

**INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE
GOVERNANCE PRACTICES ON PUPILS' PERFORMANCE IN KENYA
CERTIFICATE OF PRIMARY EDUCATION IN MAGARINI SUB-COUNTY,
KENYA**



Vincent Nzai Ruwa

**A research project submitted in partial fulfillment of the requirements for the
award of the Degree of Master of Education in Corporate Governance in
Education**

UNIVERSITY OF NAIROBI

2022

DECLARATION

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



Vincent Nzai Ruwa

E55/32660/2019

This research project has been submitted for examination with our approval as

University Supervisors.

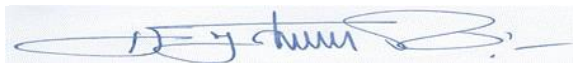


Dr Susan Chepkonga

Senior Lecturer & Department Chair

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi



Jeremiah M. Kalai, PhD

Associate Professor & Dean

Department of Educational Management, Policy and Curriculum Studies

University of Nairobi

DEDICATION

I would like to dedicate this work to my dear wife, Gladys Pendo Yaa; my children Masika Nzai Ruwa, Micah Ruwa Nzai and Meshack Kombe Nzai for their support and encouragement, as well as to my dear parents Patrick Kazungu Hare and Naomi Mwalimu Kazungu, who motivated me at difficult times and gave me the strength to pursue this project.

Thank you for your support.

ACKNOWLEDGEMENT

I thank God for the grace and opportunity he has given during the project development. I also thank my supervisors, Prof. Jeremiah M. Kalai and Dr. Susan Chepkonga for the significant role they played in directing me into developing this research project. Much gratitude to the University of Nairobi Staff and Chief librarian for guaranteeing both soft and hard academic resources for the research was available. I also owe a lot of respects to my classmates who gave me reassurance and optimistic criticism as I proceeded with writing this project. I also acknowledge the efforts of Christine Mwangi who has been so instrumental especially during the time our classes changed from face to face to online teaching due to COVID-19. She really gave me enough energy and zeal to continue with our course after many of us from our class dropped along the way.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
Background of the Study	1
Statement of the Problem	5
Purpose of the Study	7
Objectives of the Study	7
Research Hypotheses.....	8
Significance of the Study.....	8
Limitation of the Study.....	9
Delimitations of the Study	9
Assumptions of the Study.....	10
Definition of Significant Terms	10
Organization of the study.....	11

CHAPTER TWO.....	13
REVIEW OF RELATED LITERATURE.....	13
Introduction.....	13
Concept of Corporate Governance Practices and Academic Performance.....	13
Boards of Management’s Provision of Monetary Rewards to Teachers and Pupils’ Academic Performance	17
Board of Management’s Involvement of Teachers in Target Setting and Pupils’ Academic Performance	18
Boards of Management’s Provision of Learning Resource and Pupils’ Academic Performance	20
Boards of Management’s Provision of Non-Monetary Rewards and Pupils’ Academic Performance	21
Summary of Literature Review	23
Theoretical Framework	24
Conceptual Framework	26
CHAPTER THREE	29
RESEARCH METHODOLOGY.....	29
Introduction.....	29
Research Design.....	29
Target Population.....	29
Sample Size and Sampling Procedures	30
Research Instruments	31
Instrument Validity	31
Instrument Reliability.....	32
Data Collection Procedures	32

Data Analysis Techniques	33
Ethical Considerations	35
CHAPTER FOUR	36
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	36
Introduction.....	36
Response Rate.....	36
Reliability Analysis	36
Background Information	37
Gender of the Respondents	37
Age Bracket of the Respondent	38
Highest Level of Education of the Respondents	39
Respondents' Period being a Member of the BOM	40
Boards of Management's Provision of Monetary Rewards to Teachers	40
Management's Involvement of teachers in Target Setting for subjects	42
Boards of Management's Provision of Learning Resource	45
Boards of Management's Provision of Non-Monetary Rewards to Teachers ...	46
Pupils' Performance	49
Multiple Regression Analysis	50
CHAPTER FIVE.....	55
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND	
RECOMMENDATIONS	55
Introduction.....	55
Summary of the Findings.....	55

Discussion of the Findings.....	57
BOM’s provision of monetary rewards and Pupils’ Performance in KCPE	57
Management involvement in target setting by BOM and Pupils’ performance in KCPE	58
3 BOM’s provision of learning resource and Pupils’ performance in KCPE	59
BOM’s provision of non-monetary rewards to teachers and Pupils’ performance in KCPE	60
Conclusions.....	61
Recommendations	62
Suggestions for Further Studies	64
REFERENCES	65
APPENDICES	68
APPENDIX 1: LETTER OF INTRODUCTION	68
APPENDIX 2: RESEARCH QUESTIONNAIRE FOR BOARD OF MANAGEMENT MEMBERS.....	69
APPENDIX 3: RESEARCH QUESTIONNAIRE FOR HEADTEACHERS.....	73
APPENDIX 4: RESEARCH QUESTIONNAIRE FOR TEACHERS	76
APPENDIX 5: INTERVIEW GUIDE FOR BOM CHAIRPERSONS.....	80
APPENDIX 6: NACOSTI RESEARCH PERMIT.....	81
APPENDIX 7: MOE AUTHORIZATION	82
APPENDIX 8: UON AUTHORIZATION.....	82
APPENDIX 9: County Commissioner Authorization.....	83
APPENDIX 10: TIME SCHEDULE 2021.....	85
APPENDIX 11: BUDGET	86

LIST OF TABLES

Table 3.1: Target Population.....	29
Table 3.2: Sample Size	30
Table 4. 1: Response Rate.....	36
Table 4. 2: Reliability Analysis	37
Table 4. 3: Gender of the Respondents.....	37
Table 4. 4: Age Bracket of the Respondent	38
Table 4. 5: Highest Level of Education of the Respondents.....	39
Table 4. 6: Period being a Member of the BOM.....	40
Table 4. 7: Level of Agreement with Statements on the Influence of BOM’s provision of monetary rewards on Pupils’ performance in KCPE.....	40
Table 4. 8: Level of Agreement with Statements on the Influence of Management involvement in target setting by BOM on Pupils’ performance in KCPE.....	42
Table 4. 9: Level of Agreement with Statements on the Influence of BOM’s provision of learning resource on Pupils’ performance in KCPE.....	45
Table 4. 10: Level of Agreement with Statements on the Influence of BOM’s provision of non-monetary rewards to teachers on Pupils’ performance in KCPE.....	47
Table 4. 11: Trend of the Aspects of Pupils’ performance in KCPE.....	49
Table 4. 12: Model Summary.....	50
Table 4. 13: Analysis of Variance	51

Table 4. 14: Regression Coefficients.....	51
---	----

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	27
---------------------------------------	----

ABBREVIATIONS AND ACRONYMS

BOM	Boards of Management
GER	Gross Enrolment Rates
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examinations Council
LEA	Local Education Authorities
NASSP	National Association of Secondary School Principals
NPE	National Policy on Education
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations International Children's Emergency Fund

ABSTRACT

Provision of quality education for all the children is one of the objectives of the Government of Kenya. Poor governance in primary schools has led to a lot of ineffectiveness in school management especially in public schools. This has led to decline and inconsistencies in KCPE. Despite the government's effort to introduce free primary education, increase teacher's pay to boost their morale, learners. The study sought to investigate the influence of boards of management corporate governance practices on pupils' performance in KCPE in Magarini Sub-County. The study aimed to establish the influence of BOM's provision of monetary rewards, management involvement in target setting by BOM, BOM's provision of learning resource, and BOM's provision of non-monetary rewards to teachers on pupils' performance in KCPE in Magarini Sub-County. The study was founded on the Agency theory. This study employed descriptive survey research design. The study target population comprised the 22 public primary schools from Magarini Sub County Education office. The target population was therefore 208 BOM members, 22 BOM chairpersons, 22 headteachers and 260 teachers in Magarini sub-county. Stratified random sampling was used to obtain the sample. Primary data was obtained using questionnaires. The research also adopted interview guide. The data was evaluated with the Statistical Package for Social Sciences (SPSS version 25.0). All questionnaires obtained were examined and questionnaire items were coded to facilitate data entry. After the data cleaning and error analysis, the descriptive statistics including frequencies, percentages, mean score and standard deviation was then determined for all quantitative variables. Qualitative information from the questions that are open was analysed and the narrative was presented using thematic content analysis. The study adopted inferential statistics where the t-test was conducted. The study found that the school allows parent to give teachers money for appreciation during prize giving days. The research also found that that time management is not highly valued to achieve targets. Moreover, the research found that it was not certain whether pupil-book ratio in languages is adequate. However, the study found that the hard-working teachers are not recognized through teacher of the year awards. The study concluded that BOM's provision of monetary rewards had the greatest influence on the pupils' performance in KCPE in Magarini Sub-County, followed by BOM's provision of learning resource, then BOM's provision of non-monetary rewards to teachers, while management involvement in target setting by BOM had the least influence on the pupils' performance in KCPE in Magarini Sub-County. The Ministry of Education to continue with structured training of the BOM members in all schools for effective leadership and management of schools. This would help to make them more strategic in school management. The study recommends that head teachers and boards of governors should ensure that clear reward policies are formulated and implemented if schools are to retain good teachers and achieve better performance. The policy makers should provide non - monetary reward management practices in primary schools in order to attain higher performance in KCPE.

CHAPTER ONE

INTRODUCTION

Background of the Study

A vital human attribute for producing high wages and long-term socioeconomic development is education. It is seen as a crucial component in eradicating poverty (Sankhayeva, Shkutina, Mirza, Salikov & Iskakova, 2020). Gambo (2019) contends that passing the national test is the best sign of receiving a high-quality education because it serves as a gauge of students' comprehension of the subject. Following the rules and laws of a corporate body or organization is a requirement of good governance procedures. According to Macheridis and Paulsson (2019), an inclusive approach to governance that acknowledges and defends the freedoms of all players is necessary to improve corporate governance.

Falqueza, Sadsad, and Queao (2002) found that inadequate governance undermines educational standards, which results in ineffective service delivery, subpar student achievement, and the concomitant corruption. The stockpile of financial honors, the arrangement of non-money related benefits, the commitment of educators in target setting, and the arrangement of learning assets are a few instances of Board of Management strategies in schools (Mochama, 2017; Velte, Stawinoga and Lueg, 2020; Wu, 2018; Luschei and Jeong, 2021).

In Britain, BOM are found in grades 8 through 12 and their main responsibility is to help the principal properly run the school (Rashid, 2018). Palaniappan (2017) claims that in several nations, like England and Wales, local education authorities are in charge of overseeing education (LEA). It is required that local education authorities

oversee education. They are in charge of allocating and overseeing school funds as well as reviewing academic progress (Velte, Stawinoga & Lueg, 2020). Board members are responsible for developing and implementing policies in schools both in the United States and in Great Britain, and they must possess extensive training and experience to fill these positions. Parents have the right to request the committee's abolishment if a school is not operating as it ought to in order to make room for a new board (Talidong & Toquero, 2020).

The Board of Management (BOM) is the main decision-making body for all American educational institutions. Local school boards (LSBs), for instance, oversee secondary schools and provide reports to the state (Rotua, 2017). They are the state representatives in charge of running the schools, maintaining them, giving rewards to teachers and students who perform well, providing equipment and supplies, arranging and promoting academic programs, and hiring staff (Velte, Stawinoga & Lueg, 2020). Therefore, the school boards give instructions and supervise the staff members who are in charge of running the schools on a daily basis.

The School Boards Act of 1988 created the school boards in Scotland, and they are responsible for establishing the general policies, goals, and ethos of the institution. The boards have a specific responsibility to foster positive interactions for both the school, its parents, as well as the community. They also serve as a conduit for information to flow between these groups (Abdeldayem & Aldulaimi, 2018). The boards monitor the efficient operation of the school by implementing awards and incentives, as well as providing boarding facilities. These methods encourage students

and teachers to put in more effort, which results in superior achievement (Ubani, 2018).

To deliver BOM governance practices in South Africa, the BOM is chosen from notable members of the community who have excelled in their fields and are viewed as role models in those fields (Iswaissi & Falahati, 2017). The School Act of 1996 gave School Management Teams (SMTs) decision-making authority. These teams are classified as internal management groups that include principals and BOM members and are in charge of overseeing and making decisions for the schools on a yearly basis (Rahman & Khatun, 2017).

Tanzanian public debates usually center on how the country's educational standards relate to school administration. Following the announcement of the O-level National Exams results for 2012, 2013, and 2014, which revealed that more than half of students who took the national examination in government schools failed it despite doing well in private institutions, the public's concern increased (Mochama, 2017). Due to poor administration, student performance in government schools fall short of what the government and parents have invested. The reasons why the system is producing graduates with subpar results worry the stakeholders. It is suggested that the impact of effective governance on educational outcomes has notable influences on the academic success of elementary school students (Hirst & Kastiel, 2019).

The Basic Education Act of Kenya (2013) contains provisions for the establishment of boards to oversee public schools on behalf of the government. These provisions include general management, promoting institutional development in the best interests of the institution, ensuring the provision of learning resources, ensuring teacher and

student motivation, monitoring performance goals, and ensuring teacher participation in decision-making. In Kenya, test scores and grades obtained in the two primary and secondary school national examinations are typically used to assess academic success.

