INFLUENCE OF CORPORATE GOVERNANCE PRINCIPLES UTILIZED BY HEADTEACHERS’ ON ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN NYAKACH SUB COUNTY, KENYA

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Corporate Governance

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DECLARATION

This research project is my original work and it has not been presented for any award at any university.

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

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DEDICATION

I dedicate this work to God the almighty who gave me strength and determination to accomplish this work amid several challenges and to my parents who sacrificed a lot to ensure that I pursue my education. This work is also dedicated to head teachers in Kenya who may benefit from the corporate governance principles covered in this study.
ACKNOWLEDGEMENTS

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<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>DCS</td>
<td>Department of Children Service</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>GOE</td>
<td>Government of Egypt</td>
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<td>KESSP</td>
<td>Kenya Education Sector Support Program</td>
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<td>KISE</td>
<td>Kenya Institute of Special Education</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NESP</td>
<td>National Education Sector Plan</td>
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<tr>
<td>NCOSTI</td>
<td>National Council of Science Technology and Innovation</td>
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<tr>
<td>NGO</td>
<td>Non-governmental Organization</td>
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<tr>
<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<tr>
<td>UNCRC</td>
<td>United Nation Children Right Convection</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Child Education Fund</td>
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ABSTRACT
The study sought to find out the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools in Nyakach sub-county, Kenya. The objectives that guided the study were: transparency, accountability, involvement of stakeholders and equity and inclusion as corporate governance principles utilized by head teachers on academic performance of pupils. The study adopted Jensen Meckling’s Agency Theory. The theory explains the relationship between the principal and agents in an organization. The principal is considered as the owner of the business while the agents are expected to undertake organizational work on behalf of the principal. The theory further states that, the agents should undertake tasks on behalf of the principals. In this study the agents are the head teachers while the principal is the Ministry of Education. Descriptive survey research design was employed for the study. The target population comprised of all the 142 head teachers, 142 primary schools, BOM chairs and 425 class seven and eight teachers in the 142 primary schools in Nyakach sub-county. The sub-county director of education in Nyakach sub-county was also among the target population. The total number of respondents were 101. Simple random sampling was used to sample schools and teachers while head teachers, BOM chairs and the Sub-County Director of education were sampled using purposive sampling. Data was collected through questionnaires from the teachers and BOM chairs and by conducting interviews to the headteachers and the Sub County Director of Education. For the purpose of analysis, all the data collected from the respondents were coded and entered into the computer for analysis using Statistical Package for Social Sciences (SPSS) software version (2005). Quantitative data were analyzed using descriptive statistics which involved frequency counts and percentages while qualitative data were analyzed thematically. The findings of this study revealed that there was a significant positive correlation between transparency and accountability on academic performance of pupil .Head teachers relationship with stakeholders had a low positive correlation on pupils’ academic performance while there was also a low positive correlation between influence of the practice of equity and inclusion by head teachers on the academic performance of pupils. The recommendations for the study include; The Sub-County Director of Education need to further enhance the practice of transparency among headteachers in the Sub County by ensuring that all the policies from Ministry of Education are implemented and by auditing the Free Primary Education Fund regularly. Teachers Service Commission need to further strengthen procedures of accountability as a corporate governance principle among head teachers by ensuring that Teachers’ Appraisal is implemented. The BOM should further enhance headteachers relationship with stakeholders through creating hamonious relations in schools. Finally, the Ministry of Education and the BOM should support head teachers towards realization of equity and inclusion by ensuring that children’s right are observed in schools in order to improve academic performance of pupils. The researcher suggested that further research on corporate governance principles utilized by head teachers should be expanded to cover a more extensive area as wide as the whole of Kisumu County or to be done nationwide. Other corporate governance principles which are utilized by head teachers apart from the ones covered in this study are also suggested for further research.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Principles of corporate governance are very vital and should be applied in the school environment. This study focused on the principles of corporate governance of transparency, accountability, relation with stakeholders and equity and inclusion utilized by headteachers and their influence on the academic performance of pupils in primary schools in Nyakach Sub-County. Corporate governance enables the headteacher to recognize and manage the school’s stakeholders. This management requires the headteacher to be equipped with governance skills (OECD2004). The term corporate governance has several definitions. Hess (1996) defines it as the process of managing of both finances and human capital in any organization geared towards achievements of its goals.

