

**THE INFLUENCE OF BOARD OF MANAGEMENT IN THE ACADEMIC  
PERFORMANCE OF LEARNERS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU  
SUB-COUNTY.**

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the Degree of Master of Education in corporate governance**

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## DECLARATION

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

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This proposal has been submitted with our approval as university supervisors.



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## **Abbreviations and Acronyms**

PA- Parent Association

QASOs- quality assurance and standards officers

US- United States

CEB- County Education board

CDE- County Director of Education

MOEST- Ministry of Education, Science and Technology

KCSE- Kenya Certificate of Secondary Education

BoM- board of management

MOE-Ministry of education

SGB- School Governing Body

DfE- Department for Education

OECD- Organization for Economic Co-operation and Development

KIPPRA- Kenya Institute for Public Policy Research and Analysis

TSC -Teachers service commission

UK- United Kingdom

USA- United States of America

US- United States

UNESCO -United Nations Educational Scientific and Cultural Organization

SPSS- statistical packages for social sciences

CVI- context validity index

NACOSTI-National Commission for Science Technology and Innovation

KEMI- Kenya Education Management Institute

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

A governing bod is very important in any school. A school governing body (BoM) in a basic learning institution is crucial in ensuring high student performance which gives the need for existence of schools (word bank paper 2008). The board of management is said to operate and function under the abstraction of corporate governance which ensure dissemination of authority and roles among various members of an institution (Gichrist and Knight 2015). Boards of Management (BoM) can be defined as a body that is entrenched by the ministry of education with the role of overseeing the process of learning in public schools in concert with the CEB, PA and the local community. Scholes and Johnson (2002) identify the roles of the Board of Management as service, control and management of the resources. Ford (2013) asserts that in the US the Board of management has greater functions than merely being elected bodies; making decision as far as the school's resources is managed. According to Lorentzen, J. (2013), the school's management is a paramount factor in influencing learner's performance and this comes second to teachers' quality of instruction based on the learning environment. Teacher's experience, skills and knowledge are paramount for good performance however; there is need for good working condition which should be enhanced by the BoM (Ye 2016). Adrianna, Fabiano and Giovanni (2014) recommended for a strong and effective functioning board for the improvement of learners academic performance. Covington (2011) maintains that learner's academic performance in the US was becoming poorer because of indiscipline cases, poor support from the administration and poor remuneration for teachers, which all point to the role of the school governing board. In South Africa the SASA (The South African Act) 1996, formed the School Governing Bodies (SGBs) which takes care of the school assets,

supply the instructional materials in the school and pay for utilities; which ensure smooth running of the school and consequently better learner performance. However they failed in motivating teachers for better performance. Xaba (2011) highlighted the failures of the SGBs which included inadequacy in financial management, failure to understand the roles of the SGBs and failure in attendance of the board meetings. In Nigeria, Jaiyeoba (2011) confirms that performance in schools has been deteriorating and this points to poor performance of the stakeholders. Countries in the Eastern part of Africa poor learners performance has been impacted by instructor's low morale caused by low remuneration and long working hours coupled with poor working conditions (Education International Survey Report (2007). World Bank (2014) observed that in Tanzania there was a clear discrepancy in the learning and outcome; the reason was partly attributed to poor management of finances of the schools' governing body. According to Sulley (2016) in the study done on challenges faced by the schools board of managing community in secondary school in Kiteto district –Tanzania it was established the BoM understood the roles but a problem arose due to the insufficient funds, lack of training and poor working relationship between the governing bodies and other stakeholders which affected academic performance. In Zimbabwe, the government has well-structured procedures on duties of the schools' board and for a member to be qualified to sit in the board he/she must have at least a form four certificate (Aduda, 2001). In Kenya, The Ominde Report (1964) recommended for the formation of the Board of Governance (Board of Management) after independence, so as to decentralize authority for ease of management. Board of Management is to be selected based on values like commitment, adeptness and expertise that allow for better management and growth of the institution (MOEST, 2007). MOEST (2004) states that for eligibility to take part in a school's governance, they should have qualifications such as a certificate in the KCSE; have integrity and commitment in voluntarily serving the community. For the Board of Management chairperson, he/she should have a degree or be in a Profession that requires him/her to be with high integrity. Any member of the governing body should also have no business interest with the school. For a school to



succeed it calls for the skill and competence of the members of board. The main function of Board of Management in schools in Kenya is to; ensure quality education, evolve policies in an institution, ensure proper school infrastructure and keep a check on curriculum development. The Board of Management has other roles like decision making in schools, monitoring school finances and keeping an eye on educational standards (MOEST, 2005). On the welfare of the learners the board has a role in dealing with disciplinary issues, ensuring guidance and counseling to learners ,ensuring the rights of learners are observed and ensuring the welfare of the learners is put into consideration (ROK 2013). A school's BoM also has the onus of ensuring peace, unity and inclusion not forgetting getting rid of hatred and tribalism among learners in schools (ROK 2013). According to ROK, 2001 (the Taskforce on student indiscipline and unrest) it was found that the election of unqualified and blundering Board of Management members had a negative impact on the schools management. Kindiki, 2009 puts it that the Boards helped the schools to acquire physical resources and helps to enhance discipline which in return leads to better academic results. Notwithstanding the standards of the Board of Management in relation to its effectiveness has been compromised in most schools where poor performance has been recorded. Poor management of institutions of education is attributed to the Board of Management members were lacking in proper management skills (ROK, 1999). According to a study done by Jack Odongo, Peter JO Aloka, Ajowi Kennedy Ochieng Ojijo, (2020) it was discovered that the educational standards were poor, which was attributed to inadequate number of staff in schools and unavailability of infrastructure, Republic of Kenya, 2009. According to the plan there was need for more water supply and better sanitation facilities. This was also seen in Mbita Sub-County Development Plan 2008–2012 which reveals instances of burdened facilities for instructors and learners. The Development Plan also explicates the need for the Board of Management to ensure proper infrastructure, more staff and address embezzlement of funds in schools. Depressing academic results in learning institutions is contributed by higher rate of learner

enrollment against less number of teachers thus hindering better performance and also contributes to indiscipline cases (Department of Education, RoK, 2013).