In Kenya, the Kenya Certificate of Primary Education (KCPE) test was first offered in 1985. Poor academic performance in schools has been seen across Kenya for almost thirty years that this assessment has been conducted. Every year when the Kenya National Examinations Council releases the results, the cycle of poor performance in the KCPE has continued (KNEC). Due to the fact that the KCPE serves as a placement test for primary schools in Kenya, the students' poor performance has caused dissatisfaction among teachers, the BOM, parents, and the community (Agili, Onditi & Monari, 2020). Ineffective school governance has caused countless issues, particularly in Kenyan schools. According to Odeny (2019), governance refers to the structures and customs where an institution's management functions for a shared objective, typically involving the process of choosing those who hold positions of authority. possess the potential to choose those who work for the organization with the utmost accountability.

Ironically, despite the government's introduction of the Free Primary Education system, there have been some issues with the system. Since it opened its doors in 2003, more children are also now enrolled in school, but the implementation of such programs, such as extended schools (Velte, Stawinoga & Lueg, 2020), latrines (Mochama, 2017), hostels and laboratories (Wu, 2018), and overcrowding (Sankhayeva et al., 2020), continues to present a number of challenges. The fact that a school's infrastructure is deteriorating, it is overcrowded, or it is unpleasant for

students, teachers, and parents may actually be the case (Gaya, 2018). The study thus attempts to examine the influence of BOM corporate governance practices on pupils' performance in KCPE in Magarini Sub-County, Kenya.

Statement of the Problem

One of the goals of the Kenyan government is to ensure that all children receive high-quality education. The Government of Kenya established Free Secondary Education in an effort to increase accessibility and equity (Republic of Kenya, 2005). In light of the aforementioned, the Kenyan government is currently implementing measures to raise the standard of instruction in public primary schools. Poor primary school management, particularly in public schools, has resulted in a great deal of inefficiency (OECD, 2018). As a result, the KCPE has declined and become inconsistent. Despite the government's attempts to make basic education free and raise teachers' salaries to improve their morale, students.

Although primary school attendance in Kilifi County surged significantly soon after it became free and mandatory, the percentage of students who transfer to secondary schools is still low (UNESCO, 2011). Following the previous President Mwai Kibaki's government's decision to make primary education free and mandatory, the numerous children who had dropped out of school due to a lack of uniforms, school fees, and other requirements flooded back to school (Gaya, 2018). The implementation of school food programs in regions severely affected by drought and poverty also helped to increase enrollment numbers. Both the government and donor organizations like the World Food Program funded the feeding programs.

The impact was remarkable in Magarini Sub-County which had been experiencing low enrolment rates due to poverty started recording a high number of children going to school. But this did not translate to transition rates because very few numbers of students who had completed standard eight after sitting for their Kenya Certificate of Primary Education were proceeding to high school (Agili, Onditi & Monari, 2020). The performance of public primary schools in Magarini Sub-County has also been persistently low. The study chose Magarini Sub-county because several factors have been attributed to the poor performance in KCPE (Maina & Okoth, 2020). The factors include understaffing of teachers, teachers and pupils demotivation, poor time management, poor discipline standards, general tendency of some parents having poor attitudes towards education by not valuing the same in the community and lack of adequate teaching and learning materials.

Despite the management structure suggested by the Ministry of Education for all the schools, there has been great variability in the performance of schools in Magarini Sub-County. This has also led to the low enrollment of students in the primary schools and thus affecting the sub county's rank even in the Kilifi County where it is located. This forms the need for a study to be conducted in this line (Mutuku, 2016).

Majority of the studies done however deal with only one strand of school boards practice (Agili, Onditi & Monateacher's). Board practices on finance resources, human resources, physical and material resources and students' welfare have not been investigated in a single study in previous researches. Others researches in the area of BOM have ventured in other variable such as compositions of BOMs or on their demographic variables such as age, experience, profession and academic qualification

and their influence on students' performance (Kithinji, 2018). Although the aforementioned studies have been conducted on corporate governance practices, it appears that there is little known about the influence of BOM's corporate governance practices on students' performance in KCPE in Magarini Sub-County. This poses a knowledge gap which this study sought to fill. Therefore, this study intended to answer the research question, what is the influence of BOM corporate governance practices on pupils' performance in KCPE in Magarini Sub-County, Kenya.

Purpose of the Study

The study sought to investigate the influence of boards of management corporate governance practices on pupils' performance in KCPE in Magarini Sub-County.

Objectives of the Study

This study was based on the following objectives:

- i) To examine the influence of Board of managements' provision of monetary rewards to teachers on pupils' performance in KCPE in Magarini Sub- County Kenya.
- ii) To determine the influence of Board of management's involvement of teachers in target setting on pupils' performance in KCPE in Magarini Sub-County Kenya.
- iii) To establish the influence of Board of management's provision of learning resources on pupils' performance in the KCPE in Magarini Sub-County Kenya.
- iv) To examine the influence of Board of management's provision of non-monetary rewards to teachers on pupils' performance in KCPE in Magarini Sub-County.

Research Hypotheses

The study tested the following research hypothesis:

H₀₁: There is no significant relationship between the Board of management's provision of monetary rewards and the KCPE mean scores in Magarini Sub-County.

H₀₂: There is no significant relationship between the management involvement in target setting by BOM and the KCPE mean scores in Magarini Sub-County.

H₀₃: There is no significant relationship between the Board of management's provision of learning resource and the KCPE mean scores in Magarini Sub-County.

H₀₄: There is no significant relationship between the Board of management's provision of non-monetary rewards and the KCPE mean scores in Magarini Sub-County.

Significance of the Study

The study's findings might be useful to board members in ensuring increased performance in the KCPE among public primary schools. The Education offices might use the findings of the study to identify the training needs for the members of BOM. The findings of the study might be significant to the Sub-County Education Board since they would be enlightened on governance practices that encourage students and teachers to perform exemplary good. The study might be significant to education policy-makers, managers and administrators who would rely on this when planning for better and attainable strategies of quality education to realize good KCPE results.

When implemented, this study's findings have the potential to help elementary schools achieve their objectives while minimizing risk and presuming compliance. A collection of guidelines that specify the relationship between the management of stakeholders and how the school is run are part of good corporate governance. Institutions, decision-makers, and the general public can showcase their beneficial features thanks to corporate governance.

The study's findings might add to the body of knowledge in the field of education. The study could be cited as a resource for corporate governance and student achievement in the KCPE. The study can also serve as a starting point for additional research in the field.

Limitation of the Study

Some of the respondents provided skewed information because they were wary of the study's goals. The researcher reassured them that they would remain anonymous and that the data would only be utilized for academic study. By giving a letter of recommendation and authority from the institution, this was also avoided.

Due to the COVID-19 epidemic that is currently affecting the planet, the study was limited in its ability to collect data. To overcome this difficulty, the researcher followed the Ministry of Health's norms and protocols while using study assistants to physically disburse questionnaires when it was not feasible to administer them online.

Delimitations of the Study

Head teachers, members of the BOM, & teachers who participated in the study were the respondents. The study's main focus was on the impact of BOM corporate governance procedures on students' performance in the KCPE in the Magarini Sub-

County, Kenya. Consequently, the sample population in the Magarini sub-county consisted of 208 BOM members, 22 BOM chairpersons, 22 headteachers, and 260 teachers.

Assumptions of the Study

The study also made the assumption that the respondents provided truthful, accurate responses to the questions. The study also assumed that the respondents could quickly, voluntarily, and readily read the surveys and react to them. Additionally, the researcher used the assumption that the participants who provided data were familiar with the phrases employed in accordance with basic school standards for corporate governance by boards of management. The interviewees were also believed to be accessible and eager to participate in the study..

Definition of Significant Terms

Boards of Management: refers to the collective name given to the individuals appointed by the Ministry of Education to oversee the operations of an education institution directly serving the public interest.

Corporate Governance Practices: refer to the governance framework that guide public primary schools in performing their functions that include provision of learning resources, motivation of teachers and students and follow-up of performance targets.

Learning resources refer to texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined, evaluated and approved by provincial or local curricula.

Management involvement of teachers in target setting: refers to involvement of **teachers as teachers** in enhancing the students' performance in primary schools through target setting.

Monetary Incentives: refer cash reward or some other reward that is offered to teachers conditioned on improvement in performance. The purpose of an incentive is to induce motivation.

Provision of Rewards: is to give money or another kind of payment to teacher or student for something good that has been done.

Student performance: is the assessing ability of students along a variety of dimensions including the school's mean score in the national exams, and the number of pupils joining secondary school.

Organization of the study

This study was organized into five chapters. Chapter one comprises of the background of the study, statement of the problem, research objectives, research questions, significance of the study, delimitation of the study, limitation of the study, assumptions of the study, definition of significant terms used in the study and organization of the study. Chapter two encompasses the literature review, theoretical framework, and conceptual framework, summary of literature review and research gaps. Chapter three consists of the research methodology which comprises of research designs, target population, sampling and sample techniques, research instruments and data collection procedures, data analysis and ethical considerations. Chapter four presents analysis and findings of the study as set out in the research methodology.

Chapter five which is the last chapter of the project presents summary of findings, discussions, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter explores the research on how BOM corporate governance practices affect students' performance in the KCPE. The study examines the theoretical underpinnings, the idea of corporate governance practices, and also reviews earlier research on the subject of BOM governance practices done by other authors. A synopsis of related literature, a theoretical framework, and a conceptual framework are also provided in this section.

Concept of Corporate Governance Practices and Academic Performance

Since they are so big and have so many different governance approaches, schools and colleges in the USA have developed into complicated organizations. As a result, the schools need qualified head teachers to oversee everyday activities. In reality, according to Gambo (2019), the school principal in America was "made responsible for just everything under the sun." This was according to the Executive Director of the National Association of Secondary School Principals (NASSP). The results of Baaru's (2019) study on principals' experiences in their development as leaders of schools in America revealed that, in addition to formal training, principals acknowledged that their development as leaders of schools was influenced by their experiences in the classroom, receiving support from other principals, serving as principals in multiple settings, and overcoming challenges.

Particularly in Africa, developing nations lacked or did not formally create school leadership (Mochama, 2017). The majority of research on head teachers in Africa focuses on the challenges they face in carrying out their responsibilities (Velte,

Stawinoga & Lueg, 2020). According to Beji, Yousfi, Loukil, and Omri (2021), apartheid had an impact on South Africa's social infrastructure and educational system. Public schools' inadequate leadership and management techniques are one of these repercussions.

This same Training Review Committee, which observed the absence of a regular systematic program to prepare administrators and managers and so therefore must have seen the need to prepare such professional officers in administrative and managerial aspects of their work, is credited with identifying the need for preparation and development of not only head teachers but also other professionals in the civil and teaching service in Kenya. Governance, according to Lee and Chu (2017), is the correct operation of institutions and public acceptance of them. Corporate governance alludes to the management of public organizations and institutions that is accountable, transparent, and effective. Corporate governance, according to Velte, Stawinoga, and Lueg (2020), is a collection of people who are joined as one body and have the capacity to direct, control, and rule an organization.

A type of corporate governance that typically concentrates on the functions and responsibilities of BOMs is the governing of schools by BOMs. This group helps the school maintain order among the children on a regular basis. It is made up of principals, instructors, parents, plus members of the community (Mochama, 2017). The Education Act of 2013 makes it quite apparent that the BOM must be an inclusive organization that aspires to get all interested parties working together as a team. According to Mutuku (2016), obstructive behaviors impeded the development of creativity and teamwork, destroying motivation and students' quality performance

in the KCSE. Governance practices also have an impact on students' academic achievement..

The proportion of pupils who are eligible to pass national examinations is frequently used to measure the quality of education. The organizational management of schools is the most notable aspect. For instance, Macheridis and Paulsson (2019) noted that in order to improve students' performance, school administrators must first be effective personnel managers by creating a clear vision for the institution, sharing it with students, and assisting in its realization by providing instructional leadership, resources, and visibility throughout the entire organization.

A comprehensive, heavily interactive, and shot on target method of managing and overseeing decision makers at work is performance management. It is seen as a methodical, organized way of overseeing and rewarding performance through fostering and maintaining a favorable work environment. Performance standards that represent organizational goals and objectives, employee recognition, and reward are some of its key elements (Sankhayeva, Shkutina, Mirza, Salikov & Iskakova, 2020).

Performance management, according to Gambo (2019), is a strategy for improving results from organizations, teams, and individuals by comprehending and controlling performance within the predetermined framework of deliberate goals and competency standards. It is a procedure for creating a common perspective of what has to be accomplished as well as a method for leading and developing personnel. Employee performance, according to Palaniappan (2017), is a complicated amalgam of abilities, attitudes, knowledge, competencies, and outcomes. By maximizing employee performance and coordinating individual and group efforts with organizational goals

and objectives, performance management strives to maximize staff productivity. Establishing a culture of performance management makes good commercial sense and could provide a company a competitive edge. Aligning team and individual efforts with organizational objectives and goals, as well as developing a shared understanding of the organization's strategic direction, are important aims of performance management (Wu, 2018; Luschei & Jeong, 2021). It allows conversations about performance standards, expectations, and accomplishments while also giving employees a way to get regular performance feedback and direction.

Unsatisfactory work performance, violations of workplace norms, rules, or procedures, undesirable behavior, and employee personal concerns that have an impact on their performance and/or others at work are the main areas under which poor academic performance typically falls (Macheridis & Paulsson, 2019). Staff that performs poorly lacks understanding of expectations due to unclear goals, standards, or workplace policies and repercussions (or have not been set). Additionally, it is influenced by the mismatch between teachers' talents and the tasks they are expected to complete or by staff members who lack the knowledge or abilities necessary to complete the tasks demanded of them (Mochama, 2017; Velte, Stawinoga & Lueg, 2020).