Corporate governance is practised globally in all institutions, education sector inclusive. In the Philippines, Clark (2009) states that schools autonomously decide on the curriculum to be offered and making decisions on resource allocation on the basis that students learning needs are best known and understood by schools themselves and they are also considered capable of utilizing resources effectively. The logic behind this is to promote performance and improve receptiveness of students and prerequisites needs of the school. The principles of transparency and accountability are vital in management of basic education whose main aim is to provide children with skills, values and knowledge to be holistic citizens who are self-reliant, industrious and nationalistic (Governance of Basic Education Act, 2001). Zhao and Akiba (2009) also emphasize on collaborative
work between head teachers, teachers and parents in monitoring and discussing pupils’ academic progress.

A study carried out in Scotland on governance of basic education revealed that head teachers of schools are fully supported by the government by equipping them with the necessary skills and are accountable for full running of the schools by making all decisions together with the teachers. This is to empower schools to take necessary decisions to improve pupils’ academic attainments. (Swinney, 2016).

In Egypt, a report released by World Economic Forum on the quality of primary education revealed poor governance manifested by poor, small and overcrowded classrooms, poor teaching methods and pervasive verbal and physical child abuse by teachers in government schools which impacts negatively on the academic performance of pupils (Government of Egypt, 2006). In South Africa, parents are involved in running the schools. This makes teachers and administrators accountable and leads to better learner outcomes (Pritchett, 2013).

Some of the challenges facing Kenyan education sector include: governance, management, competency of leaders, and administration. They have resulted to ineffective teaching and performance level leading to unmet education sector targets (National Education Sector Plan, 2013-2018). To help solve these problems, the government of Kenya has introduced National Education Sector Plan (NESP) 2013-2018 whose prime objective is: *Quality Basic Education for Kenya’s Sustainable Development*. The sector plan is aimed to improve on the successes and challenges of the Kenya Education Sector Support Programme (KESSP, 2005-2010).
The Government of Kenya has put in place rules and regulations as well as various reforms geared towards good governance and adherence to the law to reduce corruption (Lewis, 2009). Some of these reforms include; code of conduct for teachers and the Public Procurement and Disposal Act 2005 among others.

To strengthen governance and accountability in the sector, the Ministry of Education in Kenya has devolved financial and procurement management to the school level in order to enhance community participation, efficiency and adherence to school priorities. Subsequently, structures have also been set up at the County, Sub County schools or institutional level with clear governance and accountability roles (GoK, 2014).

Lots of research on governance in the education sector has also been carried out locally in Kenya. Ndikwe (2016) carried out study on corporate governance and financial performance of public schools in Kenya which revealed that financial management of public schools is highly influenced by skills of the school board members hence necessitates for requisite education levels, professional knowledge and governance skills. A study was also carried out on influence of boards of management corporate governance principles on pupils’ academic performance in public primary schools in Gilgil sub-county and one of the result, as revealed by the BOM chairs, was that parental participation in various school activities has a positive impact on pupil’s academic performance (Maina, 2016).

From the above mentioned global and local studies, it is evident that research has been done in corporate governance in the field of education. However, study on the principles of corporate governance utilized by head teachers and how they influences pupil’s
academic performance has been limitedly tackled and more particularly in Nyakach sub-county. Poor academic performance has been noticed in the sub-county in the previous years. The KCPE mean score in 2015 slightly increased from 260.09 to 260.95 while in 2016 the mean score dropped to 257.18 (Examination Office Nyakach Sub County 2017). This necessitated this study of corporate governance principles utilized by head teachers and their influence on the academic performance of pupils in primary schools in Nyakach Sub County.

