented owing to the fact that the same sponsor is also given five slots to nominate the members. On the other hand, the head teacher who is the secretary to the board is not allowed to vote on any decision to be made though he is the officer who is to implement the decision and the accounting officer of the institution. This largely affects the school management.

2.6 Summary of literature review and research gaps

The chapter has reviewed the BOM practices that influence academic performance in learning institutions. The practices discussed include selection criteria of BOM members, involvement of stakeholders on decision-making and staff recruitment on academic performance. Mutembei and Tirimba (2014)

in a study on staffing process found that strategic recruitment and selection activities positively correlated to employee performance. Staff development programmes in Kenyan Day secondary schools have been correlated to teachers' effectiveness by government of Kenya and researchers (Ngeno, 2013 & Gituathi, 2012). Many teachers perceive in-service training programmes as an instrument for enhancing their effectiveness in instructional duties (Gituathi, 2012). No study on influence of BOM practices on academic performance has been carried out in Imenti North Sub-County.

From the foregoing, it was evident that competency in management is critical for any school to improve its service delivery. BOM members should be competent and have the skills and abilities to manage the school funds. They should be capable of budgeting, accounting and management of the school funds. There have been several studies done on BOMs management of public Day secondary schools in the country. However, in Imenti North sub county, Meru county, no recent study has focused on the BOM practices influencing academic performance in day secondary schools' in Imenti North sub county, Meru county Thus, the need to undertake this study to find out the situation in the sub county.

2.7 Theoretical framework

This study hinged on human relations and the human resource model of management, which form the dual model theory and human resource model. The traditional model emphasizes controlling and directing. The underlying assumption is that members of the enterprises comply if tasks and procedures

are specified and members are properly trained (Cascio, 1989). The human relation model is modified and gives attention to social and egoistic needs. It recognizes the fact that fair treatment and pay are not enough, but managers emphasize controlling, although preventive states are also taken to obtain the desired contribution of organizational members. The human resource model sees the manager as a developer and facilitator to help subordinates achieve better academic performance. There is a great deal of participation in goal setting. Further, if problems occur, several factors rather than single cause are advanced as potential reasons for the difficulties. Although self-direction and self-control are important to this model, the need for other control is also recognized.

Extensive research by Nyongesa (2007), led to conclusion that principals actually subscribe to two models. One for the subordinate and the other for themselves hence the adoption of human relations and human resource management models. The two models capture attitudes towards people, the extent involvement in decision making, core relationships between educational level of BOM members and the effective and efficient management of schools, core competencies needed for effective and efficient management and factors that hinder positive work relationship between Board of Management members' and principals against the theories. The traditional model emphasizes controlling and directing which can be compared to BOM expertise in improving school academic performance.

The theory's strength is in the recognition that it is not enough to acquire, deploy and assign tasks to new staff. Rather, BOM practices include, development of employees, ensuring employees have achievable workload, proper compensation of subordinate employees for the job done among other management practices, to increase their effectiveness as they face the reality and expectation of the teaching profession. Given the propositions of this theory, the researcher posits that BOM practices influences both teacher and student management (Siameto, 2017), proper staffing practices (Makau, 2018) and employees training programmes (Agneta, 2015) influence teachers' effectiveness, retention and students' academic performance in KCSE.

2.8 Conceptual framework

The theoretical model from the past literature the researcher came up with number of key implications of the study. These implications enabled the researcher to develop a set of conceptual framework that was expected to explain the influence of BOM on Day secondary schools management. The following schematic diagram explains the relationship between the independent variables and the dependent variable.