Poor performance can also be attributed to a lack of personal motivation, low workplace morale, and/or an unpleasant working environment. Personal issues such as family stress, health issues, or substance misuse issues can also have an impact on performance. The results component of performance in a school setting can be described as including, but not confined to, student exam scores, test scores, students'

capability to typically apply what they have learned, and the graduation rate from institutes of higher learning (Rashid, 2018; Wu, 2018; Luschei & Jeong, 2021).

Boards of Managements' Provision of Monetary Rewards to Teachers and Pupils' Academic Performance

Researchers and decision-makers have given proposals to employ teacher or school performance incentives as the foundation for educational reforms a lot of attention and support (Velte, Stawinoga & Lueg, 2020). Its introduction in numerous nations is the result of this. The key takeaway from the relevant literature is that implementing financial performance incentives for teachers as a direct reward for gains in student outcomes is the most promising strategy to raise kids' academic accomplishment. Alternative interventions that have been used in the past, such as teacher-preparation events, have allegedly tended to increase expenditures without improving student performance (Wu, 2018). The idea that instructors might be inspired by incentive pay to work better is the other justification for providing financial rewards for teachers' programs.

Other investigations have found that bonuses for instructors can enhance pupil achievement. However, this is only conceivable if the money is supplied ahead with the requirement that some of it be returned if student performance does not improve. According to Luschei and Jeong (2021), if a teacher received a bonus at the start of the school year with some restrictions attached, pupils could see a score improvement of up to 10 percentiles when compared to students from similar backgrounds. Students do not benefit when teachers receive bonuses at the conclusion of the academic year.

Many researchers agree that raising student performance is the main objective of financial incentives for instructors. Since there is a direct relationship amongst teaching quality and student outcomes, any strategy that raises teacher quality should also raise student outcomes (Sjödin, Parida, & Kohtamäki, 2019). Teachers may potentially have more leeway to innovate, according to proponents of financial incentives for them, as they wouldn't have to concentrate on processes as much as they would on student outcomes (Palaniappan, 2017). Additionally, this enables teachers to earn pay that is above the starting wage and on par with that of employees in the private sector (Falqueza, Sadsad, & Queao, 2021).

The loss of thousands of the best and brightest young teachers can be prevented with financial incentives for outstanding teachers (Du Plessis & Low, 2017). Concerns about instructors' motivation are present in the teaching profession. In Kenya, there have been a number of teachers' strikes over salary implementation in the public secondary schools in October 1997, September 2002, and January 2009. (Rashid, 2018). An initiative to motivate someone can turn unethical, manipulative, or exploitative, according to Sankhayeva et al. (2020). This clarified the reason why parents in some schools are compelled to pay large sums of money in an effort to encourage teachers.

Board of Managements' Involvement of Teachers in Target Setting and Pupils' Academic Performance

Kenya's latest current educational policies have placed a strong emphasis on measurable goals set by the government for the performance of most sectors, notably education (Gaya, 2018). The majority of the targets are based on the typical number of passes in the KCPE. Teachers in primary schools worked on achieving the targets

now that they had been adequately set. The student is not left behind in target setting since they are graded based on their efforts toward achieving the goals stated. Additionally, they are given individual and group goals to work toward. The respective school board of governors ensures that while creating performance goals for their institutions, these goals are congruent with the continual advancement of societal goals (Falqueza, Sadsad, & Queao, 2021). Setting targets is mostly done to improve academic standards. Setting goals is another essential strategy for boosting standards and expectations. The target benchmark would be established either based on the accomplishments of the typical school or teacher or the most "successful" instructor (Luschei & Jeong, 2021). The targets give the teachers a foundation for development. The provision of rewards for achieving goals by the school governors has also significantly improved performance standards in primary schools.

This is typically accomplished by rewarding outstanding teachers and pupils with gifts depending on achieving predetermined goals (Sankhayeva et al., 2020). It is well recognized that incentives foster healthy contests, which ultimately result in outcomes of a higher caliber. The government offers two different types of incentives for schools to fulfill these goals in collaboration with the school board of governors. For better performance on the objective variable, there are direct incentives and penalties in the form of monetary rewards, as well as action against failed schools (Rashid, 2018).

Upping the proportion of students earning excellent marks in England has been a major national goal, as shown in school league tables (Rotua, 2017). A high-achieving school would therefore draw in kids who are simpler to teach or who allowed the

teacher to pursue their hobbies more fully, rewarding them with a more enjoyable, possibly less stressful atmosphere. The aim focuses on the teachers' efforts toward the specific outcomes and results that the school management principals and governors are looking for. The objectively defined goals refute the perception that schools are seeking to simultaneously accomplish too many competing goals (Gambo, 2019).

Several target setting opponents have viewed the taking away of control from instructors as a clearly negative development. This is particularly true given that the objectives are established for the teachers rather than by the teachers themselves (Talidong & Toquero, 2020). Given that this has been a clear goal of the program, criticism required to lay out the justifications for why teacher control would be seen favorably. According to the concept of "public service motivation," efforts to make contracts among school boards and instructors more complete by laying out the precise goals that must be met will demotivate those who had obviously put their own ideals of societal good ahead of self-interest (Falqueza, et al., 2021; Luschei & Jeong, 2021).

Boards of Managements' Provision of Learning Resource and Pupils' Academic Performance

In a study that examined the effect of learning resources on students' performance, Abdeldayem and Aldulaimi (2018) found that learning experiences are successful when there is a sufficient quantity and quality of physical resources; in contrast, unappealing school buildings, crammed classrooms, a lack of play areas, and environments devoid of visual value can all contribute to subpar academic performance.

Learning is a complicated activity that involves the interaction of students' motivation, physical facilities, learning resources, teaching abilities, and curricular requirements, according to Osemeke & Osemeke (2017). The availability of learning materials therefore improves the efficiency of schools because they are the fundamental resources that result in pupils performing well academically. Material resources, human resources like teachers and support personnel, and physical facilities like labs, libraries, and classrooms are some of the resources that should be provided for teaching and learning.

In a study that examined the effect of teaching and learning materials on students' performance on the Kenya Certificate of Secondary Education in free day secondary education in the Embakasi region of Kenya, Odeny (2019) came to the conclusion that these resources are not always accessible in classrooms. The inadequate nature of learning resources has caused educators great anxiety.

Boards of Managements' Provision of Non-Monetary Rewards and Pupils' Academic Performance

Non-money related benefits including dwelling, free feasts, and paid outings for instructors are viewed as non-financial impetuses. Prompting inspiration is the objective of a motivator (Falqueza, Sadsad, and Queao, 2021). Ubani (2018) declares that it is fundamental to comprehend how to remunerate workers without burning through large chunk of change. Acknowledgment is basically sure input that tells representatives they are seen decidedly by their partners and the association or foundation, as indicated by Iswaissi and Falahati (2017). Representatives need individuals they connect with consistently working, like bosses and friends, to perceive their commitments and endeavors. Acclaim, regard, rewards, opportunities

for preparing, and the proper gear for the work are only a couple of ways that individuals are perceived.

Rotua (2017) asserts that employment should be enhanced to make them more challenging and fulfilling. This is connected to Herzberg's theory of motivation, according to which the actual motivators are things like challenge, accomplishment, recognition, and obligation. Opportunities for training and growth are therefore motivating benefits (Talidong & Toquero, 2020). By simply offering the sort of feedback via email, during meetings, or even on sticky notes, managers and peers can provide continued internal recognition on a regular basis without incurring any costs. The goal of the study was to determine how widely secondary schools in Tana River County use employee recognition as a management variable, including opportunities for training, rewards, difficult tasks, and certifications. Rahman and Khatun (2017) state that workers who receive praise.

Up until the 1990s, it has been accentuated that learning is in relaxed environments something that mental scientists and other exact exploration concentrates on advocates that assuming it is mixed with out of school trips, it improved review of realities and ideas which comes full circle into great execution for understudies (Palaniappan, 2017). For instance, review have endeavored to decide if understudies advance pretty much from a visit to a casual site with their educators than in a homeroom setting and how much happy understudies could review subsequent to visiting a site. Notwithstanding, a few instructive scientists contended that learning included considerably more than the mental viewpoint (Abdeldayem and Aldulaimi, 2018). These scientists are of the view that a wide meaning of learning had more

noteworthy utility with regards to casual environments that had the option to represent the complicated idea of the encounters that occurred.

Summary of Literature Review

The BOM has a variety of roles to perform in order to guarantee that students receive the highest quality education possible. As a result, it develops a number of strategies for boosting student and teacher performance. Money-based incentives for teachers are supported by the argument that by shifting their attention away from method and toward student outcomes, teachers are actually given more leeway to innovate. Researchers have discovered a positive correlation between the usage of individual instructor incentives and student progress, according to the literature. Money-based incentives for teachers are supported by the argument that by shifting their attention away from method and toward student outcomes, teachers are actually given more leeway to innovate. Teachers now have the opportunity to earn more than their starting pay and get compensation on par with employees in the private sector.

A positive relationship between the utilization of non-financial prizes and understudy accomplishment has been found by scientists. Review have endeavored to decide if understudies advanced pretty much from a visit to a casual site than in a homeroom setting and how much happy understudies could review in the wake of visiting a site. Nonetheless, a few instructive scientists contend that learning envelops substantially more than the mental viewpoint. Late instructive strategies in Kenya zeroed in on quantifiable targets set by government for the exhibition in many areas including the training area. The objectives are generally founded on the normal number of passes in KCPE. At the point when minor omissions of execution or lead have happened, the

Committee would work with every understudy to foster an arrangement to cure such slips by.

Since kids are less likely to miss school when they have engaging, meaningful, and pertinent experiences, the provision of learning resources helps to improve access and educational results. To ensure a successful teaching-learning process, these resources should be made available in schools in both quality and quantity (Kithinji, 2018). Training is a crucial component, as Rotua (2017) discovered that board members who received training performed exceptionally well. The current study sought to investigate the influence of boards of management corporate governance practices on pupils' performance in KCPE in Magarini Sub-County.

Theoretical Framework

The Agency theory was used in the study. Barry Mitnick and Stephen Ross initially presented the agency theory in 1973. The most prevalent concern in corporate governance has been agency. According to the notion of agency, corporations represent their shareholders. In other words, shareholders who participate in corporate ownership commit the corporation's directors and officers with the administration of their resources.

According to this view, managerial decisions in contemporary corporations that have widespread share ownership diverge from those necessary to optimize shareholders' returns (Mallin 2006). Here, three different types of problems can be seen. One being the efforts problem, which asks whether the manager is making the necessary effort to manage the company to optimize shareholders' wealth. This problem arises because the shareholders, who are the principal, cannot tell if whether manager is doing their

jobs properly. The second issue is the use of assets, which involves insiders who have control over corporate assets and use them for purposes that are detrimental to shareholders' interests, such as diverting corporate assets, demanding exorbitant salaries, and exploiting asset transfer prices with other entities they control. The final issue is the differential risk preference issue, which develops when the primary and the managers may not behave in the shareholders' best interests and may have various interests and risk preferences.

Taking everything into account organization scholars suggest their Corporate Governance components are expected to lessen this office struggle and to adjust the premium of the specialist to those of the head. This thusly brings the part of authority and communication among different partners inside the school climate that is the head, educator, guardians and BOM individuals among others. This hypothesis suits the review since it attempts to offer solid clarifications for acquiescence and it attempts to make sense of genuine circumstances. It is likewise valuable during preparing in the school where the partners are made mindful of agented states with the goal that they can get a sense of ownership with their own activity. Organization hypothesis is a monetary hypothesis that sees the firm as a bunch of agreements among self-intrigued people. An office relationship is made when an individual (the head) approves someone else (the specialist) to follow up for their benefit. The hypothesis was applicable in this study it made sense of additional the impact of BOM corporate administration rehearses on the understudies' exhibition in the KCPE in Magarini Sub-County Kenya.

Conceptual Framework

The conceptual framework is a schematic diagram representing the relationship between the dependent and independent variables (Srnicek, 2017). This is as illustrated in Figure 2.1.