1.2 Statement of the Problem

In Kenya, the education sector is faced with numerous challenges that bar children from accessing quality education (NESP, 2013). These challenges are also experienced in primary schools in Nyakach Sub County. Some of the challenges include inequality in the provision of access to school for special need children and inadequate monitoring and evaluation of educational programs (NESP, 2013). This impacts negatively on the academic performance of pupils. A report made by the Nyakach Sub County Director of Education during one of the head teachers meeting at the sub-county in October 2016 revealed that, there is very little accountability among teachers in terms of dedication to their duties. He stated that there are rampant lateness and absenteeism among teachers which has led to poor syllabus coverage thus hindering pupils’ participation in learning and finally resulting in poor performance. He added that some head teachers’ cover-up such cases by failing to report. Another report from the County Director of Education revealed that head teachers had been inducted several times on implementation of corporate governance principles in order to improve the academic performance of pupils, but still there was declining performance. In 2015, KCPE mean score slightly increased
A drop was again realized in 2016 to 257.18. The above cited cases left the researcher with a question as to whether corporate governance principles are being applied by head teachers in primary schools in Nyakach Sub County, hence the need to carry out an investigation on this.

1.3 Purpose of the Study

This study intended to establish the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools in Nyakach sub-county.

1.4 Research Objectives

The study was guided by the following objectives:

i. To establish the influence of transparency utilized by head teachers on the academic performance of pupils in primary schools in Nyakach Sub-County, Kenya.

ii. To assess how accountability utilized by head teachers influences academic performance of pupils in primary schools in Nyakach Sub-County, Kenya.

iii. To examine the extent to which head teachers relationship with stakeholders influences academic performance of pupils in primary schools in Nyakach Sub-County, Kenya.

iv. To determine how the practice of equity and inclusion by head teachers influences academic performance of pupils in primary schools in Nyakach Sub-County, Kenya.
1.5 Research Questions

The following research questions guided the study:

i. How does transparency utilized by head teachers’ influences the academic performance of pupils in primary schools in Nyakach Sub-County, Kenya?

ii. How does accountability utilized by head teachers’ influences the academic performance of pupils in primary schools in Nyakach Sub-County, Kenya?

iii. To what extent does head teachers’ relationship with stakeholders’ influence academic performance of pupils in primary schools in Nyakach Sub County, Kenya?

iv. What influence does the practice of equity and inclusion by head teachers’ have on the academic performance of pupils in primary schools in Nyakach Sub County, Kenya?

1.6 Significance of the Study

It is envisaged that this study may enhance governance skills of head teachers on good governance practices that result in the good academic performance of pupils in primary schools in Kenya at large. Curriculum Support Officers may get to know about governance challenges facing head teachers and address them appropriately. The officials at the Ministry of Education at Nyakach sub-county office may use the findings and recommendations to provide in-service courses on good governance of primary schools to the head teachers in Nyakach Sub County. The officials at the Ministry of Education Kenya may be enlightened on some poor governance by head teachers in primary schools. The data collected may also be beneficial to future researchers who may be interested in carrying out research in a similar field.
1.7 Limitation of the Study

This study was faced with some limitation. The current strict measures by the Ministry of Education made some of the respondents feel insecure in giving actual information, especially on poor governance in their schools. This limitation was overcome by reassuring the respondents on confidentiality of their responses before answering the questions.

1.8 Delimitation of the Study

The researcher carried out this study within Nyakach Sub County in the twenty sampled schools. The respondents comprised of head teachers, teachers, BOM chairs and the Sub County Director of Education. The study focused on the influence of corporate governance principles of transparency, accountability, relationship with stakeholders and equity and inclusion as utilized by head teachers. They were assessed in relation to their influence academic performance of pupils in primary schools in Nyakach Sub-County.

1.9 Basic Assumptions of the Study

The respondents might be cooperative enough and it was assumed by the researcher that they would provide accurate and reliable data by answering questions genuinely. That the questionnaires would be returned in good time and the authority at the county and sub-county education office would be cooperative enough to grant permission to conduct the research.
1.10 Definition of Significant Terms

This section covers definitions of the key terms based on the context in which they were used in this study.