According to CDE office, Kisii county (2015) learner performance in the KCPE performance in Marani Sub-County in the years 2011 to 2015, is discouraging with an accumulated standard average mark of 225.8 out of the possible total mark of 500. Further a research the role of QASOs, to ensure effectiveness of teachers in primary school, in Marani sub county, Kenya established that instructors' performance was hindered by factors such as understaffing with heavy workloads, inadequate capacity building programmes and irregular supervision (Ogamba, 2011). According to Kamba (2010), the participation of BoMs is highly acknowledged in both developed and developing countries. Satisfying performance is greatly contributed by the parents being highly involved in learning process.

## **1.2. Statement of the problem**

The Board of Management is placed in a school so that it ensures accountability, transparency, responsibility, and effectiveness, and consensus, rule of law, equality and inclusivity for the interest of all stakeholders and above all the learner's good results in a school (Basic Education Act 2013). The Kenyan Vision 2030 looks at education as a tool for development and a way of getting rid of poverty for a better future. It is the role of the managers in a school to ensure quality leadership in an educational institution. In Kenya the role of School governance has been left in the hands of the governing body and the principal. Session Paper No. 1 2005; 63, states that the Governing body and the school principal are given the duty to ensure proper management for human and other resources. There is need to have board members who are strategic thinkers, skillful and one that can accept training on matters pertaining governance (MoE act CAP 211). According to Aduda, 2001; Dawson, 2008, the members of the Board of Management are appointed due to their standing in the society in relation to their excellence in the area of specialty and are good role models. However there is a

problem because a large number of the members of the BoM in secondary schools do not have enough training in management (Kindiki 2009). A significant number of the members of the governing body may be chosen not from their qualifications but because the principals may connections with them or probably interests based on religion or tribal lines. National Educational Plan 2013-2018, Republic of Kenya (2015) observed that challenges in attaining educational targets arose due to inadequacy of the members of the BoM in management areas like governance, administration and management of teachers. This leads to poor resource management in schools hereby affecting the overall performance of schools. In more recent researches, National Educational Sector Strategic Plan 2018-2022, RoK (2018) there have been same complaints that is poor governance, management and incompetence. The BoM has failed to show accountability in management and there is rampant misappropriation of funds and resources, shortage of school personnel and scanty if not lacking physical facilities were listed in the strategic plan. The BoM fails to show competence in their management, implement interim and long term goals, set visions and develop strategies and show accountability in the allocation of resources and finally set the way forward for an institution. The gaps that have triggered this study is to analyze the governing board's capability in financial and management practices, provision of physical facilities, teacher incentives and learner motivation all for a better learner performance so as to ensure a sound individual in the society.

### **1.3 Purpose of the study**

The Influence of Board of Management in the academic performance of learners in public secondary schools in Kiambu sub-county, Kenya.

### **1.4 Objectives of the study**

The study is based on the following objectives;

- i. To assess the association between teacher motivation and performance of learners in public secondary schools in Kiambu sub county, Kenya.
- ii. To establish the association between the BoM's provision of physical infrastructure and performance in public secondary schools in Kiambu sub-county, Kenya.
- iii. To assess the effect of the BoM on learner's discipline in public secondary schools in Kiambu sub-county, Kenya.
- iv. To examine the magnitude to which academic qualifications of the members of the BoM influence in the performance of learners in public secondary schools in Kiambu sub-county, Kenya.

### **1.5 Research questions**

- i. What is the association between teacher motivation and performance of learners in public secondary schools in Kiambu sub county, Kenya?
- ii. What is the association between the BoM's provision of physical infrastructure and performance in public secondary schools in Kiambu sub-county, Kenya?
- iii. What is the effect of the BoM on learner's discipline in public secondary schools in Kiambu sub-county, Kenya?
- iv. To what magnitude do the academic qualifications of the members of the BoM influence the performance of learners in public secondary schools in Kiambu sub-county, Kenya?

### **1.6 Significance of the study**

A research on BoM operations when it comes to the learner performance in government owned secondary schools in Kiambu sub-county may of great help on factors that cause better performance. The Board of Management may use it to find and improve a good working environment, motivate teachers and help enable better discipline among learners thus positively change performance. From this study the Ministry of education will note the gaps that exist in the current board of management in schools and find ways to curb the problem. The ministry of education is able to note the training

areas that may assist Board of Management in acquisitions of skills and development professionally. The government and the public policy makers may adopt the findings in this research and improve the education system based on the curriculum. From the recommendations given in this study, assists the institutions in establishing a method of teacher motivation. With the learners it may be beneficial since, with a motivated teacher and a better functioning board of directors the learner is able to benefit by getting better results and consequently improve their lives. Parents and guardians have a benefit of getting value for their money used in paying school fees.

### **1.7 Limitations of the study**

A difficulty may arise due to the busy schedule of the respondents due to their commitments. The best solution for this was to make bookings of appointments with the respective respondents in accordance with their schedules. It may be anticipated that some respondents especially teachers may hide some information for fear of getting into trouble with the administration and face a reprimand from their principal for revealing secrets in the schools. To prevail over this, the researcher will assure the respondents confidentiality on the feedback. They respondents also were asked not to give details that were personal on the questionnaire and told to remain as ambiguous as possible.

### **1.8 Delimitation of the study**

The term delimitations mean the cap of the study. (Orodho & Kombo, 2002). The core focus in this research is investigating the association between the activities in the governance and learner academic results in public secondary schools in Kiambu sub-county. This research targeted government owned schools due to the assumption that the schools in the private sector have different governing structures and they could lack a Board on Management.

### **1.9 Basic assumptions of the study**

The main assumptions of the study were:

- a) Every government owned secondary school in Kiambu sub county had an operational Board of Management
- b) All the teachers in government owned secondary schools in Kiambu Sub County have first-hand experience and they are knowledgeable in the function of the Board of Management.

### **1.10 Definition of significant terms**

Physical and Material Resources Management Practices –ways in which the board of management ensure availability of teaching and learning aids and provide physical facilities.

Practices –activities that ensure proper performance in schools.

Relationship – the relatedness between the governing body and the practices with the said board.