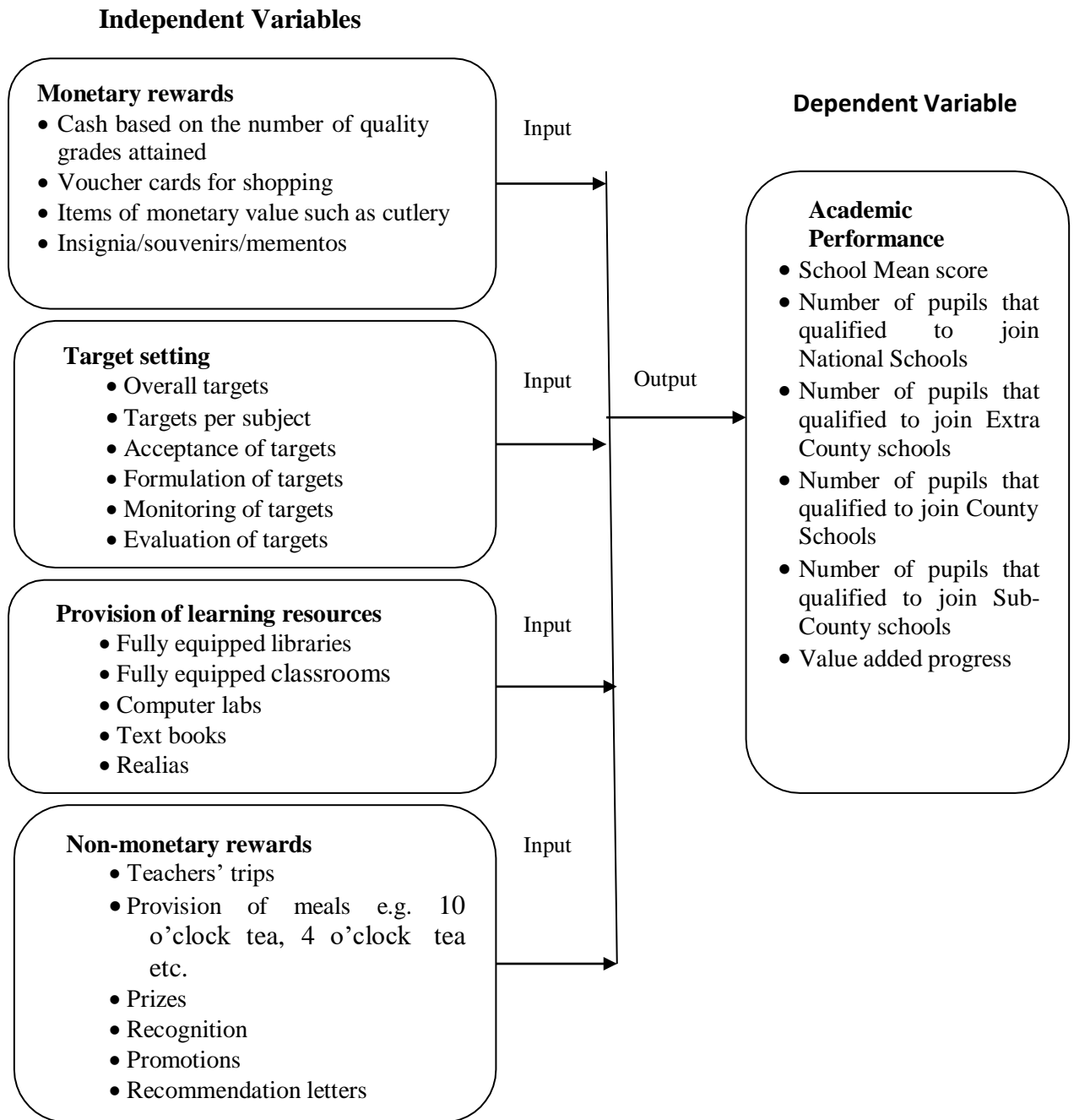


Figure 2.1: Conceptual Framework

The intellectual framework was drawn from previously published works (Maina, 2016; Akinyi, 2013; Mutuku, 2016). The goal of the study was to determine how BOM corporate governance practices, which served as independent factors in the analysis, affected student performance, which served as the dependent variable. Gift

cards, cash awards, bonuses, and commission were used to evaluate the distribution of financial incentives. Using overall aims and targets for each subject, this study's management involvement in target formulation was evaluated. The study used fully equipped libraries, fully equipped classrooms, and computer labs to measure the availability of learning materials. The non-monetary incentives were evaluated utilizing teacher excursions, dining services, awards, and recognition.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The discussion of examination philosophy in this section completely obscures the exploration approach, target population, test size and examination strategies, research instruments, instrument legitimacy and instrument dependability, information assortment techniques, information handling systems, and moral issues.

Research Design

For this review, an enlightening overview research configuration was utilized. The review's methodology was suitable on the grounds that the peculiarity's all's information was accumulated and looked at all the while (Bryman and Bell, 2011). As per Wang (2015), the designs for the unmistakable example are proper on the off chance that there are eventually in time any significant connections between's the factors. The plan was proper since it meant to characterize the qualities of specific classes, check the predominance of specific characteristics, and make forecasts.

Target Population

The 22 public elementary schools from the Magarini Sub County Education office made up the study's target demographic. Consequently, the target population in the Magarini sub-county consisted of 208 BOM members, 22 BOM chairpersons, 22 headteachers, and 260 teachers. It is depicted in Table 3.1.

Table 3.1: Target Population

Population	Total	Percent
Other Board of management members	208	40.6
Board of management chairpersons	22	4.3

Principals	22	4.3
Teachers' representatives	260	50.8
Total	512	100.0

Sample Size and Sampling Procedures

A sample is a set of a particular population selected for the purpose of the study to make conclusions about the population. The sample size of 225 was attained using Yamane (1967) simplified formula. This formula was used to compute the size of the sample as illustrated Table 3.2:

$$n = \frac{N}{1+N(e)^2}$$

Where; **n** is the sample size, **N** is the population size, **e** is the margin of error (0.05).

$$n = \frac{512}{1 + 512(0.05)^2} \quad n = 225.$$

Stratified random testing was utilized to get an example from every layer. The unprejudiced testing technique for delineated irregular inspecting parts a heterogeneous populace into homogenous subsets prior to making a determination inside every subset to accomplish representativeness (Yin, 2017). The classes framed layers from which the review test was gotten. The development of layers depended on the classification of BOMs making every layer a gathering of units with exceptional qualities. Then basic arbitrary testing was utilized to pick respondents from every layer. The example was dispersed among the layers as displayed in Table 3.2. The apportion in Table 3.2 was processed as follows: $225/512 = 0.439$

Table 3.2: Sample Size

	Population	Ratio	Sample
Board of management members	208	0.439	91

Board of management chairpersons	22	0.439	10
Principals	22	0.439	10
Teachers' representatives	260	0.439	114
Total	512		225

Research Instruments

Questionnaires were used to collect primary data. Both open-ended and closed-ended questions were included in the survey. The purpose of the open-ended questions was to encourage the respondent to provide a thorough response without feeling constrained to elucidate information. According to Wang (2015), open-ended questions enable respondents to provide thoughtful responses by basing their opinions on their personal experiences. The use of questionnaires was favoured since they increased the likelihood of getting truthful responses by guaranteeing respondents' anonymity.

The research also adopted interview guide. The interview schedule was be designed for the BOM chairpersons to shed more light on the subject matter. The schedules were designed to promote an opportunity for the researcher to establish a rapport with the respondentsexplain in person the nature and purpose of the study. The intention was to short and brief responses to research qquestions and provide room for the responses in the respondents' words to the later questions.

Instrument Validity

This is the degree to which a study instrument is accurate compared to the real measures it is expected to measure. Thus, the accuracy and truthfulness in this case was very critical as it helped in evaluating the authenticity and accuracy of the data collected. Consultations and discussion with the supervisor were conducted to

enhance content validity. The experts were also asked to give their opinion and comment on whether the issues were representative and appropriate, and to make suggestions to correct the structure of the research tools.

Instrument Reliability

The level of objectivity (error-free) in a measurement determines its reliability, which guarantees consistent measurement over time and among the different system components. The split half approach was employed in a pilot study with 23 randomly chosen respondents, including BOM members and chairpersons, principals, and teachers' representatives, to assess the dependability of the data gathering instrument. The questionnaire's reliability was determined using the Spearman Brown correlation algorithm. The investigation intended to find flawless correlation between the two halves if the sum is completely dependable. Construct composite reliability coefficients of 0.7 or above were deemed appropriate for this investigation (Yin, 2017).

Data Collection Procedures

Given that questionnaires are perfect for descriptive studies since they are simple to administer, assure quick delivery, and provide comfort for the respondents, the research made use of primary data collected via questionnaires. The surveys were distributed using the drop-and-pick approach. The researcher delivered a questionnaire to the chosen respondent, who had a maximum of three days to complete it before the researcher collected it for analysis. The researcher made sure that participants' information was handled with utmost confidentiality. Until the respondent finished the questionnaire and that person was approved by the school was guarded against potential victimization, an envelope-marked questionnaire and the

theme were provided to ensure anonymity was kept inside the firms. Then, in order to give the respondents enough time to complete the questionnaires, the investigator distributed the forms and maintained contact with them. The questionnaire was handled in the required amount of time.

Data Analysis Techniques

The information was assessed with the Statistical Package for Social Sciences (SPSS variant 25.0). All polls acquired were inspected and survey things were coded to work with information passage. After the information cleaning and blunder investigation, the graphic measurements including frequencies, rates, mean score and standard deviation not entirely set in stone for every quantitative variable. Subjective data from the inquiries that are open was dissected and story was introduced utilizing topical substance investigation. In particular, the impact of arrangement of money related rewards, the board association in target setting, arrangement of learning assets and non-financial prizes on understudies' exhibition were broke down utilizing illustrative measurements including mean score and standard deviation and topical substance examination. These factors were introduced utilizing tables and exposition.

This same study used inferential statistics, and a t-test was used to determine if there was a significant relationship between students' performance in the KCPE in the Magarini Sub-County and the provision of monetary rewards, management involvement in target setting, provision of learning resources, and non-monetary rewards. The provision of monetary rewards, management involvement in target setting, the provision of learning resources, and non-monetary rewards were all significant influences on students' performance in the KCPE in the Magarini Sub-County if the significant value for the overall model was less than 0.05.

To measure the extent to which the variations are explained, the study used the coefficient of determination (R²). If the difference between coefficient of determination (R²) of the model was significant at 95% level of significance, then the study would conclude that provision of monetary rewards, management involvement in target setting, provision of learning resources and non-monetary rewards had a significant influence on pupils' performance in KCPE in Magarini Sub-County.

To test for the strength of the model, an Analysis of Variance (ANOVA) was conducted. On extracting the ANOVA table, the researcher looked at the significance value. The significance was tested at 95% confidence level and 5% significant levels. If the significance value was less than the critical value set at 0.05 and F calculated was greater than F critical (from F tables), then the conclusion would be that provision of monetary rewards, management involvement in target setting, provision of learning resources and non-monetary rewards have a significant effect on pupils' performance in KCPE in Magarini Sub-County. The following equation was used;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \alpha$$

Where; Y is the dependent variable (Organization performance),

β_0 is the regression coefficient constant,

β_1 , β_2 , β_3 and β_4 are the slopes of the regression equation,

X_1 is the provision of monetary rewards

X_2 is the management involvement in target setting

X_3 is the provision of learning resources

X_4 is the provision of non-monetary rewards

α is an error term normally distributed about a mean of 0 and for purpose of computation, the α is assumed to be 0

Ethical Considerations

Before gathering the data, the respondents were informed of the study's purpose. Informed consent was further ensured by making sure respondents were fully aware of the research's goal and by asking for their permission to participate via an introduction letter. Since nobody who was not a study participant had access to the data collected, confidentiality was guaranteed. Respondents were able to remain anonymous throughout the study and were free from the worry of being punished for supplying the requested data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

Introduction

The information inquiry, understanding, and presentation of the findings are the main topics of this section. The review's main goal was to demonstrate the effects of corporate executives' practice sheets on students' KCPE presentations in Magarini Sub-County. The researcher examined the data using illuminating and inferential measurements, and the findings were presented in tables..

Response Rate

The researcher regulated 215 polls and out of the managed surveys, just 164 were brought back. This gave a reaction pace of 76.1%. This suggests that the reaction rate got was great and empowered speculation of the discoveries for what it's worth in accordance with Sproul (2011) who holds that a reaction rate above half is great.

Table 4. 1: Response Rate

	Informants	Response Rate
Response	164	76.1
Non-response	51	23.9
Total	215	100.0

Reliability Analysis

By giving the questionnaire to the pilot group, the questionnaire's validity was assessed. A reliability coefficient of 0.7 or higher is considered satisfactory (Song et al., 2014). For this investigation, a construct composite reliability co-efficient (Cronbach alpha) of 0.7 or above is deemed sufficient for all the constructs. The outcomes are presented in Table 4.2.

Table 4. 2: Reliability Analysis

	Cronbachs alpha	Decision
BOM's provision of monetary rewards	.711	Reliable
Management involvement in target setting by BOM	.778	Reliable
BOM's provision of learning resource	.701	Reliable
BOM's provision of non-monetary rewards to teachers	.833	Reliable
Pupils' performance in KCPE	.788	Reliable

From the results, BOM's provision of non-monetary rewards to teachers was more reliable with an alpha value of 0.833, followed by pupils' performance in KCPE with an alpha value of 0.788, then management involvement in target setting by BOM with an alpha value of 0.778, then BOM's provision of monetary rewards an alpha value of 0.711 while BOM's provision of learning resource with an Alpha value of 0.701 had the least reliability. This, therefore, depicts that the research instrument was reliable and no amendments were required.

Background Information

This section required the respondents to indicate their general information including gender, how long they have been members of the BOM in their schools, highest level of education and age bracket. This general information is presented in form tables.

Gender of the Respondents

The researcher sought to establish gender distributions of the respondents to assess the gender biasedness in data collection. The findings were indicated in Table 4.3.

Table 4. 3: Gender of the Respondents

	Frequency	Percent
--	------------------	----------------

Male	125	76.3
Female	39	23.7
Total	164	100.0

According to Table 4.3's findings, 76.3% of respondents were men, while 23.7% of the remaining respondents were women. This suggests that the study was gender-neutral because it took into account both men and women. Furthermore, it is obvious that there were more males than females in the BOM for the primary schools in Magarini Sub-County.

Age Bracket of the Respondent

Further, the respondents were required to indicate their age bracket. Their responses were as shown in Table 4.4.

Table 4. 4: Age Bracket of the Respondent

	Frequency	Percent
25-34 years	23	14.1
35-44 years	45	27.2
45-54 years	68	41.2
Above 55 years	29	17.5
Total	164	100.0

The findings show that 41.2% of the respondents were aged between 45 to 54 years, 27.2% were aged between 35 to 44 years, 17.5% were 55 and above years whereas 14.1% were aged between 25 to 34 years. Therefore, this shows that the study covered

approximately all the required age bracket hence the information obtained was from a wide scope hence making it accurate and reliable.

Highest Level of Education of the Respondents

The respondents were also asked to indicate their highest level of education. Their responses were as shown in Table 4.5.