**Academic performance** refers to examination results obtained by pupils in national exams.

**Accountability** means ensuring that every person charged with any responsibility of fulfilling and protecting the children’s rights fulfils their responsibilities.

**Corporate governance** refers to the framework of rules, practices and defined policies that influence the way primary schools are managed by head teachers.

**Corporate governance principles** refers to transparency, accountability, relationship with stakeholders and equity and inclusion which are practised by headteachers in primary schools.

**Equity** refers to protecting children’s right and providing effective redress for any violation. Also, involves treating all categories of pupils; gender, special needs, and minority equitably.

**Minority** refers to pupils from other ethnic backgrounds.

**Stakeholders** refers to all the people who participate towards the success of corporate governance in primary schools. They include pupils, teachers, parents, the school board members, community members, sponsor and the government.

**Transparency** means making information on all matters including finance, performance, ownership and corporate governance principles in primary schools available to all stakeholders’ at the right time and in accurate manner.
1.11 Organization of the Study

This research project is ordered into five Chapters as follows: chapter one is the introduction which contains the background of the study, the objectives which guided the study, the research questions, the purpose of the study, the statement of the problem, the significance of the study, the delimitations and limitations of the study, the basic assumptions of the study and the definition of the key terms. Chapter two, is the literature review which comprises of concept of corporate governance and academic performance of pupils, corporate governance principles utilized by head teachers and their influence on academic performance of pupils which is sub-divided into four parts as follows: principle of transparency, accountability, relationship with the stakeholders and equity and inclusion. Theoretical framework and conceptual framework are also covered in this section. Chapter three describes research methodology which consists of; introduction, research designs, target population, sampling size and sampling procedures, research instruments and their validity and reliability, data collection procedure, data analysis techniques and ethical considerations. Chapter four consists of research findings, research discussion and interpretation of the collected data. Chapter five consists of the summary of the findings, conclusions, recommendations, and suggestions for future study.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter comprises of the following sub-topics, the concept of corporate governance and academic performance of pupils in primary schools, the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools, where practice of transparency, accountability, relationship with stakeholders and equity and inclusion are explained. The theoretical framework and conceptual framework are also covered in this section.

2.2 The Concept of Corporate Governance Principles by Head Teachers

Ronneboog (2006) defines corporate governance as a management process where firms are run by managers (agents) with the main focus of benefiting all its business associates. This can be equated to headteachers corporate governance principles whose main beneficiary is the student. Corporate governance principles utilized by head teachers should be perfected for the better academic performance of pupils in primary schools since students’ success is linked to positive values. Pupils who are academically successful have higher self-esteem, less likely to abuse drugs and graduate from primary school to secondary and post-secondary schools. They later find jobs that provide a steady income (Janelle, 2011). There is need therefore for head teachers to shape the direction of the school and prioritize performance as the main objective of the school (Barnes, 2006). To achieve these headteachers should be equipped with corporate governance skills to enable them to ensure accountability, fairness, and transparency to
all its stakeholders and for distribution of responsibilities, rights and rewards, conflict resolution and supervision (OECD, 2004).

2.3 Transparency and Academic Performance of Pupils

Transparency refers to making information available and putting it into use. Rules and procedures must be open to scrutiny. Any institution practising transparency makes clear what is being done, why, and how actions take place. Accurate and timely disclosure of all information should be guaranteed by all corporate governance institutions (Mallin, 2007). Real transparency facilitates stakeholders’ abilities to exercise their ownership rights (OECD, 2004). Corporate governance manual for primary schools is published by Ministry of Education to disseminate information on governance of primary schools. Education journals, Teachers Service Commission and Ministry of Education website are other sources of information. Transparency acts as a check balance since it is associated with openness. Stakeholders are therefore able to check their actions and respond accordingly (Coyne, 2009). Transparency will thus assist head teachers to identify and act on issues that may hinder academic performance.