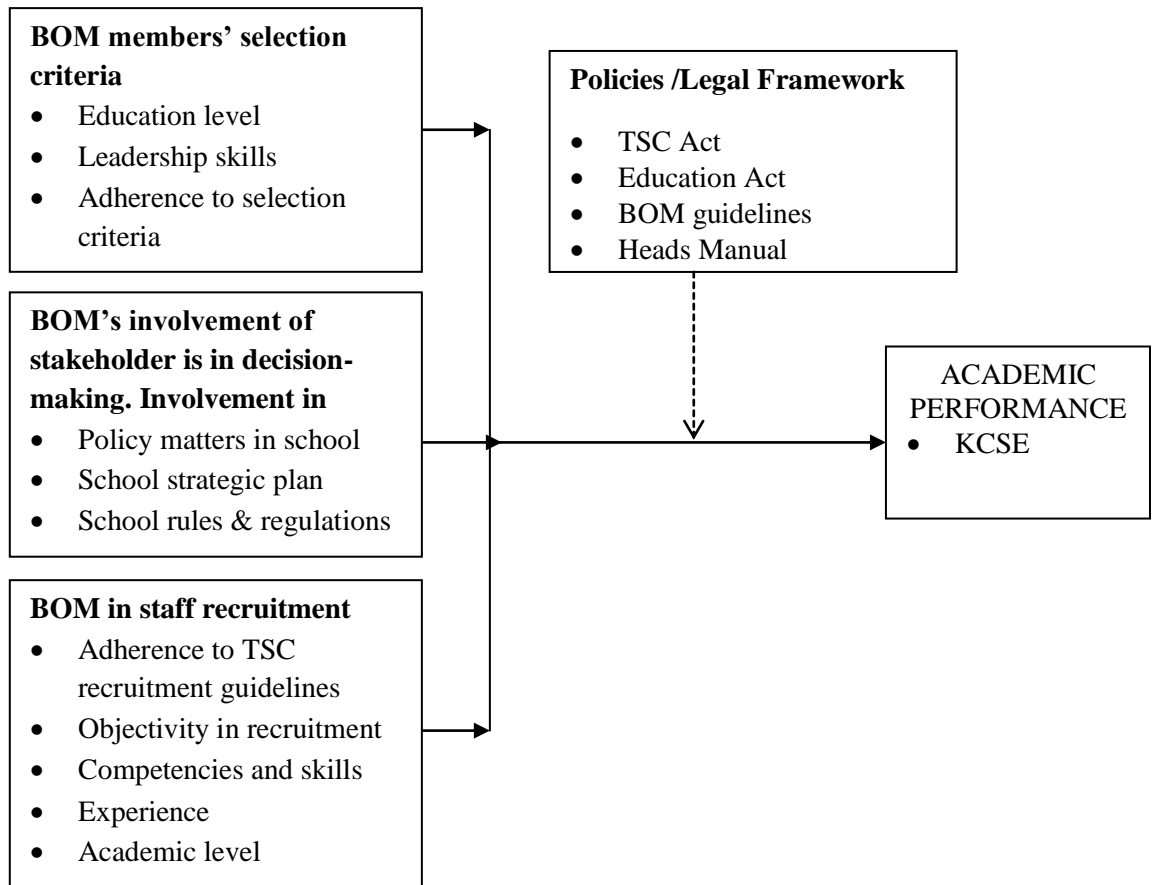


Figure 2.1 Conceptual framework

The conceptual framework shows how the independent variables (academic qualifications of the BOM, their influence on stakeholders' participation, staff recruitment and their influence in school academic performance in general) influences the dependent variable (academic performance) though there are policies that guide the teams involved (moderating variables). School academic performance depends on the influence of the BOM in almost every activity in school. However, the study will look at how the BOM's qualifications, decisions, involvement in staff recruitment and their influence on school academic performance affects Day secondary schools academic performance despite the fact that the government has put in place policies to guide on the same.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the description of the research methodology that is used in achieving the study objectives. This chapter describes the study design, the target population, sample size and sampling techniques. It also gives the description of the study instruments, their validity and reliability, collection procedures and data analysis techniques.

3.2 Research design

Research design is defined as a framework that shows how problems under investigation will be solved (Kothari, 2004). Research design is the plan and structure of investigation so conceived as to obtain answers to research questions. It is actually an outline or a scheme used to generate answers to the research questions. Patton (2002), this research design does not allow manipulation of the variables. This was used since it helped to obtain information concerning the current phenomenon and wherever possible to draw valid general conclusions from facts discussed. The study adopted descriptive survey design with the intention of capturing the effects of BOMs in management of Day secondary schools in Imenti North sub county Meru County. The design was appropriate for the study to establish the BOM selection criteria that contribute positively to school academic performance in KCSE.

3.3 Target population

Target population is a set of people or objects the researcher wants to generalize the results of the research (Jwan, 2010). Population is a group of human beings, animals or objects, which have one or more characteristics in common and have been selected as a focus of the study (Mulusa, 1988). The study population involved a total of fifteen (15) day secondary schools in Imenti North Sub County. The respondents were BOM members, principals and teachers in the fifteen schools. That is 15 principals of the day secondary schools in Imenti North Sub County, there were 195 BOM members and 165 teachers in the whole sub county (Sub County Educational Office, 2018).

Table 3. 1 Target population

Category	Total Population
Head teachers	15
BOM	195
Teachers	165
Schools	15

3.4 Sample size and sampling techniques

Sampling procedure means selecting a given number of respondents from a representative of a defined population (Orodho, 2004). To justify use of 67%, ten schools shall be chosen out of the fifteen representing 67% of the total population. A sample size of 30% and above may be considered adequate for the study (Kothari, 1999). Data was collected from 10 head teachers in these

ten schools, ten teachers and ten BOM members representing three members from each school

The sample size was determined using simple random sampling method. This method helps to reduce bias or prejudices in selecting samples (Kasomo, 2006). According to (Mugenda & Mugenda, 2003), for a small population all the subject may be sampled. Therefore, by census, all the 10 head teachers were sampled. This gave 390 respondents. The BOM, head teachers and teachers were chosen for this study.

Table 3.2 Sample size

Respondents	Total	Sample Size	Percentage%
Population			
Head teachers	15	10	67.0%
BOM	195	59	67.0%
Teachers	165	115	67.0%
Schools	15	10	67.0%

3.5 Research instruments

These tools are used by the researcher to collect data from the sampled respondents in a study (Kombo & Tromp, 2006) .The main instrument for data collections were questionnaires. The data was collected using questionnaires for the principals, teachers and BOM members in the sampled schools. The questionnaires method was preferred for the study as they have advantages over other instruments in that they sought for large amount of data and that respondents in the study were literate and hence able to answer items

adequately. An interview schedule was arranged between the researcher and the sub county education Officer, the sampled principals and the PTA member. Data collected was analyzed thematically-by use of frequencies, percentages and tables.

3.5.1 Validity of the instrument

Fraenkel and Wallen (2000) validity is quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. The researcher administered a pre-test of the data-collecting instrument to a set of respondents from a population picked randomly from schools in the neighboring Imenti Central sub county before carrying out the full-scale survey (Mugenda & Mugenda 2003) in Meru County. The purpose of pre-testing was to identify problems with the data collection instrument- and find possible solutions. Validity is the degree to which the empirical measure or several measures of the concept accurately measure the concept (Orodho, 2004). Validity in this case established whether the questionnaire content measured what it purports to measure. The study used content validity, which was the degree to which the content of a given test is related to the traits for which it is designed to measure (Best & Khan, 2004).

3.5.2 Reliability of the instrument

The reliability of a standardized test is expressed as a co-efficient, which measures the strength of association between the variables. The pre- test was done in 3 public day secondary schools whose environment was almost the same as that of the selected schools where the study was carried out.

Reliability was ascertained by placing all odd numbers on one sub set and all even numbers in one sub- set and then finding out the co-efficient of internal consistency. Reliability of the research instrument is the degree of the consistence that the instrument demonstrates (Best & Khan, 2004).