School Board – a body composed of members that entail parents, teaching staff, the school's sponsor, local community and the principal.

Student's Performance – the results of learners after an examination or an assessment.

Student's Welfare Management Practices – this is the way in which the BoM is actively involved in the affairs of the learners in a school such as discipline cases, provision of guidance and counseling, looking in student's welfare, observing human rights, data use to make decision and ensuring their safety.

Incentives-a concession given to teachers to boost their performance

Board of Management- a body that has been mandated to take over the management of a school on behalf of the government.

Motivation-a driving force that pushes one to do something

Performance: - according to this study performance refers to the results in an examination after an assessment.

Resources-a supply of goods or services

Management - These refers to skills/behaviour attributed to the members of a school board

## **1.11 Organization of the study**

The study is organized into five chapters. Chapter one is introduction covering the background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study. Chapter two is made up of literature review. The chapter presents Teacher incentive and learners' performance, Availability of physical infrastructure and learner performance, Learner conduct and performance, Employment of teaching and non-teaching staff and performance, Child Protection and performance and BoM literacy and performance. The chapter also presents the theoretical framework and the conceptual framework. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling techniques, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques and ethical consideration. Chapter four is data analysis, interpretation and discussion of findings while chapter five presents the summary of the study, conclusions, recommendations and suggestions for further research

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter presents Teacher incentive and learner's performance, Availability of physical infrastructure and learner performance, BoM's Human Resource Management and the Learners Academic Performance Learner conduct and performance, and BoM literacy and performance. The section also presents the conceptual framework and the theoretical framework.

### **2.1.1. Teachers' incentives in relation to learner academic performance**

According to Bennel 2007, an incentive is the mental process which has an influence on individual behavior in relation to achieving the goals and objectives of an organization. According to studies investigating the effects of financial motivation and the withdrawal of the same it has been discovered that incentives help individuals to perform better at work as compared to those who do not get motivated. Good salaries and wages ensure higher performance because the employees link this to rewards. Money is viewed as motivating power since with it individuals can be attracted, retained and motivated for grate performance. Okumbe (cited in Ong'enge 2006) argues that incentives in form of money can be used to motivate teachers to apply additional input to shape the instructional process and achieve the desired outcome that is the good performance in a school. According to Beavies 2003, the reward of incentives has been guided by a collection of the policies, processes and practices that reward teachers in relation to their contributions and competence. According to a study done by Njue, 2003, monetary incentives enable job satisfaction in secondary schools in Nairobi while on the other hand teachers were said to be demotivated by lack of incentives.

### **2.1.2. Availability of physical infrastructure and learner performance**

A schools' governing body has the role with which it ensures that an institution of learning has enough infrastructures. Availability of sufficient and suitable infrastructure for secondary schools was the mandate of the BoM (Basic Education Act 2013). This includes erection of a school building maintenance of the school premises and ensuring proper equipment in the school. According to Okumbe (1992), a huge number of teachers and tutors in secondary schools and higher institutions of learning respectively, have the basic qualifications and so there in need for the board of managers to create conducive working environment for proper learner performance. According to Onell, 2003, school facilities and design and the availability of the physical infrastructure has a positive impact on



the learner's behavior, achievement and their attendance in school. Momo (2010) made a conclusion that learner's academic performance was influenced by material resources. Conducive learning environment is composed of libraries, toilets, classroom and even laboratories. According to muthamia (2009), a teacher is more effective and productive when there are adequate facilities in his/her place of work. According to Njue 2003, teachers were found to be highly demotivated by a poorly maintained staffroom, especially when there was little space. A good and decent teacher's quarter has a great impact on a teacher's performance. It ensures a teacher's needs are taken care of and even more contact time between the teachers and the learners. According to Hanover Research (2016) there is a great need in ensuring conducive working environment and that is enhanced by both physical and psychological need of the employees. Working conditions have been seen to have a tremendous effect on the process of teaching and learner performance Ye (2016). On study done in Kenya by Ouma and Munyua (2018) on the relationship between a teacher and the working environment in government owned schools in Nyando Sub-County in Kenya proved that the working condition goes hand in hand with the learner performance. It is important to note that good performance is highly compromised when the learning resources are inadequate and that is clearly reflected in poor academic performance.

### **2.1.3. Learner conduct and performance**

Mumo (2004) has a viewpoint that disciplines viewed as a crucial ingredient for learners to succeed both academically and socially. The Board of Management with the aid of the parent's teachers and the school administration has the responsibility to come up with the code of conduct for all the learners in a school. According to Treffy (1997) discipline can be defined as a process in which rules of behavior of people on other people are imposed. The rules that may be imposed could be standards code to be adhered to by all students; the measures to be taken when a learner fails to

observe those codes of conduct; and the procedure to be followed while administering those measures. On matters concerning learner suspension the Board of Management dictates the grounds for looking at how to withdraw suspension on a student. With all this there is need to check the procedures for rewarding a student who observes good behavior and sticks to the school rules and regulations.

#### **2.1.4. Board of Management financial resource management and learner performance**

According to DfE, UK 2013, schools finances are the driving forces that ensure acquisition and provision of facilities such as physical structures and human resources which influence the learner performance. In a review done but OECD (2017), the funding of school education: connecting and learning resources in Paris; it was found out that it is hard for a learning institution to succeed without adequate use of resources. Good financial management is seen to have a desired outcome on results of the learners. Boards of management's proper utilization of financial resources enhance a conducive learning environment and consequently enhance a better academic performance (Maseiti Miller 2013). According to Rosen and Gayer (2014) it was recorded that in as much as resources ensure proper or better performance there are some cases where resources may be mismanaged by those in the governing positions. Rangongo (2016) asserts that many countries in the world are fighting with challenges like materialism corruption and poor appropriation of funds. KIPPRA (2019) states that even though education is the most important investment in a country, gaps exist when it comes to the proposed budget and actual spending of the resources thus causing questions. According to Itegi (2016) it is important that the governing boards to use the proposed strategic plan so as to ensure efficiency and effectiveness in the use of resources. Still with this a large number of schools were discovered to lack a proper strategic plan. According to some studies done, there have been differing views on where BoM's financial management affects performance. Tumen (2013)

Discovered that financial management practices in high schools, have no relationship with a the learners performance however, Mobegi et al (2012) study show audit plan done by

Transparency International (2011) proves that there are inefficiencies in financial management resulted to compromise in quality of Education.