Headteachers should disseminate information from the Ministry of Education to teachers because they have an influence on the academic performance of pupils. For instance, replacement of Corporal punishment with other forms of punishment like guidance and counselling (GOK, 2001). Efficient use of resources and state fund in accordance with the legal procedures by head teachers to purchase teaching and learning materials also forms part of transparency (Education Act, 1998).
2.4 Accountability and Academic Performance of Pupils

According to Ackerman (2005), accountability is a process which holds public officials to be informed and justify their plans of action, behaviour, and results. Those public officials have clear responsibilities which they have to fulfil if not they are sanctioned. Teachers play a very integral role towards the academic achievement of pupils. The head teachers must ensure that they perform their roles because teachers are regarded as agents of change, major force and resource in pupil’s academic growth (Akiri, 2013). Some of the techniques employed by teachers in enhancing pupils’ academic performance include evaluation, provision of tutorials, marking homework and giving feedback (Akiri, 2013). In Ghana, lack of accountability by teachers in form of rampant absenteeism which reduces their class contact time with pupils clearly leads to the poor academic performance of pupils. This has instigated exam malpractices where parents and pupils rely on exam leakages (Seidu, 2016).

Luck (2001) reveals that to realize improved academic performance and productivity, managerial skills of head teachers should be enhanced, they should be well-educated, be able to create a conducive work environment and proper communication skills with stakeholders. Mpokosa (2008) explains that head teachers contribute towards improving pupils’ academic performance through motivation of teachers. School heads also play a most crucial role in ensuring that teachers and pupils academic performance is achieved. This is done through academic target setting, effective communication, managing curriculum, ensuring that teachers attend their lessons, appraising teachers and appropriate allocation of both human and capital resources (Strauss, 2013).
In Kenya, the Board of Management of Schools work collaboratively with the head teachers in the governance of schools. One of their role which is geared towards pupils’ academic achievements is to ensure that schools remain safe and are free of any form of violence. This is achieved through the implementation of the code of behaviour and anti-bullying policy. Management of school resources and employment of BOM teachers are among other responsibilities of the board. (Governance Manual for Primary Schools 2015-2019).

2.5 Head teacher Relation with Stakeholders and Academic Performance of Pupils

School management and governance in primary schools are not carried out autonomously by head teachers. Teachers, pupils, and community are involved. Ways through which head teachers relate to teachers determine the degree to which teachers deliver. For instance, teachers who are bullied in the workplace by head teachers lack the motivation to work (Tronman, 2001). This will impact negatively on pupils’ academic performance.

An interview carried out on Children’s Rights Alliance-England to investigate whether children have enough say revealed that children are not involved in several education processes which ranged from deciding on the rules of the school, how the school and the classroom should look like and which games to play (Masike, 2008). Lack of involvement of pupils, discrimination, and authoritarian school practices leads to children’s decisions to drop out of school (UNICEF, 2009). In Ethiopia, pupils are involved in educational activities in schools through clubs and pupils’ Parliament. For instance, through participating in Drop-out club, they create awareness to the community on the importance of enrolling their children in school This reduces drop-out rate of pupils from school(workneh,2012).The findings of a study done in Embu West County
on students involvement in education issues on academic performance revealed that involving students in selection of schools and establishing school rules and disciplinary measures affect their academic performance positively because they feel mature, motivated and owning the decision makes them ready to implement it (Mati A., Gatamu, J. & Chandi J.,2011).

Zedan (2011) argues that parents are very significant in their children’s lives. Their involvement enhances pupils’ academic performance in terms of advanced grades and inculcates in their children constructive attitude about school (Rahman, 2001). Headteachers should therefore constantly consult with them.