Table 4. 5: Highest Level of Education of the Respondents

	Frequency	Percent
Certificate	35	21.1
Diploma	42	25.4
Degree	56	33.9
Masters	17	10.6
PHD	15	9
Total	164	100

From the findings, 33.9% of the respondents had reached the Degree level, 25.4% had reached the Diploma level, 21.1% had reached the certificate level, 10.6% had reached the Masters level while 9.0% had reached the PhD level. This implies that the respondents had met the minimum education requirements. Their level of education which saw most of them to be having a degree meant that they had knowledge concerning the subject under study and hence they were to comprehend the subject under study and give correct information.

Respondents' Period being a Member of the BOM

The respondents were again requested to indicate how long they have been members of the BOM. Their responses were as shown in Table 4.6.

Table 4. 6: Period being a Member of the BOM

	Frequency	Percent
5-9 years	26	15.7
10-14 years	117	71.1
Over 15 years	22	13.2
Total	164	100.0

The results revealed that 71.1% of the respondents had been members of the BOM for between 10-14 years, 15.7% had been members of the BOM for 5-9 years, while 13.2% had been members of the BOM for over 15 years. This implies that majority had been members of the BOM for long enough to comprehend and give reliable and accurate information on the subject under study.

Boards of Managements Provision of Monetary Rewards to Teachers

The study sought to determine the influence of BOM's provision of monetary rewards on pupils' performance in KCPE in Magarini Sub-County. The researcher required the respondents to indicate their level of agreement with the statements on the influence of BOM's provision of monetary rewards on pupils' performance in KCPE in Magarini Sub-County. Table 4.7 displays the outcome.

Table 4. 7: Level of Agreement with Statements on the Influence of BOM's provision of monetary rewards on Pupils' performance in KCPE

	Mean	Std. Dev.
--	-------------	------------------

The school gives teachers gift cards to motivate them	3.816	0.793
The school allows parent to give teachers money for appreciation during prize giving days	4.711	0.769
The school gives teachers commission for every student that gets an A in their subjects	3.842	0.823
The school offers teachers incentives in terms of cash awards	2.928	0.790

From the results, the respondents strongly agreed that the school allows parent to give teachers money for appreciation during prize giving days as illustrated by an average of 4.711. The respondents overwhelmingly agreed that the school rewards teachers with commission for each student who earns an A in their subject, as evidenced by an average score of 3.842, and that the school also rewards teachers with gift cards to keep them motivated, as evidenced by an average score of 3.816. These results support Palaniappan's (2017) argument that teachers who get financial incentives actually have more leeway to innovate because they are no longer required to concentrate on processes but rather student outcomes.

Additionally, the interviewees were divided on whether the school provides teachers with financial incentives, as evidenced by an average of 2.928. The findings ran counter to those of Falqueza, Sadsad, and Queao (2021), who highlighted that financial incentives enable teachers to earn wages that are higher than their starting pay and on par with those of workers in the private sector.

The researcher also asked the respondents to indicate the other aspects of monetary rewards that primary schools in Magarini Sub-County should adopt to improve on their students' KCPE results. Board of management members recommended that primary schools in Magarini Sub-County: give teachers money at the end of every exam; offer them voucher cards; incentivise them with tours; encourage parents

whose kids perform exceptionally; reward all stakeholders to encourage them; encourage teachers for continuous supervision that improves time management, discipline, and control; and give teachers work when they achieve good performance.

From the interviews, the respondents were asked to indicate whether the schools gave incentives to the teachers who registered good grades in their subject. The BOM chairpersons indicated that the schools gave monetary awards, gifts/rewards and allowances, cutlery and free breakfast. They also indicated that the Board recognizes teachers who excel in their work by supporting them morally and encouraging them to work extra hard, ensuring good working environment, recognizing them inform of the BOM members and writing them recommendations letters.

Managements Involvement of teachers in Target setting for subjects

The research aimed at assessing the influence of management involvement in target setting by BOM on pupils' performance in KCPE in Magarini Sub-County. The researcher asked the respondents to indicate their level of agreement with statements on the influence of management involvement in target setting by BOM on pupils' performance in KCPE in Magarini Sub-County. The results were tabulated on Table 4.8.

Table 4. 8: Level of Agreement with Statements on the Influence of Management involvement in target setting by BOM on Pupils' performance in KCPE

	Mean	Std. Dev.
Every subject teacher makes a proposal for their target for a given academic year	4. 709	0.834
There is an overall target for the school that is reviewed every year	4.162	0.769
The targets set are usually consultative and not top-down	3.816	0.784

Time management is highly valued to achieve targets	2.480	0.575
Our school monitors students' progress through frequent evaluations	3.592	0.580

The findings revealed that the respondents strongly agreed that every subject teacher makes a proposal for their target for a given academic year as presented by a mean score of 4.709. The respondents also agreed that there is an overall target for the school that is reviewed every year as presented by a mean score of 4.162; the targets set are usually consultative and not top-down as presented by a mean score of 3.816; and the school monitors students' progress through frequent evaluations as presented by a mean score of 3.592. The findings are in agreement with Luschei and Jeong (2021) who concurred that the main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. The respondents disagreed that time management is highly valued to achieve targets as presented by a mean score of 2.480. This differed with Sankhayeva et al. (2020) who stated that the targets assist the teachers with a basis for improvement. The school governors' introduction of incentives for attainment of targets has also gone a long way in raising performance standards in primary schools. This is usually done by way of giving presents to high performing teachers and students based on target achievement.

The researcher also asked the respondents to indicate the other aspects of target setting that primary schools in Magarini Sub-County should adopt to improve on their pupils' performance in KCPE. They indicated that realistic targets should be set and be reviewed yearly, the target setting process should always be an interactive, involve

parents when setting targets for learners, involve BOM when setting target for the school, remedial learning in children enhance achievement of set targets, instructional material ratio of 1:1 enhance achievement of set target, making sure that the target sets are attended within the stipulated time frame, and during the time of target setting let all stakeholders of the institution be involved so that very organization may offer them input.

In line with the interviews, the interviewer asked the BOM Chairpersons to indicate whether the BOM involve stakeholders such as teachers, students, faith based organisations, sponsor and alumni in setting academic targets. They indicated that they were involved as the BOM has representatives and the targets are always set by the stakeholders. Moreover, they were asked to indicate whether the parents, members of the local community and sponsors were involved in establishing the BOMs. The BOM Chairpersons stated that BOM is structured in a way that it includes the sponsor, business person, representatives or people with special needs etc., The BOM Composition has sections of all groups mentioned (categories) so all groups are represented, parents attend meetings and establish the BOMs and through holding election, thereby creating chance to wherever qualities.

Also, they were asked whether the involvement of the parents, community leaders and sponsors in establishment of the BOM affected interrelations within the schools. Some indicated that sometimes ideologies differ in one way as the other but finally are get to the same direction, there is good co-operation and understanding among all stakeholders, this has brought about good relation among teachers, parents and the locals and frequent meeting has made the BOM members and teachers relate so well.

Moreover, BOM many of them do not play their roles well so sometimes they end up colliding with head teachers.

Boards of Managements Provision of Learning Resource

The research sought to examine the influence of BOM's provision of learning resource on pupils' performance in KCPE in Magarini Sub-County. The respondents were required to indicate their level of agreement with statements on the influence of BOM's provision of learning resource on pupils' performance in KCPE in Magarini Sub-County. The responses were as shown on Table 4.9.

Table 4. 9: Level of Agreement with Statements on the Influence of BOM's provision of learning resource on Pupils' performance in KCPE

	Mean	Std. Dev.
The classrooms are fully equipped	3.954	0.749
Our school has experienced and skilled teachers	4.079	0.802
The pupil-book ratio in languages is adequate	3.395	0.957
The pupil-book ratio in sciences is adequate	4.658	0.781
The pupil-book ratio in social studies is adequate	3.817	0.644
The pupil-book ratio in mathematics is adequate	4.053	0.779
Our school has sufficient teaching aids	3.803	0.846

The findings reveal that the respondents strongly agreed that the pupil-book ratio in sciences is adequate as shown by a mean of 4.658. The respondents also agreed that the school has experienced and skilled teachers as shown by a mean of 4.079; the pupil-book ratio in mathematics is adequate as shown by a mean of 4.053; the classrooms are fully equipped as shown by a mean of 3.954; the pupil-book ratio in social studies is adequate as shown by a mean of 3.817; and the school has sufficient teaching aids as shown by a mean of 3.803. The findings are consistent with those of Abdeldayem and Aldulaimi (2018), who came to the conclusion that learning

experiences are successful when there are sufficient quantities and quality of physical resources; and that ugly school buildings, crammed classrooms, a lack of play areas, and environments without aesthetic beauty can contribute to poor academic performance. Additionally, a mean of 3.395 indicates that respondents were divided on whether the student-to-book ratio in languages is appropriate. Osemeke and Osemeke (2017) dissented from the conclusion that the availability of learning resources improves the efficiency of schools since they are the fundamental resources that result in students performing well academically. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

The researcher also asked the respondents to indicate the other aspects of provision of learning resource that primary schools in Magarini Sub-County should adopt to improve on their pupils' performance in KCPE. They indicated that primary schools in Magarini Sub-County should ask learners as teacher to be improving teaching resources, organize for school trips, improve on teaching and learning resources, adopt resources developed and authorized by KICD, by making available more supplementary textbooks for more revision by the learners, and allowing the learners participate in to enable them interact with the learners to enhance refutation.

Boards of Managements Provision of Non-Monetary Rewards to Teachers

The study also sought to evaluate the influence of BOM's provision of non-monetary rewards to teachers on pupils' performance in KCPE in Magarini Sub-County. The respondents specified their level of agreement with the statements on the BOM's

provision of non-monetary rewards to teachers influence on road infrastructure projects in Magarini Sub-County. The findings were as shown on Table 4.10.

Table 4. 10: Level of Agreement with Statements on the Influence of BOM's provision of non-monetary rewards to teachers on Pupils' performance in KCPE

	Mean	Std. Dev.
The hard-working teachers are recognized through “teacher of the year awards	2.342	0.672
The school provides teachers with housing facilities	3.919	0.599
Trips are organized to motivate and boost the teachers’ morale to work hard	4.459	0.633
The school offers free meals for teachers so as to preserve time spent in school	4.851	0.606
The school provides recreation facilities for its members of staff	3.612	0.599
The school gives gift vouchers for teachers whose learners excel in their subjects	3.395	0.589
The school organizes recreation trips for members of staff	3.251	0.673

As per the results, the respondents strongly agreed that the school offers free meals for teachers so as to preserve time spent in school as illustrated by a mean score of 4.851. The findings also revealed that the respondents agreed that trips are organized to motivate and boost the teachers’ morale to work hard as illustrated by a mean score of 4.459; the school provides teachers with housing facilities as illustrated by a mean score of 3.919; and the school provides recreation facilities for its members of staff as illustrated by a mean score of 3.612. The findings concur with Rahman and Khatun (2017) who argued that employees who get recognized tend to have higher esteem, more confidence, more willingness to take new challenges and more eagerness to be innovative.

The respondents were undecided on whether the school gives gift vouchers for teachers whose learners excel in their subjects as illustrated by a mean score of 3.395 and the school organizes recreation trips for members of staff as illustrated by a mean score of 3.251. However, the respondents disagreed that the hard-working teachers are recognized through teacher of the year awards as illustrated by a mean score of 2.342. These results were not in accordance with Iswaissi and Falahati (2017) who stated that recognition is essentially positive feedback that makes employees know they are valued and appreciated by their co-workers and the organization or institution. Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including managers and peers.

The researcher also asked the respondents to indicate the other aspects of non-monetary rewards that primary schools in Magarini Sub-County should adopt to improve on their pupils' performance in KCPE. They indicated that primary schools in Magarini can improve performance in Magarini by promoting teachers to advance their learning, promotion to next grades, providing housing facilities for teachers to allow them offer more time to teach the learners, and naming the school roads or pavements after teachers who produce good performance.

From the interviews, the respondents were required to indicate how else the school Board of Management recognizes the teachers' effort. The Board of Management chairpersons indicated that by giving full amount of money to offer more time to teach, providing resources necessary for their work, planning school programs with them, awarding teachers with good grades e.g. Each (A) attained is Ksh. 500, preparing parties and taking them to a tour, giving them letters to congratulate them,

offering morning tea, by exposing them to powerful motivational speakers, and arranging parties to celebrate their achievements.

Pupils' Performance

The respondents were required to indicate the trend of the aspects of pupils' performance in KCPE in Magarini Sub-County over 5 years. The results were recorded on Table 4.11.

Table 4. 11: Trend of the Aspects of Pupils' performance in KCPE

	2016	2017	2018	2019	2020
School Mean Score	229.92	242.34	238.94	258.64	233.71
Number of pupils joining secondary schools	60	48	30	40	58
National Schools	4	8	6	10	8
Extra-County Schools	16	5	2	4	2
County Schools	10	5	2	6	14
Sub-County Schools	30	30	20	20	34

The study revealed that the schools mean score and the number of pupils joining secondary schools had been fluctuating over the years. The results showed that over time, there has been an increase in the number of students attending National Schools and Sub-County Schools. According to Macheridis and Paulsson (2019), in order to improve student performance, school administrators must first be effective personnel managers by establishing a clear vision for the institution and communicating it to students. They must then support this vision's realization by providing instructional leadership, allocating resources, and being readily visible throughout the entire organization.