### **2.1.5. BoM's Human Resource Management and the Learners Academic Performance**

According to Centre for School Change (2017), Human resource management is considered as an undertaking in which institutions allure up skill, stimulate, assess, recompense and preserve employees. According to Nakpodia (2010) human resource is a very important docket as any failure would lead to a collapse in all other sectors in an organization because they depend fully on skilled manpower and self driven employees. For a school to create an environment where there is high standard teaching and learning activities there is needed to have teachers and support staff that ensure the same (Popescu & Crenicean 2011). According to Akpan, (2011), the BoM has the role of ensuring that there is adequate human resource that ensures a smooth running of a school so as to accomplish the set goals and objectives. There is also need to plan and asses the current teaching and non-teaching personnel to see whether there is need to add on more personnel.

There is need for the school board to forecast in the future needs of an institution early enough and determine the vacancies that need to be filled in a school so as to avoid crisis in the future.

(Okebukola, 2010). The Teachers Service Commission (TSC) identifies the available vacancies and advertises for applications, then the boards of management conducts interviews based on guidelines provided by TSC (Republic of Kenya, 2013). However, there are issues that arise with this practice as it has been observed that the process of teacher recruitment has been faced by many challenges like manipulation of the process where there is unfair selection of the candidates. The BoM has been reported to select a candidate based on personal interest (Aloo et al., 2011). According to Kipsoi and Sang it has been observed that the school-based teacher selection has been said to be based on tribal

lines, it was dishonest and lacked Merit. Oluwadare (2011) reported that with poor selection of the teacher there was a negative consequence in having poor performance of learners due to the Teacher's inability to give the best quality teaching. It has been in recent years observed that there are instances of teacher shortage Latin America, Sub Saharan Africa, and in Asia (UNESCO, 2012). Narrowing down to Kenya, there was a deficit of 58,291 at the post primary school level (ROK 2018). This has been caused by the high mushrooming of schools especially in the Day Secondary Schools caused by the hundred percent transitions to secondary schools from primary school level of education. This has compelled the BoMs to employ more teachers. According to Munyasia (2017) it was observed that an increase in expenditure on BoM teachers, Improved KCSE performance. However this has been faced by many challenges due to the increase in the wage bill of the BoM teachers making it unable for the BoM to pay such teachers or in other cases funds set aside for running other school activities are used to pay BoM teachers. There have been issues with workers indiscipline ,this is when the non-teaching staff have been seen to hide cell phones for the students while others have been seen to have sexual relationship with some learner (Mutuva, 2012). Kindiki (2009) stated that there was need to have a discipline committee that handled such cases. According to Orodho and Adan (2014) it was observed that there was need for BoM teachers and learners to meet and exchange ideas, get advised and balance the relationship between teachers, workers and students. Such a relationship ensure feel, motivated to work harder and improve in their performance.

#### **2.1.6. Board of Management literacy and performance**

According to Van (2001) in her study to find out why the performance of the boards in schools differed discovered that 37% of the members of the boards in the school were illiterate and this caused a derail in active participation in school's decision making. According to Mwiria (Daily Nation July 28th 2004), lack of proper school finance management was contributed because most of

the members of the governing body were illiterate and inefficient in the process of planning and implementing school policies. Kimando, (2011) states that the BoM's level of education has a crucial role when it comes to matters to budget and monitor the expenses in the secondary schools. Due to the illiteracy the Board of Management members had a hindrance in advising and guiding schools in matters pertaining finances. According to Clarke (2008), Mestry (2006), and Bisschoff and Mestry (2004) for a person who is considered qualified to sit in the schools' governing body, he/she should at least have the following minimum requirement ;cash Management, knowledge on accounting records and knowledge on internal audits. From the studies looked into, by (Transparency International, 2011; Mito & Simatwa, 2012; Tumen, 2013; Athman, 2016 and Muturi, 2013; Kaguri, Ibuathu and Kubaison, 2014) it is evident that the members of the BoM lacked competence in the management of finances when it came to budgeting, monitoring school's expenditure and understanding and interpreting the financial reports, balancing of financial books, and carrying out basic internal scrutiny of the school funds. This incompetence was caused by their level of illiteracy and lack of training. Illiteracy and inadequacy in training brings about lack of effectiveness in the members' performance.

### **2.1.7: Research gaps and the literature review summary**

This chapter reviewed BoM's input in schools' academic performance. The practices that have been looked into are: Teacher incentive and learner's performance, Availability of physical infrastructure and learner performance, BoM's Human Resource Management and the Learners Academic Performance Learner conduct and performance, and BoM literacy and performance. Several studies have been done focussing on boards of management functions in schools. In a study done by Mutembei and Tirimba (2014) it was discovered that the staffing process with strategic recruitment and selection activities had a positive impact on the employee performance. Ngeno, 2013& Gituathi, 2012 found out that there is a correlation between professional development and performance in Kenya Day secondary schools. Godana D.S., Nkaabu, C., & Rintari, N., (2019) in their study on

Effects of Governance Practices on Performance among Secondary Schools in Buuri Sub-County; Meru County concluded that the stakeholders support had a positive effect in performance of learners. They also concluded that most important aspects that drove performance were explicit and practical visions in relation to the subsequent days, regard for colleagues, supporting the staff and acknowledgement. There has been not a research on the influence of the schools' governing body on performance that has been done in Kiambu sub-county. There is need to have competent members of the BoM with qualified skills and capabilities in management of school's resources. There is need for the members of the governing body to have budgeting, accounting and management skills. It is evident that there are studies that have been done in Board of management's practices in public Day secondary schools in other counties. However, in Kiambu Sub County, Kiambu County there have not been recent studies done on the influence of the BoM in influencing scholastic achievement, therefore there is a necessity to undertake this research to get to know the state of affairs in the sub-county.