2.6 Equity and Inclusion and Academic Performance of Pupils

Some of the barriers which depress equity and inclusion are disability, tribalism and gender as spelt out in the World Declaration on Education for All, in Jomtien, Thailand (1990). The rights of the child should be respected in school to enable them develop talents, personality and various kinds of abilities, including academic abilities. (The Constitution of Kenya, 2010). The document also cites the right of children to free and compulsory education, right to protection from any form of abuse and violence, the right to participation in terms of expressing their views and right to life and survival. It is the responsibility of to head teachers to ensure that right of children in their schools are protected. Education Act (2013) also emphasizes that all children should be retained in schools and guarantee the right to free and compulsory basic education, free and non-discriminable admission to schools regardless of gender, ethnicity or disability.
The 2007 Convention on the Right of Persons with disabilities spelt out an inclusive, quality and free primary and secondary education for the disabled on an equal basis with others in the communities where they live. The major challenge in inclusive learning is that most teachers lack the knowledge to identify different forms of disabilities in pupils and fails to consider special needs of the pupils when deciding on teaching strategies (Florian, 2001). This impact negatively on their performance. Attempts have been made by the government of Kenya to implement inclusive education where children with special needs have been integrated in the normal primary schools and by offering special education training for teachers at Kenya Institute of Special Education (KISE) and targeting to have at least one special need teacher per school by 2015 who can assist other teachers in handling special need pupils. (UNESCO, 2002).

Girls perform poorly than boys in National examination and effort should be put to improve this (Amunga et al., 2010). Pupils who come from other background and regarded as a minority in the school are normally not proficient in the language of the catchment area and possess low self-esteem (Larson, 2010). Administrators should understand that pupils’ social and emotional feeling if disturbed leads to poor academic performance (Larson, 2010). Head teachers should create better support system to such pupils to enhance their opportunity for learning.
2.7 Summary of the Reviewed Literature

The study sought to establish the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools in Nyakach Sub-County. The role of the headteacher is to ensure that schools operate effectively in accordance with approved governance procedures. This is geared towards the attainment of high grades in exams (KCPE). Related literature were reviewed on the general concept of corporate governance principles under the principles of transparency, accountability, relation with stakeholders and equity and inclusion. Some research carried out earlier revealed that there is no relation between pupils’ academic performance and corporate governance principles by head teachers (Bonney, E, Micah, S. A, Moah, F & Lemaire, B., 2015). Others confirm the relationship. This study thus was pursued to investigate the influence of corporate governance principles by head teachers on the academic performance of pupils.

2.8 Theoretical Framework

This study adopted the Agency Theory that clarifies the relationship between the principal and agents in an organization or business (Jensen, 2004). The theory explains that agents are charged with the responsibility of undertaking tasks on behalf of the principal and by putting the interest of the principal first. In this study, the agents are the head teachers in primary schools who are charged with the responsibility of implementing corporate governance principles in their schools. The principal is the Ministry of Education who formulates corporate governance guidelines. The theory is relevant to this study, since the head teachers’ acts as agents of the Ministry of Education in ensuring that corporate governance guidelines are implemented in their schools. The
theory states that conflict arises when the agent defies to act in the rules laid down by the principal. The conflict gives rise to problems in organizations and to agency loss. For instance, Headteachers who are appointed and accountable to the Ministry of Education should be fully responsible for the effective and general running of the school for the attainment of high academic standards.
2. 9 Conceptual frameworks of the study

- **Transparency**
  - Information dissemination
  - Disclosure of financial plans
  - Collective budgeting
  - Collective text book selection

- **Accountability**
  - Monitoring lesson attendance by teachers
  - Infrastructure development by BOM
  - Eradicating indiscipline

- **Relationship with stakeholders**
  - Motivation of stakeholders
  - Academic meetings meeting
  - Organizing trainings for teachers

- **Equity and inclusion**
  - Use of English and Kiswahili languages only
  - Number of learners with disability
  - Presence of resources for inclusivity