The interviewers were asked to indicate how governance practices can be improved for better academic performance. The BOM chairpersons indicated that they should create a kit to support teachers financially, efforts should be put in place to see how best teachers can be motivated, the BOM be given at least a one week seminar on school management not the usual one day seminar, establishing a children council to help teachers at the grassroots, again strengthen guidance and counseling at school level, by creating an atmosphere that allow BOM members, teachers and the local community to share and respect everyone ideas, by allowing fairness to every stakeholder, there should be a good rapport amongst the stakeholders, administration and teachers to improve academic performance, and by allowing fairness transparency to prevail in the committee.

Multiple Regression Analysis

A multiple regression model was applied to determine the relative importance of each of the independent variables with respect to pupils' performance in KCPE in Magarini Sub-County. The pupils' performance in KCPE in Magarini Sub-County was regressed against BOM's provision of monetary rewards, management involvement in target setting by BOM, BOM's provision of learning resource, and BOM's provision of non-monetary rewards to teachers. The findings for regression analysis were presented in Table 4.12, 4.13 and 4.14.

Table 4. 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.871	0.759	0.753	1.048

Table 4.12 reveals that adjusted R-Square value is 0.753, which indicates that the independent variables (BOM's provision of monetary rewards, management

involvement in target setting by BOM, BOM's provision of learning resource, and BOM's provision of non-monetary rewards to teachers) explain 75.3% of the variation in the dependent variable (pupils' performance in KCPE in Magarini Sub-County). This implies that there are other factors that affect the pupils' performance in KCPE in Magarini Sub-County attributed to 24.7% unexplained.

Table 4. 13: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	561.231	4	140.308	125.399	4.11E-48
	Residual	177.903	159	1.119		
	Total	739.134	163			

The results shown in Table 4.13 revealed that the p-value was 4.11E-48 and F-calculated was 125.399. Since the p-value was less than 0.05 and F-calculated was greater than F-critical (2.4285), and then the overall model was statistically significant.

Model coefficients provide un-standardized and standardized coefficients to explain the direction of the regression model and to establish the level of significance of the study variables. The results are captured in Table 4.14.

Table 4. 14: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.896	0.208		4.308	0.000
BOM's provision of monetary rewards	0.813	0.331	0.711	2.456	0.015

Management involvement in target setting by BOM	0.633	0.261	0.584	2.425	0.016
BOM's provision of learning resource	0.778	0.217	0.682	3.585	0.000
BOM's provision of non-monetary rewards to teachers	0.722	0.313	0.617	2.307	0.022

The equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$$Y = 0.896 + 0.813X_1 + 0.633X_2 + 0.778X_3 + 0.722X_4$$

The findings showed that if all factors (BOM's provision of monetary rewards, management involvement in target setting by BOM, BOM's provision of learning resource, and BOM's provision of non-monetary rewards to teachers) were held constant at zero pupils' performance in KCPE in Magarini Sub-County will be 0.896. The findings presented also show that taking all other independent variables at zero, a unit increase in the BOM's provision of monetary rewards would lead to a 0.813 increase in the scores of Pupils' performance in KCPE in Magarini Sub-County. This variable was significant since the p-value 0.015 was less than 0.05. Wu (2018) agrees that most promising way to improve students' achievements is to institute monetary performance incentives for teachers as a direct reward for improvements in student outcomes.

The findings also show that a unit increase in the score of management involvement in target setting by BOM would lead to a 0.633 increase in the score of pupils' performance in KCPE in Magarini Sub-County. This variable was significant since $0.016 < 0.05$. The finding was in accordance with Luschei and Jeong (2021) who stated that the main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The target benchmark would be

set either on the basis of the achievements of the average or the most ‘successful’ school or teacher.

The results also indicate that a unit increase in BOM's supply of learning resources will result in a 0.778 substantial improvement in students' performance in the KCPE in the Magarini Sub-County. Given that the p-value for this variable was less than 0.05, it was likewise significant. According to Osemeke & Osemeke (2017), the availability of learning resources improves the efficacy of schools because they are the fundamental resources that result in children performing well academically. Material resources, human resources like teachers and support personnel, and physical facilities like labs, libraries, and classrooms are some of the resources that ought to be provided for teaching and learning.

The study also found that a unit increase in the score of BOM's provision of non-monetary rewards to teachers would significantly lead to a 0.722 increase in the score of pupils' performance in KCPE in Magarini Sub-County. This variable was also significant since p-value (0.022) was less than 0.05. Recognition is essentially positive feedback that lets staff know they are respected and appreciated among their colleagues and the organization or institution, according to Iswaissi and Falahati (2017). Employees want the people they interact with on a daily basis at work, such as supervisors and peers, to recognize their contributions and efforts.

Overall, it was established that BOMs provision of monetary rewards had the greatest influence on the pupils' performance in KCPE in Magarini Sub-County, followed by BOM's provision of learning resource, then BOM's provision of non-monetary rewards to teachers, while management involvement in target setting by BOM had the

least influence on the pupils' performance in KCPE in Magarini Sub-County. All variables were significant since their p-values were less than 0.05.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter puts forward the summary, discussion, conclusion and recommendations of the main findings on the influence of boards of management corporate governance practices on pupils' performance in KCPE in Magarini Sub-County. The suggestions for further studies are also presented at the end.

Summary of the Findings

The study sought to determine the influence of BOM's provision of monetary rewards on pupils' performance in KCPE in Magarini Sub-County. The study found that the school allows parent to give teachers money for appreciation during prize giving days. The research also found that the school gives teachers commission for every student that gets an A in their subjects; the school gives teachers gift cards to motivate them. Also, the study found that it was not certain whether the school offers teachers incentives in terms of cash awards. The study also found that a unit increase in the BOM's provision of monetary rewards would lead to a 0.813 increase in the scores of Pupils' performance in KCPE in Magarini Sub-County. This variable was significant since the p-value 0.015 was less than 0.05.

The research aimed at assessing the influence of management involvement in target setting by BOM on pupils' performance in KCPE in Magarini Sub-County. The study established that in every subject teacher makes a proposal for their target for a given academic year. The study also found that there is an overall target for the school that is reviewed every year; and the targets set are usually consultative and not top-down

and the school monitors students' progress through frequent evaluations. The research also found that that time management is not highly valued to achieve targets. The research also found that a unit increase in the score of management involvement in target setting by BOM would lead to a 0.633 increase in the score of pupils' performance in KCPE in Magarini Sub-County. This variable was significant since $0.016 < 0.05$.

The research sought to examine the influence of BOM's provision of learning resource on pupils' performance in KCPE in Magarini Sub-County. The study found that the pupil-book ratio in sciences is adequate. The study also found that the school has experienced and skilled teachers; the classrooms are fully equipped; the pupil-book ratio in social studies is adequate and the school has sufficient teaching aids. Moreover, the research found that it was not certain whether pupil-book ratio in languages is adequate. The study found that a unit increases in the scores of BOM's provision of learning resource would lead to a 0.778 significant increase in the score of pupils' performance in KCPE in Magarini Sub-County. This variable was also significant since p-value (0.000) was less than 0.05.

The study also sought to evaluate the influence of BOM's provision of non-monetary rewards to teachers on pupils' performance in KCPE in Magarini Sub-County. The study found that the school offers free meals for teachers so as to preserve time spent in school. The research also found that trips are organized to motivate and boost the teachers' morale to work hard; the school provides teachers with housing facilities; and the school provides recreation facilities for its members of staff. In addition, the study found that it was not certain whether the school gives gift vouchers for teachers

whose learners excel in their subjects and the school organizes recreation trips for members of staff. However, the study found that the hard-working teachers are not recognized through teacher of the year awards. The study also found that a unit increase in the score of BOM's provision of non-monetary rewards to teachers would significantly lead to a 0.722 increase in the score of pupils' performance in KCPE in Magarini Sub-County. This variable was also significant since p-value (0.022) was less than 0.05.

Discussion of the Findings

Under this section, the findings are linked with the literature review to check the consistency or agreement of the findings with previous studies. The study specifically assessed the influence of BOM's provision of monetary rewards, management involvement in target setting by BOM, BOM's provision of learning resource, and BOM's provision of non-monetary rewards to teachers on pupils' performance in KCPE in Magarini Sub-County.

BOM's provision of monetary rewards and Pupils' Performance in KCPE

The study found that the school allows parent to give teachers money for appreciation during prize giving days. Wu (2018) concurs that implementing financial performance incentives for teachers as a direct reward for gains in student outcomes is the most promising strategy to increase kids' academic performance. Alternative approaches that have been used in the past to train teachers are said to have increased expenditures without significantly improving student performance.

The research also found that the school gives teachers commission for every student

that gets an A in their subjects; the school gives teachers gift cards to motivate them.

According to Luschei and Jeong (2021), if a teacher received a bonus at the start of the school year with some restrictions attached, pupils could see a score improvement of up to 10 percentiles when compared to students from similar backgrounds. Students do not benefit when teachers receive bonuses at the conclusion of the academic year.

Also, the study found that it was not certain whether school offers teachers incentives in terms of cash awards. The findings disagree with proponents of monetary rewards for teachers argues that teachers would actually gain freedom to innovate, since they no longer have to focus on process, but rather student outcomes (Palaniappan, 2017)..

Management involvement in target setting by BOM and Pupils' performance in KCPE

The researchers reported that each subject instructor proposes a goal for a particular academic year. According to Falqueza, Sadsad, and Queao (2021), each school board of governors ensures that its schools adopt performance objectives that are in line with continuous development toward national objectives. UNDP (2012) asserts that skilled workers are required to design the activity and then be able to perform it.

The study also discovered that the school has an overall goal that is evaluated annually and that the aims are typically established through consultation rather than at the top. Raising educational standards is the primary goal of target setting, according to Luschei and Jeong (2021). Setting goals is another essential strategy for boosting standards and expectations. The target benchmark would be established based on either the average or the most "successful" teacher or school's accomplishments.

The study also discovered that time management is not very important for achieving goals. The results contradict Gambo (2019), who said that the target was to focus teachers' efforts on the specific outcomes and results that the school governors and management principals were looking for. The perception that schools are trying to accomplish too many competing goals at once is disproved by the clear targets.

BOM's provision of learning resource and Pupils' performance in KCPE As

per the review, the student to-book proportion in the sciences is appropriate. Macheridis and Paulsson (2019) that growth opportunities are productive when there are sufficient amount and nature of actual assets; and that ugly school structures, swarmed study halls, non-accessibility of playing ground and environmental factors that have no stylish excellence can add to unfortunate scholastic execution..

The investigation likewise discovered that the school has encountered and talented educators; the homerooms are completely prepared; and the understudy book proportion in friendly examinations is sufficient. Osemeke and Osemeke (2017) thought that accessibility of learning assets hence upgrades the adequacy of schools as they are the fundamental assets that achieve great scholarly execution in the understudies. The essential assets that ought to be accessible for educating and learning incorporate material assets, human asset, for example, instructors and care staff and, actual offices like research facilities, libraries and homerooms.

Additionally, the study discovered that it was uncertain whether the student-to-book ratio in languages is acceptable. These learning tools are not always accessible in classrooms, according to Odeny (2019). The inadequate nature of learning resources

has caused educators great anxiety.

BOM's provision of non-monetary rewards to teachers and Pupils' performance in KCPE

According to the report, the school provides teachers with free meals to maximize their time in the classroom. Ubani (2018) asserts that it is essential to understand how to reward employees without spending a lot of money. Recognition is essentially positive feedback that lets employees know they are respected and appreciated by their fellow colleagues and the employer or institution, according to Iswaissi and Falahati (2017). Employees want bosses and peers—those they interact with on a daily basis—to recognize their contributions and efforts.

The study also revealed that the school provides lodging for instructors and recreation facilities for its employees. Trips are scheduled to encourage and enhance teachers' morale to work hard. Rotua (2017) asserts that employment should be enhanced to make them more challenging and fulfilling. This is connected to Herzberg's motivation theory, according to which the actual motivators are things like challenge, accomplishment, recognition, and responsibility. Opportunities for training and growth are therefore motivating benefits (Talidadong & Toquero, 2020).

In addition, the study found that BOM's provision of non-monetary rewards to teachers did not always ensure that the staff understands their roles and responsibilities in monitoring and evaluation process. Leung et al. (2010) stressed the significance of monitoring project operations as they are being carried out. The findings of the study suggested that an effective supervisory system is a crucial component of successful project management. The findings showed that M&E systems are an important component of result-based management (RBM). Because it

serves as the foundation for transparent and accurate reporting on the results a project has achieved, result-based management promotes greater performance of infrastructure projects.

However, the study discovered that teacher of the year honors do not give credit to the dedicated educators. Rahman and Khatun (2017) claim that employees that receive recognition have higher self-esteem, more confidence, are more open to taking on new tasks, and are more keen to be inventive.

Conclusions

The study concluded that BOM's provision of monetary rewards positively and significantly influences pupils' performance in KCPE in Magarini Sub-County. The study deduced that the culture of giving incentives by rewarding teachers with financial rewards made them to perform exemplarily well.

The study concluded that management involvement in target setting by BOM positively and significantly influences pupils' performance in KCPE in Magarini Sub-County. The study also concluded that target setting is intended to enable and encourage change. Most plans are static and linear and imply that people behave that way as well. Target Setting assumes that while a "plan" might be "set" up front, for it to be useful, people must be enabled and encouraged to learn and course correct.

The study concluded that BOM's provision of learning resource positively and significantly influences pupils' performance in KCPE in Magarini Sub-County. The study deduced that the essential learning resources like Braille slates, large prints, audiotapes and loudspeakers, wheel chairs, crutches and sandpaper letters when made available lead to higher pupil enrolment and retention. The challenges to acquisition

of teaching and learning resources due to lack of finance, rigid procurement procedures, unavailability of material and market logistics needs to be tackled by sound procurement policies.