## **2.2. Theoretical Framework**

The researcher based the study on Robert's house path goal leadership theory

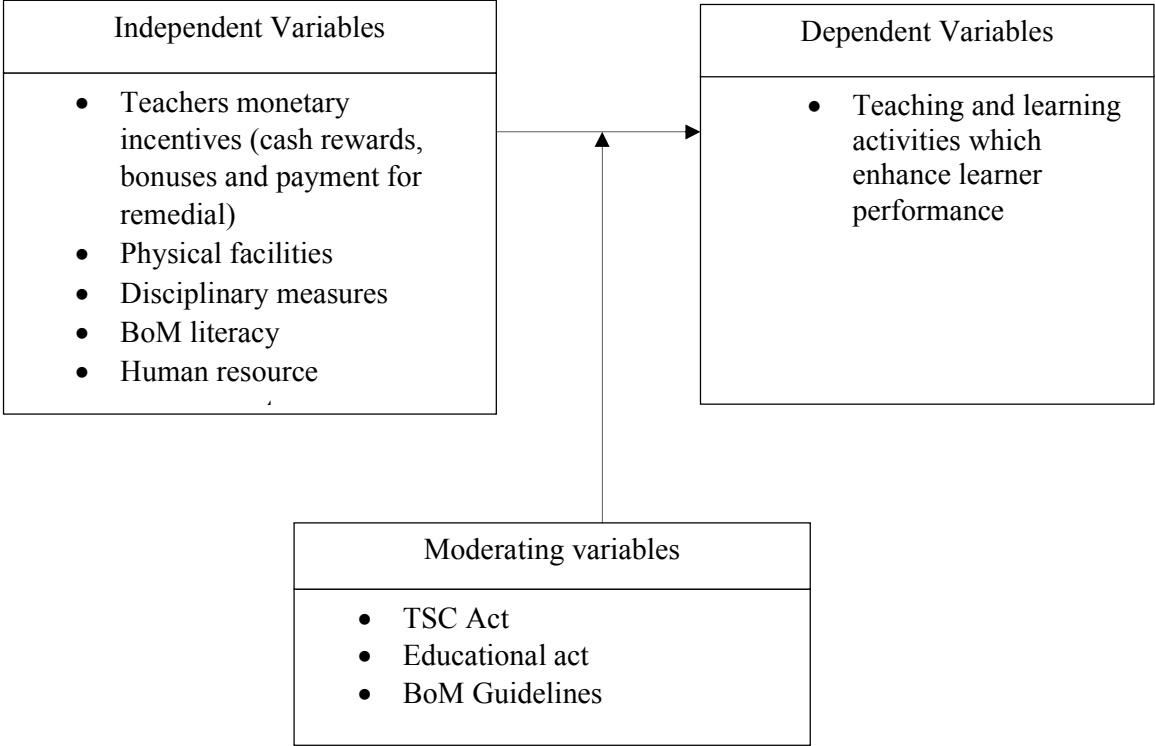
### **Robert's house path goal leadership theory**

This theory puts forward the need of leader's effectiveness in motivating the subordinates and thus their satisfaction. This theory looks at how leaders influence their subordinates on work goals, personal goals and in the end goal attainment. Mgani 2013, states that, in relation to the theory, the leaders behavior has a role to play in the level of influence on the behavior of the subordinates towards achieving the goals of an institution through clarified paths. This theory puts forward the idea that people will work well and are satisfied knowing that the work will bring about the desired results. This theory stipulates the actions that need to be taken so as to enable motivated employees and in return they will come up with better performance. With this theory a leader ensures that there

are set goals and that there is clarity on how these goals will be achieved. The theory is pertinent in this research because through it the Board of Management’s effectiveness could be affected by factors like infrastructure, incentives and staff morale for better performance.

**2.3. Conceptual framework**

The Conceptual Framework brings about the correlation between the independent and the dependent variables. The independent variables include; teacher monetary incentives, physical facilities and discipline measures for job satisfaction. There is also a necessity to make sure that the members of the BoM have the correct mastery and skills for proper management of the school. All these are in the interest of proper teaching and learning environment. In between we have the moderating variable which is the policies that affect the performance of the parties involved that is Education act, TSC act and BoM guidelines. All these affect the performance of a learner.



In this chapter I focused on the general literature review, the theoretical framework and conceptual framework. From this topic it is right to say that it is the role of the BoM to ensure teacher monetary incentives, physical facilities and discipline measures for job satisfaction. Such studies were done in other countries, however not much have been done. There is need for the ministry of education to pinpoint the gaps that are there in the governance of a school.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter includes the research methodology which is subdivided into: research design, target population, sample and sampling techniques, research instrument, reliability and validity of instruments, data collection procedures and data analysis techniques and ethical consideration.

#### **3.2 Research design**

Creswell (2018), views research design as a component comprised of the essentials in research project. Ngau, (2004), views research design as the formula of the study plan the way it is conducted and the methods applied to measure hypothesis or research questions. This study has adopted the descriptive survey research design. When dealing with a descriptive survey research design, the information acquired from the respondents about their feeling and past experiences on the topic at hand are used so as to make conclusions (Borg & Gall, 2003). According to Bryman & Bell, 2003, a researcher may use data collection techniques which include interviews and questionnaires then planning, organization, collection and analysis of data that has been collected is done. With this research design it is very easy to obtain firsthand information that is factual and with it one is able to



get respondents attitude, again the researcher is able to get the beliefs, feelings and opinions of the respondents (David & Sutton, 2004).

This design is relevant to the study in that the research is interested in finding the actual facts, opinions and roles of BoM in government owned secondary schools in Kiambu sub-county.

Creswell & Plano (2011) state that descriptive survey research design enables a researcher to collect actual factual information rather than doctored variables. Something worth noting is that the findings from the sample done will be a representation of the function of the BoM in the performance of learners.

### **3.3 Target Population**

Target population refers to a set of individuals where the researcher has an intention to conduct their research and finally draw conclusions from the findings (Kothari, 2014). The study population of this study will be the 15 principals, 195 BoM members and 412 teachers teaching in 15 selected governments owned secondary schools in Kiambu Sub-County. The target population shows the number of the total number of secondary schools in Kiambu sub-county.