3.6 Data collection procedure

The researcher was issued with an introduction letter from University of Nairobi to seek a research permit from National Commission for Science Technology and Innovation (NACOSTI). This permit was presented to Imenti North TSC Sub county director and Imenti North Sub county Education Office. This was followed by visit to the schools to book appointment with administrators and agrees when to administer the questionnaires and conduct interviews. On the agreed date, the researcher conducted the interviews in person, administered the questionnaires and collected them immediately they were filled.

3.7 Data analysis techniques

According to Kothari (2008), the most commonly used method in reporting descriptive survey research is by developing frequency distribution tables, calculating on percentages and tabulating them appropriately. After receiving the completed questionnaires, the researcher inspected all of them for completeness, appropriate marking of responses and suitability for coding. The open-ended questions were categorized and coded together while the closed ended questions were analyzed thematically. Analysis of the data was performed using the Statistical Package for Social Science (SPSS) computer

software. Quantitative data was analyzed using descriptive statistics such as frequencies, percentages, means and standard deviations that was presented as tables, Pie charts, bar graphs and figures. Qualitative data was analyzed using content analysis where responses was grouped into themes, transcribed and then reported as narratives.

3.8 Ethical consideration

On the data collection day, the researcher explained to the respondents the purpose of the study. Those who accepted to participate in the study were assured of their confidentiality including the rights to consent, protection of information, disclosure and respect for their privacy. Respondents were made aware of the type of information the researcher wanted from them, what purpose it was used for, how they were expected to participate in the study, and how it directly or indirectly affected them.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation and discussions. The data presented analyzes the Board of Management practice influencing Academic performance in Day secondary schools in Imenti North sub county, Meru County, Kenya. This chapter covered the response rate, To establish the influence of Board of Management member selection criteria on school academic performance in Imenti North sub county, influence of Board of management involvement of stakeholders in decision making on school academic performance in Imenti North sub county Meru county, and assess the extent to which the BOM staff recruitment practices influencing academic performance in the sub county.

4.2 Response rate

The response rate of the study is indicated in Table 4.1.

Table 4. 1: Response rate Respondents

Respondents	Sample size	Responded	Response rate
BOM members	59	30	50.0
Teachers	115	55	50.0
Head teachers	10	10	100.0
Total	179	95	

Table 4.1 indicates out of 179 respondents, that included 59 BOM members, 110 teachers and the 10 head teachers, (95) responded, of which 30 were BOM members, 55 teachers and 10 Headteachers. This represented a 53.07% response rate, which is considered satisfactory to make conclusions for the study. This can be related to Mugenda & Mugenda (1999) who said a 50% response rate is adequate, 60% good and above 70% rated very well. This implies that basing on this assertion; the response rate in this case of 53.07% is adequate.

4.3 Demographic data

The researcher started by analyzing the demographic information of the respondents. The study sought to find out the demographic data of the respondents by of gender of respondent, duration of time worked and level of education.

The finding of the gender of BOMs and teachers respondents is shown in Table 4.2.

4.2.1 Gender of respondents

Table 4. 2: Distribution of BOMs and teachers by gender BOM members

Gender	BOM		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	60	54.5%	52	54.5%
Female	50	45.5%	43	45.5%
Total	110	100%	75	100%

The findings on Table 4.2 indicate the gender of the respondents. Majority 54.5 percent of the BOM members were male. The Head teachers and teachers majority 54.5 percent were male. This implies that the study sample both gender and so the results is a view of both sexes. It also might indicate that TSC has not observed gender balance in the employing of teachers. Maitland (2009) suggested that having a gender mix on the board of management is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. If half the people the board is serving are women and no women are on the board to offer a view, that's a much distorted picture the company risks creating. .

4.2.2 Working experience of respondents

The respondents were asked their working experience; the results are presented in Table 4.3.

4.2.2 Working experience of respondents

Table 4. 3 Working experience of the respondents Years

		BOM member		Teachers	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Below 5 years	5	33.0%	24	32.0%	
5 – 7 years	8	55.0%	22	29.0%	
8 – 10 years	1	6.0%	14	19.0%	
Above 10 years	1	6.0%	15	20.0%	
Total	15	100.0%	75	100.0%	

The results on Table 4.3 indicate the working experience of the respondents. Slightly more than a half 55% of the BOM members had worked for between 5 - 7 years. Many 32 % teachers had worked for below 13 years. This implies that the study sample had enough experience to establish the influence of board of management member selection criteria on school academic performance in day secondary schools in Imenti North Sub County Meru County.

4.4 Influence of Board of Management involvement of stakeholders in decision making on school academic performance

The first objective investigated the influence of BOM member selection criteria on school academic performance in day secondary schools in Imenti North Sub County, Meru County. This was covered by studying the level of education of the respondents, skills, level of competency and experience in schools.

The researcher studied the level of education of the respondents. This was to establish if the BoM members' are qualified to handle their position as academic managers of the day secondary schools. The results on the level of education are presented in Table 4.4.

4.4.1 Level of education of respondents

Table 4. 4 Level of education of the respondents Education level

		BOM members		Teachers	
Frequency	Percentage		Frequency		Percentage
Diploma	0	0.0%	16		21.0%
Degree	11	73.0%	45		60.0%
Masters	3	20.0%	12		16.0%
Phd	1	7.0%	2		3.0%
Total	15	100.0%	75		100.0%

The results on Table 4.4 show the level of education of the respondents. Majority of the BOM members 73% had degree as their highest level of education. The majority of the teachers 60% had degree as their highest level. This means that BOM members' level of education is a factor that might influence board of management member's selection criteria on school academic performance in Imenti north Sub-County, Meru County, Kenya. The findings concurred with Brown and Duguid (2003) who found that highly skilled personnel enhance production of high quality outcomes and effective quality improvement in an enterprise. The researcher studied the relationship between Board management practice and BoM level of education and the results are shown in the Table 4.5.