The study concluded that BOM's provision of non-monetary rewards to teachers positively and significantly influences pupils' performance in KCPE in Magarini Sub-County. The study deduced that effective BOM's provision of non-monetary rewards in schools is very important as it enables everyone to know what they are expected to do and this improves relationships which lead to improved academic performance.

Recommendations

The Ministry of Education to continue with structured training of the BOM members in all schools for effective leadership and management of schools. This would help to make them more strategic in school management. This is because the findings indicated that a positive correlation between the Board of Management' contribution on infrastructural development and students' academic achievement.

The study recommends that head teachers and boards of management should ensure that clear reward policies are formulated and implemented if schools are to retain good teachers and achieve better performance. The Ministry of Public Service should work out incentive packages to increase teacher's motivation to teach in primary schools. Special attention should be put at increasing teacher' salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teachers' salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never

motivate the class to learn. Accommodation needs to be provided to the teachers to enable them live near schools since many of them reported to be living far away from their schools.

The policy makers should provide non - monetary reward management practices in primary schools in order to attain higher performance in KCPE. Besides, the ministry of education should also motivate teachers by rewarding teachers through the provision of non-monetary rewards. The school should encourage teachers by providing them with the non-monetary rewards for best performance attainment by the pupils.

The Ministry of Education should strive to make sure that the provisions in place for the teacher pupil ratio are met. This is by way of employing the required teacher number in all the primary schools. In the event of shortfalls, the primary schools should be empowered through monetary appropriations with an aim of facilitating them to employ teachers to bridge it.

The BOM members should be sensitized on the importance of good governance practices since it was found that provision of incentives, sufficient learning resources do influences students' performance. They can therefore impalement them in their respective schools as initiatives to improve students' performance

Every school should be mandated to have BOM members appointed after gaining the required professional qualification in governance practices in primary schools. The school management should be advised on the need to include checking the BOM members' professional qualification in financial management. This will ensure that boards of management are able to manage school funds effectively, use them to

purchase school learning resources, reward teachers and students. These practices in the long run will improve overall students' performance.

Suggestions for Further Studies

It was recommended further studies be done on other projects in Kenya apart from primary schools. The study recommends a similar study to be carried out by use of secondary data. The current study had a coefficient of adjusted R² of 0.753 and a residual of 24.7% which could be explained by other variables beyond the scope of the current study; therefore future scholars should focus on this too. The main objective of the study was to establish the boards of management corporate governance practices on pupils' performance in KCPE in Magarini Sub-County, future scholars should carry out similar studies on other corporate governance practices apart from the ones used in the current study. Also, other studies should consider other counties in Kenya.

REFERENCES

- Abdeldayem, M. M., & Aldulaimi, S. H. (2018). Corporate Governance Practices in Higher Education Institutions. *Journal of Development*, 8(4), 29-43.
- Agili, J., Onditi, A., & Monari, F. (2020). Corporate governance and performance of universities in Kenya. *Journal of Education*. 1(1), 1-19.
- Akinyi, I. M. (2013). *Influence of governance practices on students' performance in Kenya certificate of secondary education in Bondo district, Siaya County, Kenya* (Doctoral dissertation, University of Nairobi).
- Baaru, H. (2019). *International corporate governance: A case study approach*. Edward Elgar Publishing.
- Beji, R., Yousfi, O., Loukil, N., & Omri, A. (2021). Board diversity and corporate social responsibility: Empirical evidence from France. *Journal of Business Ethics*, 3(1), 33-55.
- Du Plessis, J. J., & Low, C. K. (Eds.). (2017). *Corporate governance codes for the 21st century: International perspectives and critical analyses*. Springer.
- Education Act (2013). The Kenya Basic Education Management Act, No. 14 of 2013.
- Falqueza, J. F., Sadsad, J. M., & Queaño, R. M. R. (2021). TEA Governance Practices of Public-School Heads in Schools Division of Lucena City: Basis for Intervention Scheme. *International Journal of Research*, 4(8), 105-109.
- Gambo, S. M. (2019). *Influence Of Head Teachers' Governance Practices On Support Staff Job Satisfaction In Public Primary Schools, Malindi sub-County, Kilifi County, Kenya* (Doctoral dissertation, UoN).
- Gaya, M. (2018). *Influence Of Head Teachers' Corporate Practices On Pupils' Performance At KCPE In Rachuonyo North Sub County, Kenya* (Doctoral dissertation, University of Nairobi).
- Hirst, S., & Kastiel, K. (2019). Corporate governance by index exclusion. *BUL Rev.*, 99, 1229.
- Iswaissi, H., & Falahati, K. (2017). Challenges to corporate governance practices: Case study of Libyan commercial banks. *Corporate Governance*, 1(1), 33-42.
- Kithinji, T. K. (2018). *Influence of Head Teachers' Financial Governance Practices on School Development in Public Primary Schools in Igembe South Sub County, Magarini Sub-County, Kenya* (Doctoral dissertation, university of Nairobi).
- Lee, T., & Chu, W. (2017). The relationship between entrepreneurial orientation and firm performance: Influence of family governance. *Journal of Business Strategy*, 8(4), 13-23.
- Luschei, T. F., & Jeong, D. W. (2021). School Governance and Student Achievement. *Educational Administration Quarterly*, 57(3), 331-371.
- Macheridis, N., & Paulsson, A. (2019). Professionalism between profession and governance: how university teachers' professionalism shapes coordination. *Studies in Higher Education*, 44(3), 470-485.

- Maina, M.S. (2016). *Influence of Boards of Management Corporate Governance Practices on Pupils' Academic Performance in Public Primary Schools in Gilgil Sub County, Kenya*.
- Maina, S. W., & Okoth, U. (2020). Influence Of Stakeholder Involvement On Pupils'academic Performance In Public Primary Schools In Gilgil Sub County, Kenya. *Journal of Social Sciences*, 1(1), 45-57.
- Maina, J., & Wamukuru, D. (2020). Influence Of Head Teachers' leadership Style On Pupils' academic Performance In Public Primary Schools In Njoro Sub-County, Kenya. *Journal of Education and Practices* 3(1), 98-106.
- Mallin, C. A. (Ed.). (2006). *International corporate governance: A case study approach*. Edward Elgar Publishing.
- Melis, A., & Zattoni, A. (2017). *A primer on corporate governance: Italy*. Business Expert Press.
- Mochama, R. (2017). *Platform capitalism*. John Wiley & Sons.
- Mutuku, T. M. (2016). *Influence of Board of Management Governance Practices on Students' Performance in Kenya Certificate of Secondary Education in Athi River Sub-County, Kenya* (Doctoral dissertation, University of Nairobi).
- Odeny, J. O. (2019). *Institutional Factors Influencing Principals' Governance Practices on Teachers' Job Satisfaction in Public Secondary Schools in Rangwe Sub-county, Kenya* (Doctoral dissertation, University of Nairobi).
- OECD. (2018). *The future of education and skills Education 2030: The Future We Want*. OECD.
- Osemeke, N., & Osemeke, L. (2017). The effect of culture on corporate governance practices in Nigeria. *Journal of Disclosure and Governance*, 14(4), 318-340.
- Palaniappan, G. (2017). Determinants of financial performance relating to board characteristics of corporate governance. *Journal of Management*, 5(2), 6-25.
- Rahman, M. M., & Khatun, N. (2017). A comparative analysis of corporate governance guidelines. *Journal of Environmental Studies*, 7(2), 5-16.
- Rashid, A. (2018). Board independence and firm performance: Evidence from Bangladesh. *Future Business Journal*, 4(1), 34-49.
- Rotua, A. O. (2017). Strategies for improving teachers' quality in business education programme in Nigerian colleges. *Journal of Education*, 5(2), 16-22.
- Sankhayeva, A. N., Shkutina, L. A., Mirza, N. V., Salikov, Z. K., & Iskakova, M. B. (2020). A comparative analysis of European teachers' readiness to corporate governance in the education system. *Journal of Education*, 10(1), 121.
- Sjödin, D., Parida, V., & Kohtamäki, M. (2019). Relational governance strategies for advanced service provision. *Journal of Business Research*, 101, 906-915.
- Srnicek, N. (2017). *Platform capitalism*. John Wiley & Sons.
- Talidong, K. J. B., & Toquero, C. M. D. (2020). Philippine teachers' practices to deal with anxiety amid COVID-19. *Journal of Loss and Trauma*, 25(6-7), 573-579.

- Ubani, M. (2018). When teachers face religion in public education. Case examples from Finnish public education. *Journal of Education*, 66(2), 139-150.
- Velte, P., Stawinoga, M., & Lueg, R. (2020). A review of governance-related determinants and financial consequences. *Journal of Production*, 4, 120-163.
- Viseu, S., & Carvalho, L. M. (2018). Changes in school governance and the reshaping of head teachers' roles in Portugal. In *Education Policies*, Springer, Singapore.
- Wang, K. T. (2015). *Research design in counseling*. Scarborough: Nelson Education.
- Williamson, B., & Piattoeva, N. (2019). Objectivity as standardization in data-scientific education policy. *Learning, Media*, 44(1), 64-76.
- Wu, J. (2018). Performing the nation: Hybrid practices and negotiated meanings of Chinese rural teachers. *Education Quarterly*, 9(4), 42-44.
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. Thousand Oaks: Sage publications.

APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Vincent Nzai Ruwa

Nairobi,

Kenya.

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AND RESPONSE TO QUESTIONNAIRE

I am a University of Nairobi masters student undertaking a research on the topic **“INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE GOVERNANCE PRACTICES ON PUPILS’ PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN MAGARINI SUB-COUNTY, KENYA”**. I would want to request your permission in your primary school to do research. You are welcome to help in the genuine opinion or answer to the questions in this questionnaire. The supplied information is treated exclusively as confidential and exclusively for academic purposes. I look forward to your positive reply.

Yours Sincerely,

Vincent Nzai Ruwa

Reg: E55/32660/2019

APPENDIX 2: RESEARCH QUESTIONNAIRE FOR BOARD OF MANAGEMENT MEMBERS

You are requested to fill out your personal information in the spaces below. Please tick only one response. The study sought to establish the **Influence of BOM Corporate Governance Practices on Pupils’ Performance in KCPE in Magarini Sub-County, Kenya**

Section A: Demographic Information

1. What is your gender? Male Female
2. Kindly indicate your age bracket
 15-24 years 25-34 years 35-44 years 45-54 years Above 55 years
3. Kindly indicate your highest level of education
 ‘O’ Level Certificate Diploma Degree Masters PhD
4. Kindly indicate the number of years you have been a member of the BOM in your school: 0-4 years 5-9 years 10-14 years Over 15 years

Section B: Influence Of BOM Corporate Governance Practices On Pupils’ Performance In KCPE In Magarini Sub-County, Kenya.

Boards of Management’s Provision of Monetary Rewards to Teachers

5. Please indicate the extent to which BOM’s provision of monetary rewards to teachers influence pupils’ performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The school gives teachers gift cards to motivate them					
The school allows parent to give teachers money for appreciation during prize giving days					
The school gives teachers commission for every student that gets an A in their subjects					
The school offers teachers incentives in terms of cash awards					

6. In your opinion, what other aspects of monetary rewards should primary schools in Magarini Sub-County adopt to improve on their pupils’

performance in KCPE?

.....

Management’s Involvement of teachers in Target Setting for subjects

7. Please indicate the extent to which management involvement in target setting by BOM influence pupils’ performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
Every subject teacher makes a proposal for their target for a given academic year					
There is an overall target for the school that is reviewed every year					
The targets set are usually consultative and not top-down					
Time management is highly valued to achieve targets					
Our school monitors students’ progress through frequent evaluations					

8. In your opinion, what other aspects of target setting should primary schools in Magarini Sub-County adopt to improve on their pupils’ performance in KCPE?

.....

Boards of Management’s Provision of Learning Resource

9. Please indicate the extent to which BOM’s provision of learning resource influence pupils’ performance in KCPE in Magarini Sub-County, Kenya? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The classrooms are fully equipped					
Our school has experienced and skilled teachers					
The pupil-book ratio in languages is adequate					
The pupil-book ratio in sciences is adequate					
The pupil-book ratio in social studies is adequate					
The pupil-book ratio in mathematics is adequate					

Our school has sufficient teaching aids					
---	--	--	--	--	--

10. In your opinion, what other aspects of provision of learning resource should primary schools in Magarini Sub-County adopt to improve on their pupils' performance in KCPE?

.....

Boards of Management's Provision of Non-Monetary Rewards to Teachers

11. Please indicate the extent to which BOM's provision of non-monetary rewards to teachers influence pupils' performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The hard-working teachers are recognized through "teacher of the year awards					
The school provides teachers with housing facilities					
Trips are organized to motivate and boost the teachers' morale to work hard					
The school offers free meals for teachers so as to preserve time spent in school					
The school provides recreation facilities for its members of staff					
The school gives gift vouchers for teachers whose learners excel in their subjects					
The school organizes recreation trips for members of staff					

12. In your opinion, what other aspects of non- monetary rewards should primary schools in Magarini Sub-County adopt to improve on their pupils' performance in KCPE?

.....

Pupils' Performance

13. Please indicate the trend of the following aspects of pupils' performance in KCPE in Magarini Sub-County over 5 years?