*Table 3. 1 Target population*

Category	Total Population
Head teachers	15
BoM	195
Teachers	412
Schools	15

### **3.4 Sample size and sampling procedures**

According to Kothari (2014) sample size could be defined as the quantity of items adopted from the target population. The idea behind sampling is adopting some of the items in a population and finally drawing a conclusion on the population (Cooper and Schindler 2015). In this study 15 Secondary schools in Kiambu Sub County were selected as the population of study owing to the fact that they were all secondary schools and they are also public .Out of the 15 secondary schools 5 public secondary schools is to be selected to provide the target population of the study. Three levels of schools were selected at random that is the extra county, county and sub-county schools formed the strata that would be considered a proper representation in the study. From each sampled school, 33.3% of the total number of teachers will be randomly chosen to play a role in the study sample, giving a total of 58 respondents. I will also interview 5members of the board in the selected schools and 5 principals making the key informants thus the total is going to be 68 respondents.

Sub-Section	Schools Category	Number of schools	Schools	Total Number of teachers	No. of sampled Teachers	Sampling Procedure
Sampled schools 5 out of 15 (33.3%)	Extra county schools	2 out of 2	1.St Anne's Lioki	40	14	Census used to select the two schools and simple random teachers
			2.Kiambu High School	69	23	
	County	2 out of 4	1. Riabai Boys Secondary School	18	6	Stratified sampling for schools  Random sampling was used to select 30% teachers from each Stratum
			2. Ndumberi Girls Secondary School	27	9	
	Sub-County	1 Out of 9	1. St Joseph's Riabai	18	6	

Totals	6	172	N=58	
Key Informants				
1. Principals of the five sampled schools			5	Purposive Sampling
2. BOM chairpersons in the sampled schools			5	
Total			10 KIs	

*Table 3.2 sample size*

### **3.5. Research instruments**

Kothari (2014) describes Research instruments as the apparatus applied to collect data from selected sample size. The instruments may vary depending on study objectives being conducted. as per this study; the researcher will use semi-structured questionnaires for primary respondents (teachers) and KIs to collect data. According to Orodho (2004), questionnaires are a good method of data collection because of their capability to gather a huge quantity of information within a limited time frame. For the respondents to give correct and unbiased information there is need to give them questionnaires that are simple for them to understand and therefore reduce errors (Cohen et al., 2007). The Key Informants will be interviewed. according to William (2006), an interview is useful when it comes to the need in obtaining information based on personal opinion. The respondents have a personal relationship with the interviewer thus there is a possibility in resourceful information (Mugenda and Mugenda 2003).

#### **3.5.1 Validity of the instruments**

Validity can be defined as a measure used in weighing or examinations sufficiently show the true picture of the concept you are weighing. According to Mugenda & Mugenda, 2003 Validity can be described as the precision and meaningfulness of inferences from the discovery of the study. Validity refers to the measure to which a test scales that which is meant to scale (Borg and Gall, 1989). There

was a pilot study that was done to help on the improvement of face validity and content of the instruments. Content validity could be done in quest to get to know if the entire content of the area is constituted in the test we compare the test task with the content of the behavior. There was need to ensure validity by using the context validity index (CVI) used with questionnaires to check clarity and their meaningful divided by the total number of items. Therefore:

$$\text{CVI} = \text{Relevant items} \div \text{Total number of items}$$

### **3.5.2 Reliability of the instrument**

Reliability is the measure of the level to which a research instrument produces similar outcomes even when it has been tried repeatedly (Mugenda and Mugenda, 1999). To ensure that the instrument is reliable, a pilot research will be done in three other schools which are not part of the study.

Reliability was established through placing the odd numbers in ne sub set and the even numbers on another sub set and then trying to find out the co-efficient of internal consistency. According to Best & Khan (2004) reliability of the research instrument is the measure or magnitude in which an instrument is said to be consistent.

### **3.6 Data Collection Procedures**

For proper collection of the data required there is need of the researcher to seek permission and get a letter of introduction from the Department of Educational Management, Policy and Curriculum studies; Faculty of Education; University of Nairobi. The researcher will then seek a research permit from National Commission for Science Technology and Innovation (NACOSTI). This permit was presented to Kiambu Sub-County TSC directorate to seek permission to engage the TSC employed teacher in the study. The researcher shall then go to the schools for appointment bookings with the administrators and come to an agreement on the most appropriate day they would conduct interviews and administer questionnaires to teachers. The researcher will use the phone to record an audio of the

interview so as to avoid loss or omission of any important information. The researcher will finally gather the questionnaires once fully filled.

### **3.7 Data Analysis Technique**

The data gathered from the field will be analyzed using descriptive statistics and will be presented in form of frequency tables, charts, and figures. Qualitative data was analyzed using content analysis where responses was grouped into themes, transcribed and then reported as narratives. The findings will be triangulated to generate more credible findings of the study.

### **3.8 Ethical Consideration**

The following ethical consideration has to be put in place for this study to take place:

**Voluntary participation and Anonymity:** all the participants in the research will participate in the study without pressure coercion. This is to mean that all the participants will be allowed to leave the study should they feel the need to withdraw and they don't need to give a reason for the withdrawal, again the research ethics are observed, the data that will be acquired is strictly for the use education and the respondents identity will be hidden from security purposes.

**Seek for approval from the Department of Educational Management, Policy and Curriculum studies,** Faculty of Education, University of Nairobi. . The researcher will then seek a research permit from National Commission for Science Technology and Innovation (NACOSTI). This permit was presented to Kiambu Sub-County TSC directorate to seek permission to engage the TSC employed teacher in the study. It is then that the researcher will be allowed to undertake the field work. This is critical in ensuring all the necessary steps have been undertaken before the study is conducted.

**Letter from the ministry of education.** The researcher will seek approval from Kiambu sub-county director of education for the Ministry of Education permit. The approval is necessary to allow the collecting of data from public schools.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

In data analysis, interpretation and discussion we will look at the response rate, demographic data the working experience length, respondents' level of education , the frequency in which BoM holds meetings, provision of incentives to the teachers who perform, the measure which incentives influence teachers performance ,measure to which incentives motivate teacher performance ,the measure of BoM on provision of adequate physical facilities, how the BoM play a vital role in discipline and measure to which discipline enhances better performance in learners.