4.2.2 BOM level of education and management

Table 4. 5: Cross tabulation between BOM level of education and board management Level of education

Education Level	Board management practices	Very effective	Effective	Fairly effective	Ineffective
Diploma	Ensure proper policies and procedures in Board management	9 (12.0%)	6 (8.0%)	34 (45.0%)	26 (35.0%)
Bachelors	Efficient and economic management of the schools	35 (47.0%)	29 (38.0%)	5 (6.0%)	6 (9.0%)
Masters	Hold regular BOM meetings	40 (53.0%)	24 (32.0%)	9 (12.0%)	2 (3.0%)
PhD	Proper accounting records	41 (54.0%)	19 (25.0%)	10 (13.0%)	5 (8.0%)

The findings on Table 4.5 indicates that 45% of the teachers respondents indicated that BOM's with diploma were fairly effective in ensuring improved academic performance in KCSE in Imenti North sub-county, Meru county. Majority 85% indicated that BOM with Bachelor's degree were effective and efficient in performing their duties. Whereas, 85% indicated that BOM with Master's degree held regular BOM meetings while 79% indicated the BOM with PhD were very effective in school management which results to improved academic performance in many day secondary schools in Imenti

North sub County, Meru county. Therefore, the board members with Bachelors degree and above are very effective in school management, which positively results to improved academic performance in KCSE and improved academic standards in Day schools in Imenti North Sub-county, Meru County.

These findings are supported by Clarke (2008), with a view also supported by that the governing body of every public school must ensure that there are proper policies and procedures in place for the effective, efficient and economic management of the schools and the school governing body must also have systems in place to monitor and evaluate the correct implementation of the curriculum in order to deliver credible results in KCSE. The school management policy is arguably one of the most important policies that a school governing body has to put in place. Clarke (2008) states that one of the main purposes of the schools management policy is to put in place a system of controls to ensure proper schools management of both human resource and finances are safeguarded and correctly managed.

In an education institution, its administration means bringing all possible input from staff, parents, students and the community together to render the service of quality education (Bisschoff, 1997). In this respect, organizing of school human resource and finances should include aspects such as drawing up a school, human resource policy and financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities (Kruger 2005; Ntseto 2009).

Ngugi (2004) analyzed the effectiveness of BOMs in Kajiado County and noted political interferences, illiteracy and the manipulation of the BOMs by the Principals as being rampant. In a policy statement on BOMs for secondary schools dated 16/6/2004, the MoE observed that in the past some schools had nominated illiterate persons and had them appointed to the BOM. Such members had failed to advise and guide the schools, particularly on issues of quality education and proper school resource management.

Ikiugu (2006) carried out a study in Meru Central District on BOM competence in school management. The study found out that 43.3 percent of the BOM members reported that they were adequately prepared for effective school management, which results to improved academic performance in Day secondary schools in Imenti North Sub-County, Meru County. While majority 56.7 percent indicated that, they were incapable, mainly because they were not trained in both human resource and financial management and low levels of education.

Clarke (2008), Mestry (2006), and Bisscho and Mestry in Mestry (2004), the schools finance policy should, as a minimum requirement, comprise of the following: Cash Management - which includes but is not limited to: safe storage of cash; daily banking of monies received; proper accounting records; financial transactions supported by source documents and monthly reconciliation of the cash book with the bank statement Internal Controls - which includes: internal checks (checking of one person's work by another); segregation of duties; internal audits; functioning Finance Committees

(FINCOM); establishment of audit and emphasize in improving human resource management to enhance improved academic performance in day secondary schools in Imenti North Sub county, Meru County. The improved Board management practices influences academic performance in KCSE in day secondary schools.

4.5 Board of Management members' involvement of stakeholders in decision making on school academic performance.

The second objective examined the influence of BOM member involvement of stakeholders in decision making on school academic performance in KCSE and improved Management practices. The researcher studied the BOMs involvement of stakeholders in decision making on school academic performance and improved management practices. This was done by conducting a cross tabulation between BOM member involvement of stakeholders and management practices.

The researcher sought to find out the relationship between management practices and BoM member involvement of stakeholders. The results of cross tabulation are presented as shown in the Table 4.6.

Table 4. 6: Cross tabulation between BOM involvement of stakeholders in decision making and management practices Professionalism

Financial management practices	Professional		Non professional	
	Effective	Ineffective	Effective	Ineffective
Ensure proper policies and procedures in management	51 (68.0%)	24 (32.0%)	33 (44.0%)	42 (56.0%)
Efficient and economic management of the schools	48 (64.0%)	27 (36.0%)	34 (42.0%)	44 (58.0%)
Hold regular BOM meetings to involve stakeholders in decision making	52 (69.0%)	23 (31.0%)	28 (38.0%)	47 (62.0%)
Proper accounting records	56 (75.0%)	19 (15.0%)	24 (32.0%)	51 (68.0%)
Ensure proper policies and procedures in financial management	40 (53.0%)	35 (47.0%)	17 (36.0%)	48 (64.0%)
Efficient and economic management of the schools by involving stakeholders in decision making.	41 (54.0%)	34 (46.0%)	31 (41.0%)	44 (59.0%)

The findings on Table 4.7 indicate that majority 93% percent of the teachers respondents indicated that BOMs who were professional were more effective

than those who were nonprofessional. Majority 87% indicated that the 48% Professional Board of Management members were effective in staff induction than the nonprofessional and this practice influences academic performance in Day secondary schools in KCSE. Majority also indicated that the experienced were effective in staff development, motivation, and compensation. This therefore implies that experience helps the BoM in performing both financial management practices and human resource development in schools which results to improved academic performance in day secondary schools according to research I have carried out. According to the analysis I have done from the research I have carried out after interviewing the principals, BOM, and headteachers I can confidently report that Board of management involvement of stakeholders in decision-making is a practice that influences academic performance in Day secondary schools in Imenti North sub county Meru County.