	2016	2017	2018	2019	2020
School Mean score					

Number of pupils joining secondary schools	2016	2017	2018	2019	2020
National Schools					
Extra-county Schools					
County Schools					
Sub-county Schools					

APPENDIX 3: RESEARCH QUESTIONNAIRE FOR HEADTEACHERS

You are requested to fill out your personal information in the spaces below. Please tick only one response. The study sought to establish the **Influence of BOM Corporate Governance Practices on Pupils’ Performance in KCPE in Magarini Sub-County, Kenya**

Section A: Demographic Information

1. What is your gender? Male Female
2. Kindly indicate your age bracket
 Below 24 years 25-34 years 35-44 years 45-54 years
 Above 55 years
3. Kindly indicate your highest level of education
 ‘O’ Level Certificate Diploma Degree Masters PhD
4. Kindly indicate the number of years you have been a member of the BOM in your school
 Less than 2 year Between 2 and 4 years Between 5 and 7 years
 Between 8 and 10 years More than 10 years

Section B: INFLUENCE OF BOM CORPORATE GOVERNANCE PRACTICES ON PUPILS’ PERFORMANCE IN KCPE IN MAGARINI SUB-COUNTY.

Boards of Management’s Provision of Monetary Rewards to Teachers

5. Please indicate the extent to which BOM’s provision of monetary rewards to teachers influence pupils’ performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The school gives teachers gift cards to motivate them					
The school allows parent to give teachers money for appreciation on AGMs					
The school gives teachers commission for every student that gets an A in their subjects					
The school offers teachers incentives in terms of cash awards					

6. In your opinion, what other aspects of monetary rewards should primary schools in Magarini Sub-County adopt to improve on their pupils’ performance in KCPE?

.....

Management’s Involvement of teachers in Target Setting for subjects

7. Please indicate the extent to which management involvement in target setting by BOM influence pupils’ performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
Every subject teacher makes a proposal for their target for a given academic year					
There is an overall target for the school that is reviewed every year					
The targets set are usually consultative and not top-down					
Time management is highly valued to achieve targets					
Our school monitors students’ progress through frequent evaluations					

8. In your opinion, what other aspects of target setting should primary schools in Magarini Sub-County adopt to improve on their pupils’ performance in KCPE?

.....

Boards of Management’s Provision of Learning Resource

9. Please indicate the extent to which BOM’s provision of learning resource influence pupils’ performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The classrooms are fully equipped					
Our school has experienced and skilled teachers					
The pupil-book ratio in different subjects is adequate					
Our school has sufficient teaching aids					

10. In your opinion, what other aspects of provision of learning resource should primary schools in Magarini Sub-County adopt to improve on their pupils’ performance in KCPE?

.....

Boards of Management’s Provision of Non-Monetary Rewards to Teachers

11. Please indicate the extent to which BOM’s provision of non-monetary rewards to teachers influence pupils’ performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree..

	1	2	3	4	5
The hard-working teachers are recognized by giving “teacher of the year” awards					
The school provides teachers with housing facilities					
Trips are organized to motivate and boost the teachers’ morale to work hard					
The school offers free meals for teachers so as to preserve time spent in school					
The school provides recreation facilities for its members of staff					
The school gives gift vouchers for teachers whose learners excel in their subjects					
The school organizes recreation trips for members of staff					

12. In your opinion, what other aspects of non- monetary rewards should primary schools in Magarini Sub-County adopt to improve on their pupils’ performance in KCPE?

.....

Pupils’ Performance

13. Please indicate the trend of the following aspects of pupils’ performance in KCPE in Magarini Sub-County, Kenya over 5 years?

	2016	2017	2018	2019	2020
School Mean score					
Number of pupils joining secondary schools	2016	2017	2018	2019	2020
National Schools					
Extra-county Schools					
County Schools					
Sub-county Schools					

APPENDIX 4: RESEARCH QUESTIONNAIRE FOR TEACHERS

You are requested to fill out your personal information in the spaces below. Please tick only one response. The study sought to establish the **Influence of BOM Corporate Governance Practices on Pupils' Performance in KCPE in Magarini Sub-County, Kenya**

Section A: Demographic Information

1. What is your gender? Male Female
2. Kindly indicate your age bracket
15-24 years 25-34 years 35-44 years 45-54 years Above 55 years
3. Kindly indicate your highest level of education
'O' Level Certificate Diploma Degree Masters PhD
4. Kindly indicate the number of years you have been a member of the BOM in your school:
0-4 years 5-9 years 10-14 years Over 15 years

Section B: INFLUENCE OF BOM CORPORATE GOVERNANCE PRACTICES ON PUPILS' PERFORMANCE IN KCPE IN MAGARINI SUB-COUNTY, KENYA.

Boards of Management's Provision of Monetary Rewards to Teachers

5. Please indicate the extent to which BOM's provision of monetary rewards to teachers influence pupils' performance in KCPE in Magarini Sub-County, Kenya? Use the 5 point Likert scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is strongly disagree and 1 is strongly disagree.

	1	2	3	4	5
The school gives teachers gift cards to motivate them					
The school allows parent to give teachers money for appreciation on AGMs					
The school gives teachers commission for student that get an A in their subject					
The school offers teachers incentives in terms of cash awards					

6. In your opinion, what other aspects of monetary rewards should primary schools in Magarini Sub-County adopt to improve on their pupils' performance in KCPE?

Management's Involvement of teachers in Target Setting for subjects

7. Please indicate the extent to which management involves the teachers in target setting.

Very highly involved [] Highly involved [] Fairly highly involved []

Lowly involved [] Not involved []

8. Please indicate the extent to which management involvement in target setting by BOM influence pupils' performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
Every subject teacher makes a proposal for their target for a given academic year					
There is an overall target for the school that is reviewed every year					
The targets set are usually consultative and not top-down					
Time management is highly valued to achieve targets					
Our school monitors students' progress through frequent evaluations					

9. In your opinion, what other aspects of target setting should primary schools in Magarini Sub-County adopt to improve on their pupils' performance in KCPE?

.....

Boards of Management's Provision of Learning Resource

10. Please indicate the extent to which BOM's provision of learning resource influence pupils' performance in KCPE in Magarini Sub-County? Use the 5 point Likert scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The classrooms are fully equipped					
Our school has experienced and skilled teachers					

The pupil-book ratio in different subjects is adequate					
Our school has sufficient teaching aids					

11. In your opinion, what other aspects of provision of learning resource should primary schools in Magarini Sub-County adopt to improve on their pupils' performance in KCPE?

.....

Boards of Management's Provision of Non-Monetary Rewards to Teachers

12. Please indicate the extent to which BOM's provision of non-monetary rewards to teachers influence pupils' performance in KCPE in Magarini Sub-County? Use the 5-point scale where: 5 is strongly agree, 4 is agree, 3 is neutral, 2 is disagree and 1 is strongly disagree.

	1	2	3	4	5
The hard-working teachers are recognized by giving teacher of the year awards					
The school provides teachers with housing facilities					
Trips are organized to motivate and boost the teachers' morale to work hard					
The school offers free meals for teachers so as to preserve time spent in school					
The school provides recreation facilities for its members of staff					
The school gives gift vouchers for teachers whose learners excel in their subjects					
The school organizes recreation trips for members of staff					

13. In your opinion, what other aspects of non- monetary rewards should primary schools in Magarini Sub-County adopt to improve on their pupils' performance in KCPE?

.....

Pupils' Performance

14. Please indicate the trend of the following aspects of pupils' performance in KCPE in Magarini Sub-County, Kenya over 5 years?

	2016	2017	2018	2019	2020
--	-------------	-------------	-------------	-------------	-------------

School Mean score					
Number of pupils joining secondary schools	2016	2017	2018	2019	2020
National Schools					
Extra-county Schools					
County Schools					
Sub-county Schools					

APPENDIX 5: INTERVIEW GUIDE FOR BOM CHAIRPERSONS

1. Does the BOM involve stakeholders such as teachers, students, faith based organisations, sponsor and alumni in setting academic targets?
2. Are the parents, members of the local community and sponsors involved in establishing the BOMs? If yes kindly explain in what way.
3. Has the involvement of the parents, community leaders and sponsors in establishment of the BOM affected interrelations within the schools?
4. Do you give incentives to the teachers who register good grades in their subject? If yes, please give examples of the incentives given.
5. How does your Board recognize teachers who excel in their work?
6. How else does your school Board of Management recognize the teachers' effort?
7. How can governance practices be improved on for better academic performance? Kindly explain.

APPENDIX 6: NACOSTI RESEARCH PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 224439	Date of Issue: 12/April/2022
RESEARCH LICENSE	
	
This is to Certify that Mr. VINCENT NZAI NZAI of University of Nairobi, has been licensed to conduct research in Kilifi on the topic: INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE GOVERNANCE PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN MAGARINI SUB-COUNTY, KENYA for the period ending : 12/April/2023.	
License No: NACOSTI/P/22/16917	
224439	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

APPENDIX 7: MOE AUTHORIZATION



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education
KILIFI COUNTY

Telephone 041-7522432
EMAIL: cdekilificounty@yahoo.com
Fax no. 7522432
When replying/telephoning quote

County Education Office
P O Box 42 -80108
KILIFI

Ref: KLF/CDE/G10/3/ 80

5th May, 2022

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION - VINCENT NZAI RUWA

The above has been authorised to carry out research on "***Influence of Boards of Management Corporate Governance Practices on Pupils' Performance in Kenya Certificate of Primary Education in Magarini Sub County, Kenya***" for the period ending 12th April 2023.

Kindly accord him all the necessary assistance he may require.

Thank you.

DOROTHY RANDU
FOR: COUNTY DIRECTOR OF EDUCATION
KILIFI

FOR THE COUNTY DIRECTOR OF
EDUCATION
KILIFI
P.O. Box 42 - 80108, KILIFI

APPENDIX 8: UON AUTHORIZATION



**UNIVERSITY OF NAIROBI
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES**

dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

OUR REF: E55/32660/2019

DATE: 04th April, 2022

TO WHOM IT MAY CONCERN



Dear Sir/Madam,

RE: VINCENT NZAI RUWA - REG NO. E55/ 32660/2019

VINCENT NZAI RUWA is a bona fide Master of Education student in the Department of Educational Management, Policy and Curriculum Studies (formerly known as the Department of Administration and Planning), University of Nairobi. He has completed his course work and is currently working on his research proposal. His area of specialization is Corporate Governance in Educational. Topic '*Influence of Boards of Management Corporate Governance Practices on Pupils' Performance in Kenya Certificate of Primary Education In Magarini Sub-County, Kenya*'.

Any assistance accorded to him will be highly appreciated. Thank you.


DR. SUSAN CHEPKOGA YEGO
CHAIRMAN
DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM
STUDIES

SCY/lao

APPENDIX 9: County Commissioner Authorization



OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: County Commissioner's Office
Fax: Kilifi County
Email cckilificoordination@gmail.com P. O. Box 29 - 80108
When replying please quote KILIFI
Ref: EDUC.12/7/VOL.6/104

And Date: 28th April, 2022

Deputy County Commissioner
MAGARINI SUB COUNTY

RE: RESEARCH AUTHORIZATION
MR. VINCENT NZAI RUWA ID No. 224439

The above named student from the University of Nairobi has been authorized to carry out research on "*Influence of Boards of Management Corporate Governance Practices on Pupils' Performance in Kenya Certificate of Primary Education in Magarini Sub County, Kenya*". The research study will be conducted in Magarini Sub County, Kilifi County for a period ending **12th April, 2023**.

Any assistance accorded to him will be highly appreciated.

Thank you.

COUNTY COMMISSIONER
KILIFI COUNTY
P. O. Box 29 - 80108
KILIFI

ALICE M. KALIMBO
FOR: COUNTY COMMISSIONER
KILIFI COUNTY

c.c.

County Director of Education
KILIFI COUNTY

County Director Teachers Service Commission
KILIFI COUNTY

Chairman
Department of Educational Management,
Policy, and Curriculum Studies
UNIVERSITY OF NAIROBI

APPENDIX 10: TIME SCHEDULE 2021

	September				October				November				December			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Topic selection and approval	■															
Supervisor appointment		■														
Produce draft proposal			■	■												
Incorporate supervisors' reviews				■	■	■	■									
Proposal ready for presentation							■	■								
Incorporation of panel comments								■	■							
Pilot testing of questionnaire										■						
Data collection											■	■				
Data processing and analysis												■	■			
Review of draft by supervisor													■	■	■	
Addressing comments														■	■	
Submit project to Graduate Students Affairs																■

APPENDIX 11: BUDGET

ITEM	COST (Kshs)
Printing of proposal and binding	3,230
Traveling Expenses	7,200
Books and reading material	7,500
Research assistants	9,000
Data analysis and computer runtime	8,500
Printing project and Binding	9,400
Telephone, e-mails, internet search etc	3,500
Miscellaneous expenses	5,000
GRAND TOTAL	53,330

INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE GOVERNANCE PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN MAGARINI SUB-COUNTY, KENYA

Submission date: 01-Sep-2022 05:41PM (UTC+0300)

Submission ID: 1890674363

File name: RUWA_NZAI_VINCENT_FINAL_PROJECT-.doc (216K)

Word count: 12952

Character count: 73090

by Vincent Nzai Ruwa

INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE GOVERNANCE PRACTICES ON PUPILS' PERFORMANCE IN KENYA CERTIFICATE OF PRIMARY EDUCATION IN MAGARINI SUB-COUNTY, KENYA

ORIGINALITY REPORT



PRIMARY SOURCES

1	news.mak.ac.ug Internet Source	1%
2	www.sapub.org Internet Source	1%
3	www.staffs.org Internet Source	1%
4	www.ijsrp.org Internet Source	1%
5	Submitted to Brigham Young University Student Paper	<1%
6	Submitted to University of the Philippines Los Banos Student Paper	<1%
7	John Gatimu, Christopher Gakuu, Anne Ndiritu. "Moderating Influence of Contextual Determinants on Relationship between Monitoring and Evaluation Practices and	<1%