#### **4.2 Questionnaire Response Rate**

The response rate is the sample proportion which took part in answering the questionnaire. When there is a 50% rate of response it is viewed as sufficient, 60% rate of response is viewed as good and above 70% rate of response is viewed as extremely good (Mugenda and Mugenda 2003).

Table 4.1 gives a summary of the rate of response:

Target Respondents	Sample Size	Response	Rate of Return
BoM Members	8	6	80
Teachers	40	36	90
Deputy principals/ principals	10	9	90
Total	58	51	

The data that will be analyzed in this chapter was acquired from 36 teachers, 9 head teacher/deputy and 6 members of the schools' governing board. This data was acquired from 5 secondary schools in Kiambu sub-county. The overall rate of response was rated as very good. The response for teachers was good due to their availability in schools, for the BoM members was good bearing in mind that I had to follow up from the schools to find out when meeting were going to be held and approaching them personally.

### **4.3 Demographic information**

Here we are presented with the respondent's demographic information. It gives summary information on the gender, age, working experience, duration served in the administrative position, education level and number of years served as a BoM. The findings will be shown in subsequent sections.

#### **4.3.1: Respondents' gender**

The researcher was interested in getting to know about the respondents' Gender distribution.



Table 4.3.1 Respondents' Gender

Gender	BoM Members		Teachers	
	Frequency	percentage	frequency	percentage
Male	2	25	20	44.4
Female	4	75	25	55.5
total	6		45	

Table 4.3.1 shows that most teachers and the BoM members are female 75% and 55.5 respectively.

#### 4.3.2 Respondents' Age

Here the researcher was interested in determining the age bracket to which the respondents represented. The findings are represented on table 4.3.2

Table 4.3.2 Respondents' Age

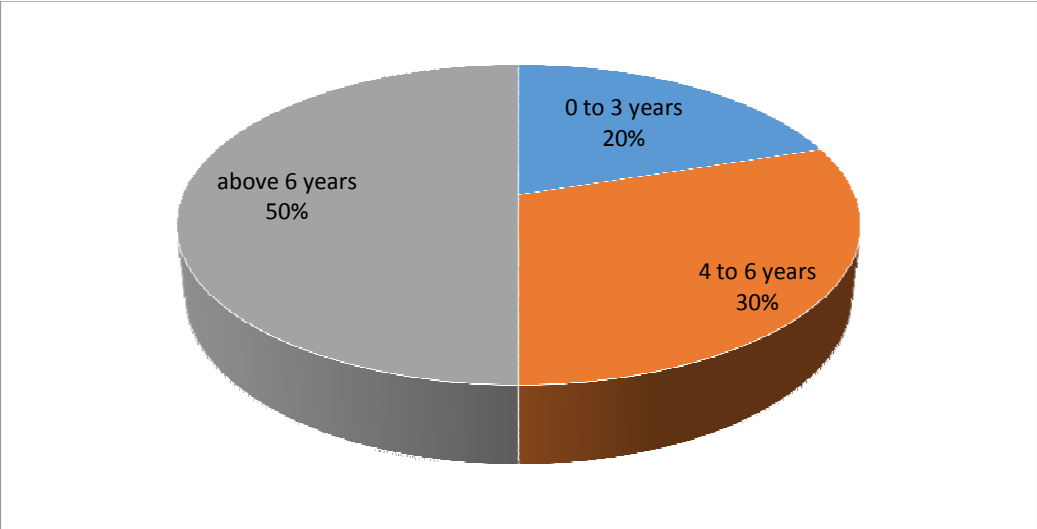
Age bracket	Principal/Deputy		BoM members		Teachers	
	N	%	N	%	N	%
25-29	0	0	0	0	10	27.7
30-34	0	0	1	10	7	19.4
35-39	0	0	0	0	6	16.6
40-44	6	66.6	1	10	5	13.9
Above 44	3	33.3	4	80	6	16.6

The findings from reveal that the principals/ deputy principals range at the age of 40 years and above while most BoM members are above 44 years at a percentage of 100% and 80% respectively. This study also portrays that that most teachers are of 25-29 years at a percentage of 27.7 %. This reveals that those in the governing bodies in schools in Kiambu sub-county are advanced in age while most teachers are still young. It is therefore expected that most members of the BoM are matured and should have enough experience to take up leadership or governance roles in schools. These findings go hand in hand with Mkongo (2013) who found out that majority of the members of the BoMs are about 50 to 60 years.

**4.3.3 Duration Served As Administrators**

There was need to know how long the principals/ deputy principals served as administrators. The following chart shows their years of service.

**Chart 4.3.3 Duration of service as administrators**



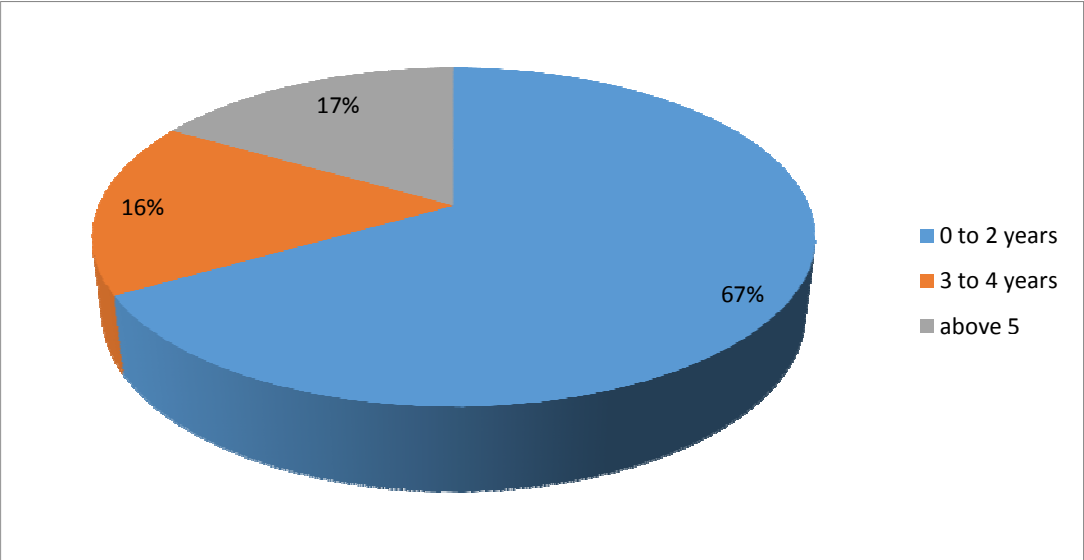
These results show that most administrators have served for more than 6 years at a percentage of 50%. This is a clear indication that the study sample is well equipped in terms of experience to

clearly establish the influence of the BoM in the selected schools in Kiambu sub county, Kiambu County.