4.6 To assess the extent to which the Board of Management staff recruitment practices influence academic performance.

The third objective sought to establish the influence of BOM staff recruitment practices that influences academic performance in Imenti North sub county, Meru County. The study probed the gender composition of the Board of Management in the schools, gender distribution of the BOM in schools and the composition of the executive committee of the BOM. It was important also to study the influence of gender and management practices that influence academic performance in Imenti North sub county Meru County. After

analysis, the study established that many of the board members in different Day schools are male dominated. This study therefore sought to investigate if one gender performed better in Board of management staff recruitment practice than the other and if this is the reason why they are preferred to form part of the board members.

The researcher studied the gender composition of Board of Management in the Day secondary schools and assess the extent to which the BOM staff recruitment practices influence academic performance. The findings are shown in Table 4.7

4.2.1 Gender composition of BOM members

Table 4. 7: Gender composition of BOM Gender

Gender	Frequency	Percentage
Male	52	69.0%
Female	23	31.0%
Total	75	100.0 %

The data on Table 4.8 indicates that majority 69 % of the teachers respondents indicated that male dominates gender composition in their Board of Management. Schools with women board members can expect significantly higher returns and better overall management for a number of reasons including, gender diversity at the board level solve problems faster and more effectively than like-minded boards (Dobbin & Jung, 2007). The high number

of male BOM members might mean that they are better performers in Board of management staff recruitment practices than their female counterparts.

The researcher studied the relationship between BoM staff recruitment practice, gender and management practices in the schools, in order to establish if a given gender perform better in management practices. The findings are shown in Table 4.8.

Table 4. 8: Cross tabulation between BOM gender and BOM management gender management practices

	Male		Female	
	Effective	Ineffective	Effective	Ineffective
Ensure proper policies and procedures in management	49 (65.0%)	26 (35.0%)	35 (47.0%)	40 (53.0%)
Efficient and economic management of the schools finances	50 (67.0%)	25 (33.0%)	29 (38.0%)	46 (62.0%)
Hold regular BOM Staff recruitment practice meetings	39 (52.0%)	36 (48.0%)	43 (57.0%)	32 (43.0%)
Maintaining records	50 (67.0%)	25 (33.0%)	39 (52.0%)	36 (48.0%)
Accountability in management in the schools	44 (58.0%)	31 (42.0%)	40 (53.0%)	35 (47.0%)

The findings on Table 4.8 indicates that majority 65% of the teachers respondents indicated that the male BOM members were effective in ensuring proper policies and procedures in Board of management while 47% indicated that the female were effective. Majority 67% indicated that the male were effective in efficient and economic management of the schools which results to improved academic performance in Day secondary schools while 38% indicated that the female were efficient. Majority 52% indicated that the male BOM effectively held regular BOM staff recruitment meetings while 57% indicated that the females were effective in holding the meetings. The study findings also indicated that the male BOM were more effective in accountability in Board management in the schools and maintaining proper records. This might imply that the male BOM members perform better in Board of management staff recruitment practices than the female. In addition, this can prove Board of management practices influences academic performance in Day secondary schools in Imenti North Sub County, Meru County according to the research I have carried out in the Sub County.

CHAPTER FIVE
SUMMARY OF THE STUDY, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter includes the summary of the study, conclusions, recommendation and suggestions for further research.

5.2 Summary of the study

The study aimed to find out Board of Managements practices influencing academic performance in KCSE in Day secondary schools in Imenti North Sub County, Meru County, Kenya. The researcher singled out three main factors identified as influencing Board of Management practices in Imenti North Sub County, Meru County.

The study targeted 165 teachers, 195 BOM members and the 15 Head teachers. The study sampled 110 teachers; 55 male and 55 female, 59 BOM members and 10 Head teachers. The total sample size was 179 respondents. Stratified sampling was used to select 110 teachers and 59 BOM members from the 10 public Day secondary schools. Stratification helped to involve teachers from all the schools. Purposive sampling was then used to select the head teachers. Questionnaires and interview schedules were used for data collection.

Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through

discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools database. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used.

The findings on the influence of BoM member selection criteria on school academic performance in Imenti North sub county, Meru County, revealed that a majority of the BOM members 73% had a degree as their highest level of education. The majority of the teachers 60% had degree as their highest level. This means that BOM members' level of education is a factor that might influence board of management member selection criteria on school academic performance in Imenti North Sub-County, Meru County, Kenya. Majority 45% of the teachers respondents indicated that BOM's with diploma were fairly effective in ensuring proper policies and procedures in school management. Many 85% indicated that BOM with Bachelors degree were effective in efficient and economic management of the schools, 85% indicated that BOM with Masters degree held regular BOM meetings to involve stakeholders in decision making on school academic performance in Imenti North sub county, while 79% percent indicated the BOM with PhD were effective in proper accounting records and management of the school Board.

The findings of the influence of BoM involvement of stakeholders in decision making on school academic performance in Imenti North Sub-County, Meru County, Kenya.

were that a majority 62% indicated that it's important to mobilize parents/stakeholders to source for funds, (68%) indicated that it's important to monitor school expenditure and school management while 69% indicated that they find that it's important to prepare and discuss the school Board management activities. Majority 59% of the respondents indicated that BOM's financial management practice found it important to prepare and discuss the school budget that prioritizes activities. The majority 93% of the teachers' respondents indicated that BOMs who were professional were more effective than those who were nonprofessional. Majority 87 % indicated that the professional Board of Management members were effective in staff induction than the nonprofessional. Majority also indicated that the experienced were effective in staff development, motivation, and compensation. This therefore implies that experience helps the BoM in performing management practices in schools.

The findings on the influence of BoM staff recruitment practices in improving academic performance in Imenti North Sub-County, Meru County, revealed that a Majority 69% of the teachers' respondents indicated that male dominates gender composition in their Board of Management. Majority 65% of the teacher respondents indicated that the male BoM members were effective in Ensuring proper policies and procedures in Board of management while 47% indicated that the female were effective. Majority 67% indicated that the male were effective in efficient and economic management of the schools while 38% indicated that the female were efficient. Majority 52 % indicated that the male BOM effectively held regular BOM meetings to

involve stakeholders in decision making on school academic performance in Imenti North sub county, Meru County. While 57% indicated that, the females were effective in holding the meetings. This means that the board members should be composed of both genders.

The findings on the study of the influence of BoM involvement of stakeholders in decision making on school academic performance in Imenti North Sub County, Meru County, the study indicated that the majority 82% of the teacher respondents indicated that board members work schedule influences Board of management in schools. Majority of the teachers also indicated that interference from the head teacher influences BOM management; Political interference influences Board of management by board members and their commitments also influences their Board of management in Day secondary schools.

5.3 Conclusions

It can be concluded that influence of BoM member selection criteria practice on school academic performance in Imenti North sub county, Meru county, revealed that a majority of the BOM members 73% had a degree as their highest level of education. The majority of the Head teachers & teachers 60% had degree as their highest level. This means that BOM members' level of education is a factor that might influence board of management members selection criteria on school academic performance in Imenti North Sub-County, Meru county. Majority 45 % of the teachers respondents indicated that BOM's with diploma were effective in ensuring proper policies and

procedures in Board of management. Many 85% indicated that BOM with Bachelors degree were effective in efficient and economic management of the schools finances, 85% indicated that BOM with Masters Degree held regular board members meetings to involve stakeholders in decision making on school academic performance in Imenti North sub county while 79% percent indicated the board members with PhD were effective in proper accounting records for effective Board of management and involvement of stakeholders in decision making on school academic performance .

The findings lead to a conclusion that there is positive influence of BoM involvement of stakeholders in decision making on school academic performance in Imenti North Sub-County, Meru County. It is important to mobilize parents/stakeholders to source for funds, it' is also important to monitor school expenditure. It is important to prepare and discuss the school budget that prioritizes activities. BOM's practice found it important to prepare and discuss the school budget that prioritizes activities. BOMs who were professional were more effective than those who were nonprofessional. Professional Board of Management members were effective in staff induction than the nonprofessional. The experienced BOMs are effective in staff development, motivation, and compensation which enables the researcher to assess the extent to which the BOM staff recruitment practices influence academic performance in Imenti North sub county, Meru county.. This therefore implies that experience helps the BoM in performing management in public Day secondary schools.

Board of Management is dominated by male according to this study I have carried out. Male BoM members were effective in ensuring proper policies and procedures in Board of management while the female were effective. The males are effective & efficient in management of the schools resources. Male BOM effectively hold regular BOM meetings while females were effective in holding the meetings to involve stakeholders in decision making on school academic performance..

It can be concluded that BoM staff recruitment practices influence academic performance in Imenti North sub county, Meru County. Kenya. The BOM members work schedule influences management in schools. Interference from the head teacher influences BOM management; Political interference influences management and BOM commitments also influences their management in public Day secondary schools.

5.4 Recommendations

The study will makes the following recommendations:

The BoM members' should be sensitized on the importance of higher level of education on Board of management in Day secondary schools. They should be encouraged to enroll for developing courses on management to better their knowledge and help them in human resource management in public Day secondary schools.

- i) Through the Ministry of Education, every school should be mandated to have BoM members appointed after gaining the required professional qualification in human resource management in Day

secondary schools. The school management should be advised on the need to include checking the BoM members' professional qualification in the Board of management.

- ii) The head teachers should motivate BOM members' to attend of seminars/workshops. This can be done through provision of time and schedule for BoM members to attend refresher courses in human resource management.
- iii) The BOM members should interact with other secondary schools BoM to gain experience in management of schools. This can be done by the BOMs visiting the better performing schools in KCSE. This will help them exchange ideas on better ways in management.

5.5 Suggestions for further research

The following are areas for further research;

- i) The effect of financial management on academic performance of secondary students.
- ii) The influence of students' absenteeism on academic performance in Day secondary public schools.
- iii) The influence of subordinate staff on school management in public Day secondary schools.
- iv) The training of BoM members and its influence on the financial management in secondary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO THE RESPONDENTS

University of Nairobi

P.O. Box 97

Kikuyu

Dear respondent,

RE: REQUEST TO CONDUCT RESEARCH

I am pursuing Master of education in educational administration in the Department of Educational Administration and Planning. I am expected to conduct research on the **‘Board of Management Practices Influencing Day Secondary Schools’ Academic Performance in Imenti North Sub County, Meru County, Kenya**. Your school has been sampled for this activity. All information given will only be used for the academic work will be treated in confidence.

Your positive response is highly appreciated.

Yours faithfully,

Jackson Mwenda Kilaku

APPENDIX II: QUESTIONNAIRE FOR HEADS OF SCHOOLS

Dear Respondent,

This questionnaire is designed to collect data on **Board of Management Practices Influencing Day Secondary Schools' Academic Performance in KCSE in Imenti North Sub County, Meru County, Kenya**. The data collected shall solely be used for academic research and will be treated with strict confidence. Your participation in facilitating the study is highly appreciated. I would therefore urge you to freely answer the questions as only the researcher will have access to the raw data and the development of the final report.

PART A: DEMOGRAPHIC INFORMATION

1. Please indicate responses by ticking () the appropriate box is precise in your responses. Do not indicate your name or that of your school. Your information will be highly confidential)

1. What is your gender? i. Female () ii. Female ()

2. Which age bracket below do you belong?

21-30 years () 31-40 years () 51-60 years ()

Over 60 years ()

3. (a) How many years have you served in this school?