**4.3.4 Number of years served as BoM members**

The members of board were requested to give information on the length of participation (in years) as members of the BoM in various schools.

**Chart 4.3.4: Number of years served as BoM members**

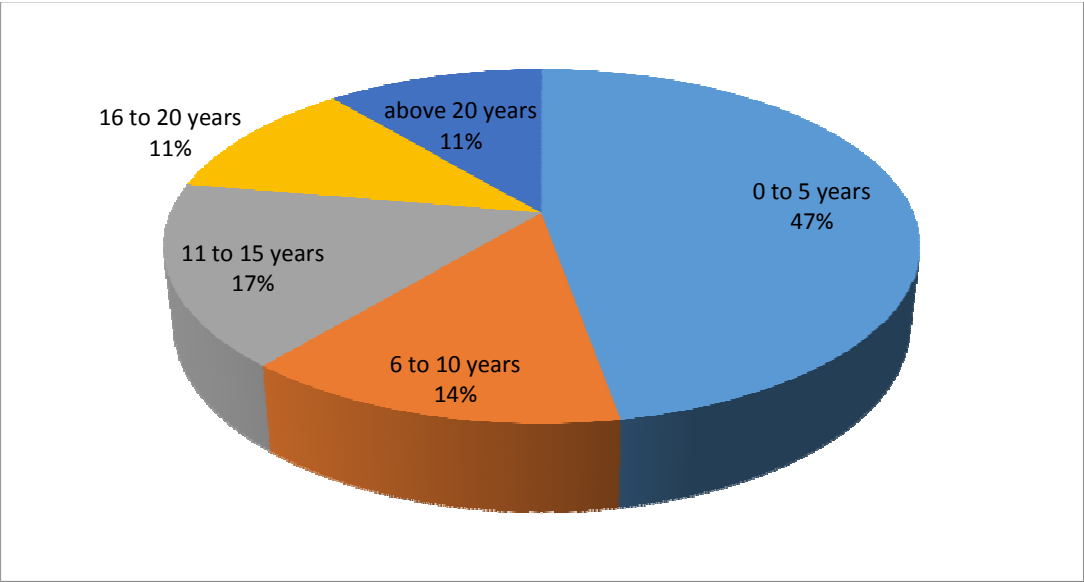


From the above table we can deduce that most of the members of the BoM have served as members for less than 2 years at 67%. This shows a clear picture that the members of the governing board are new to the institutions' responsibility and probably working s members of the BoM in their first term. This is to mean that most of the members of the BoM have not been in school management for long and therefore there output may not be strongly felt. This is to say that they may not have enough experience and this may negatively affect their effectiveness in enabling quality education. These

findings contradict with Mkongo (2013) and he discovered in his study that a majority of the BoM were in there third term of service.

**4.3.5 Duration of teachers in the teaching profession**

It was expected that teachers give information on their span of their contribution in their teaching profession. *Table 4.3.5 length of service in teaching profession*



According to these findings it is evident that a significant number of the teachers served in teaching profession for less than 5 years at a percentage rate of 47%. We can therefore conclude that most teachers in Kiambu have not been in the profession for long. They may not have enough experience in teaching so this has an effect on performance. This means that the input of the BoM is crucial in Kiambu.

**4.3.6 Education level**

In this section respondents were required to give state their level of education. The findings were given in the following table

*Table 4.3.6 Education level*

Education level	BoM		Principal/deputy		Teachers	
	frequency	%	frequency	%	frequency	%
Diploma	2	40	0	0	6	16.6
Degree	0	0	3	33.3	28	77.7
Masters	2	40	6	66.6	2	5.5
PhD	0	0	0	0	0	0
Others	2	10	0	0	0	0

The findings show that 40% of members of BoM have Diploma and Masters. This goes in accordance with the MOEST 2004 policy guidelines on the qualification for appointment in the BoM. The finding concurs with Makori & Ondari (2013) that the most members of the BoM surpass secondary school education. These findings also concur with Mkongo (2013) assertion that most members of the BoM were diploma holders.

66.6% of the school principals/deputies have a Master's degree at 66.6% while 77.7% of teachers have an undergraduate Degree thus they were efficient in performing their duties for good performance. This clearly portrays that most teacher administrator and the BoM members are educated and have knowledge on the management of the school.

#### **4.3.7 The BoM Holding Regular Meetings**

From the finding it was concluded that the BoM held regular meetings and the response rate was at 100% positive. This information was also clear in the BoM minutes and the members signing visitor books whenever they came to school for the meetings.

#### 4.4. Provision of monetary incentives by BoM

Here the researcher wanted to identify the role of the BoM in ensuring good performance through provision of monetary incentives.

##### 4.4.1 BoM provide incentives to Teachers

In this section the respondents were asked to give information on if the BoM offered any incentives to the teachers.

	BoM	Principal/deputy	Teachers
Yes	5	6	20
No	1	3	16

From this study it has been settled that a large number of schools in Kiambu sub county provide incentives to teachers to motivate them. Examples of these incentives are trips on holidays, shopping vouchers and money. It was discovered that they are given at termly and yearly basis. When teachers were motivated there was expected to have improved performance.

##### 4.4.2 Measure to which incentives influenced students' performance

	BoM		Principal /Deputy		Teachers	
No measure	0	0	0	0	3	8.3%
Small	0	0	2	22.2%	4	11.1%
Moderate	3	50%	4	44.4%	22	61.1%
Great measure	3	50%	3	33.3%	7	19.4%