3 years and below () 4-6 years () 7-9 years ()

Above 15 years ()

(b) In other schools (please Specify.)

4. What is your academic qualification?

Secondary (form 1-4) () High school (form 5-6) () Diploma () Degree ()

Others (please specify.....)

5. What is the size of your school?

Less than 200 student () 200-500 () Over 500 ()

PART B: BOM Selection Criteria

Below are statements related BOM selection criteria, tick appropriately:

5- very effective, 4. Moderately effective, 3. Effective, 2. Fairly ineffective, 1- ineffective

BOM Selection Criteria		5	4	3	2	1
1	Education level					
2	Experience					
3	Level of competency					
4	Skills					
5.	Ensure proper policies and procedure in management					
6.	Review school academic performance					

Involvement of stakeholders in decision making on school academic performance

Below are statements related BOM involvement of stakeholders in decision making on school academic performance, tick appropriately:

5- very effective, 4. Moderately effective, 3. Effective, 2. Fairly ineffective, 1- ineffective

BOM involvement of stakeholders in decision making on school academic performance		5	4	3	2	1
1	Policy matters in school					
2	School strategic plan					
3	School rules & regulations					
4	Ensure proper services and procedures in management					
5	Ensure curriculum is implemented through effective supervision of teachers					
6	Review the school academic performance					

Involvement of stakeholders in decision making on school academic performance

Below are statements related BOM recruitment practices influence academic performance, tick appropriately: 5- very effective, 4. Moderately effective, 3. Effective, 2. Fairly ineffective, 1- ineffective

BOM recruitment practices influence academic performance		5	4	3	2	1
1	Competencies and skills					
2	Experience					
3	Academic level					
4	Ensure proper policies and procedure in financial management					
5	Review school academic performance					
6	Ensure curriculum is implemented through effective supervision of teachers					

Thank you for your time and participation.

APPENDIX III: QUESTIONNAIRE FOR BOARD MEMBERS

This questionnaire is designed to collect data on **Board of Management Practices Influencing Day Secondary Schools' Academic Performance in KCSE in Imenti North Sub County, Meru County, Kenya**. The data collected shall solely be used for academic research and will be treated with strict confidence. Your participation in facilitating the study is highly appreciated. I would therefore urge you to freely answer the questions as only the researcher will have access to the raw data and the development of the final report.

PART A: DEMOGRAPHIC INFORMATION

1. Please indicate responses by ticking () the appropriate box be precise in your responses. Do not indicate your name or that of your school. Your information will be highly confidential)

1. What is your gender?

iii. Male

iv. Female

2. Which age bracket below do you belong?

21-30 years () 31-40 years () 51-60 years ()

Over 60 years ()

3. (a) How many years have you served in this school?

1 years and below () 2-3 years () 3-4 years () Above 5 years ()

(b) In other schools (please Specify.....)

5. What is your academic qualification?

Secondary (form 1 -4) () High school (form 5-6) () Diploma ()

Degree ()

Others (please specify.....)

What is the size of your school?

Less than 200 student () 200-500() 500-800() Over 500()

PART B: BOM Selection Criteria

Below are statements related BOM selection criteria, tick appropriately:

5- very effective, 4. Moderately effective, 3. Effective, 2. Fairly ineffective, 1- ineffective

BOM Selection Criteria		5	4	3	2	1
1	Education level					
2	Experience					
3	Level of competency					
4	Skills					
5.	Ensure proper policies and procedure in management					
6.	Review school academic performance					

Involvement of stakeholders in decision making on school academic performance

Below are statements related BOM involvement of stakeholders in decision making on school academic performance, tick appropriately:

5- very effective, 4. Moderately effective, 3. Effective, 2. Fairly ineffective, 1- ineffective

BOM involvement of stakeholders in decision making on school academic performance		5	4	3	2	1
1	Policy matters in school					

2	School strategic plan					
3	School rules & regulations					
4	Ensure proper services and procedures in management					
5	Ensure curriculum is implemented through effective supervision of teachers					
6	Review the school academic performance					

Involvement of stakeholders in decision making on school academic performance

Below are statements related BOM recruitment practices influence academic performance, tick appropriately: 5- very effective, 4. Moderately effective, 3. Effective, 2. Fairly ineffective, 1- ineffective

BOM recruitment practices influence academic performance		5	4	3	2	1
1	Competencies and skills					
2	Experience					
3	Academic level					
4	Ensure proper policies and procedure in financial management					
5	Review school academic performance					
6	Ensure curriculum is implemented through effective supervision of teachers					

Thank you for your time and participation.

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to collect data on **Board of Management Practices Influencing Day Secondary Schools' Academic Performance in KCSE in Imenti North Sub County, Meru County, Kenya**. The data collected shall solely be used for academic research and will be treated with strict confidence. Your participation in facilitating the study is highly appreciated. I would therefore urge you to freely answer the questions as only the researcher will have access to the raw data and the development of the final report.

PART A: DEMOGRAPHIC INFORMATION

I. Please indicate responses by ticking () the appropriate box is precise in your responses. Do not –indicate your name or that of your school. Your information will be highly confidential)

1. What is your gender? Male () Female()
2. Which age bracket below do you belong? 21-30years () 31-40 years () 51-60 years () Over 60 years ()
3. (a) How many years have you served in this school?
3 years and below () 4-6 years () 7-9 years () Above 15 years ()
(b) In other schools (please specify.....)
4. What is your academic qualification?
Secondary (form 1-4) () High school (form 5-6) () Diploma () Degree ()
Others (please specify.....)
5. What is the size of your school?
Less than 200 student () 200-500 () Over 500 ()

PART B: BOM Selection Criteria

Below are statements related BOM selection criteria, tick appropriately:

5- strongly agree, 4. agree, 3. neutral , 2. disagree, 1- strongly disagree

BOM Selection Criteria		5	4	3	2	1
1	Education level					
2	Experience					
3	Level of competency					
4	Skills					
5.	Ensure proper policies and procedure in management					
6.	Review school academic performance					

Involvement of stakeholders in decision making on school academic

performance

Below are statements related BOM involvement of stakeholders in decision making on school academic performance, tick appropriately:

5- strongly agree, 4. agree, 3. neutral , 2. disagree, 1- strongly disagree

BOM involvement of stakeholders in decision making on school academic performance		5	4	3	2	1
1	Policy matters in school					
2	School strategic plan					
3	School rules & regulations					
4	Ensure proper services and procedures in management					
5	Ensure curriculum is implemented through effective supervision of teachers					
6	Review the school academic performance					

Involvement of stakeholders in decision making on school academic performance

Below are statements related BOM recruitment practices influence academic performance, tick appropriately:

5- strongly agree, 4. agree, 3. neutral , 2. disagree, 1- strongly disagree

BOM recruitment practices influence academic performance		5	4	3	2	1
1	Competencies and skills					
2	Experience					
3	Academic level					
4	Ensure proper policies and procedure in financial management					
	Review school academic performance					
	Ensure curriculum is implemented through effective supervision of teachers					

Thank you for your time and participation.

APPENDIX V: TSC AUTHORIZATION LETTER

TEACHERS SERVICE COMMISSION

OFFICE OF THE COUNTY DIRECTOR



P.O BOX 2966-60200

MERU

When replying please quote

email:cdimeru@tsc.go.ke

REF: CD/MRU/GEN/VOL.1/212

5th July, 2019

**Principals
Day Secondary Schools
Imenti North Sub County**

RE: RESEARCH AUTHORIZATION

Reference is made to letter from Sub County Director of Education, Imenti North sub county Ref:MRU/C/EDUC/11/1 VOL II/197 dated 1st July, 2019 and letter from National Commission for Science, Technology and Innovation and Ref:NACOSTI/P/19/07500/31216 dated 4th July 2019.

Authority is hereby granted to Jackson Mwenda Kilaku, University of Nairobi to carry out research on “Board of management practices influencing academic performance in Day Secondary Schools in Imenti North Sub County, Meru County.

Any assistance accorded to him will be greatly appreciated.


**DR ESTHER MUSANI
TSC COUNTY DIRECTOR
MERU**



APPENDIX VI: MINISTRY AUTHORIZATION LETTER



**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL
GOVERNMENT**

Telegrams:
Telephone:
Email: ccmeru@yahoo.com
Fax:
When replying please quote
And Date

COUNTY COMMISSIONER
MERU COUNTY
P.O. BOX 703-60200
MERU.

REF: ED. 12/3 VOL. IV/6

5TH JULY 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – JACKSON MWENDA KILAKU

This is to inform you that Jackson Mwenda Kilaku of University of Nairobi, has reported to this office as directed by the National Commission for Science, Technology and Innovation and will be carrying out Research on “**Board of management practices influencing academic performance in Day Secondary Schools in Imenti North Sub County, Meru County, Kenya**”.

Since authority has been granted by the said Commission, and the above named applicant has reported to this office, he can embark on his research project for a period ending **3rd July 2020**.

Kindly accord him necessary assistance she may require.

A handwritten signature in black ink, appearing to read 'W K Katonon', written over a circular stamp.

W K KATONON
FOR: COUNTY COMMISSIONER
MERU COUNTY

APPENDIX VII: COUNTY DIRECTOR AUTHORIZATION LETTER



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telegrams: "ELIMU " Meru
EMAIL: cdemerucounty@gmail.com
When Replying please quote

County Director Of Education
Meru County
P.O. Box 61
MERU

Ref: MRU/C/EDU/11/1/233

5th July, 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATON – JACKSON MWENDA KILAKU

Reference is made to letter Ref: NACOSTI/P/19/07500/31216 dated 4th July, 2019.

Authority is hereby granted to **Jackson Mwenda Kilaku** to carry out research on "**Board of management practices influencing academic performance in Day Secondary Schools in Imenti North Sub County, Meru County, Kenya**", for the period ending 3rd July, 2020.

Kindly accord him the necessary assistance.

A handwritten signature in blue ink, appearing to be 'Kamande Mburu', written over a horizontal line.

Kamande Mburu

For: County Director of Education
MERU

COUNTY DIRECTOR OF EDUCATION
MERU COUNTY
P. O. Box 61-60200
TEL: 064-32372 MERU

APPENDIX VIII: NACOSTI AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/07500/31216**

Date: **4th July, 2019**

Jackson Mwenda Kilaku
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Board of management practices influencing academic performance in Day Secondary Schools in Imenti North Sub County, Meru County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **3rd July, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.



BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

APPENDIX IX: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/19/07500/31216**
MR. JACKSON MWENDA KILAKU **Date Of Issue : 4th July,2019**
of UNIVERSITY OF NAIROBI , 69-60401 **Fee Received :Ksh 1000**
CHOGORIA,has been permitted to
conduct research in Meru County

on the topic: BOARD OF MANAGEMENT
PRACTICES INFLUENCING ACADEMIC
PERFORMANCE IN DAY SECONDARY
SCHOOLS' IN IMENTI NORTH SUB
COUNTY, MERU COUNTY, KENYA

for the period ending:
3rd July,2020

Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND **INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

- 1. The License is valid for the proposed research, location and specified period.**
- 2. The License and any rights thereunder are non-transferable.**
- 3. The Licensee shall inform the County Governor before commencement of the research.**
- 4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
- 5. The License does not give authority to transfer research materials.**
- 6. NACOSTI may monitor and evaluate the licensed research project.**
- 7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
- 8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya

TEL: 020 400 7000, 0713 788787, 0735 404245

Email: dg@nacosti.go.ke, registry@nacosti.go.ke

Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH LICENSE

Serial No.A 25699

CONDITIONS: see back page