**Figure 1.2: Relationship between independent and dependent variables**

- **Academic Performance**
  - School KCPE mean score
  - HIV & AIDS
  - Poverty
For this study, the dependent variable is the academic performance of pupils in primary schools in Nyakach Sub County which was indicated by performance in KCPE. The independent variables are corporate governance principles as carried out by head teachers. They include; transparency, accountability, relationship with stakeholders and equity and inclusion. Practices such as dissemination of information are evidence that transparency is practised in school. Other indicators of corporate governance are shown in the diagram. Practicing corporate governance principles in school through the process of teaching and learning lead to the improved academic performance of pupils which manifests in form of improved pupils grades or school mean score. Intervening variables are the other factors which may influence pupils’ academic performance besides corporate governance principles utilized by head teachers. Human immune Virus and Acquired immune deficiency syndrome (HIV/AIDS) and poverty which are prevalent in this sub-county will, for instance, interfere with enrollment, class concentration, hence the academic performance of pupils. The relationship between dependent, independent variables and intervening variables is illustrated in the diagram above.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design, target population, sample size and sampling techniques. Data collection procedures and tools that were used to collect data are explained. The validity and reliability of the research instruments that were used for the study are explored. Finally, data analysis techniques and ethical consideration are covered.

3.2 Research Design

According to Kothari (2004), a research design is described as the heart of any study. That it acts as a plan or blueprints to be followed to carry out investigations in order to get answers to research questions. The study adopted descriptive survey design. Best and Khan (2007), describes descriptive survey design as a method of research which can be used to investigate present phenomena or trends and that it can be used to collect data in a large area. A survey was deemed appropriate to collect data on the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools which is a contemporary area in governance and to collect data from a number of dispersed primary schools in Nyakach Sub County.

3.3 Target Population

Mugenda and Mugenda (2003), defines a target population as a whole group of people, events or objects which are used by researchers to generalize conclusions. This study targeted all public primary schools in Nyakach Sub County. Records at the Ministry of Education, Nyakach Sub County (2016) revealed that there were 142 public primary
schools in the sub-county. The target population also included: 142 head teachers, 425 teachers of class seven and eight, 142 BOM chairs and the Sub-County Director of Education.

3.4 Sample Size and Sampling Procedure

This study was conducted in twenty public primary schools which were sampled using simple random sampling. Simple random sampling was preferred by the researcher. It gives better results as the study sample is a representative of the whole population (Mugenda and Mugenda, 1999). This was done by first writing names of all the public primary schools in the sub-county on small pieces of papers. These papers were folded and mingled up in a container, then powered down and picked randomly. The three teachers of class seven and eight from each school were randomly picked by the researcher. The headteachers, BOM chairs and the Sub County Director of Education were sampled by purposive sampling. Mugenda and Mugenda (1999) say that purposive sampling is used when information required can be obtained from a specific source. The sample size was arrived at using suggestion by Orodho (2004) that 10 to 20% of the target population is enough representation in a large population. The researcher used 14% of the target population of schools, head teachers, teachers and BOM chairs save for the Sub-County Director of Education who was just one. The sample size comprised of 20 head teachers, 60 teachers, 20 BOM chairs and the Sub County Director of Education as illustrated in the table below. All the respondents were 101.
Table 3.1: Sampled Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>142</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Headteachers</td>
<td>142</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Teachers</td>
<td>425</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>BOM chairs</td>
<td>142</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Sub County Director</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

3.5 Research Instruments

This study employed questionnaires and interview schedules. Data was collected from head teachers and the Sub County Director of Education by using interview schedules. Questionnaires were designed for teachers and BOM chairs. The questionnaire is a research instrument consisting of five sections used to gather data from the respondents. Section one consists of the demographic section, while the other sections comprise of questions based on the objectives of the study which are: transparency, accountability, relation with the stakeholders and equity and inclusion. The researcher used the questionnaire since it is appropriate to gather data from many people in a shorter duration and due to the fact that it can even be used by research assistants with limited effect on its validity and reliability (Popper, 2004). An interview is a face to face survey used to explore responses of people in order to get adequate and deeper information. It was also appropriate for the study since the researcher would have a chance to elucidate the purpose of the study to the head teachers and the Sub County Director of Education (Kombo, 2006).
3.6 Validity of the Instruments

Mugenda and Mugenda (2003) reasons that validity is the accuracy and meaningfulness of an instrument based on the results it produces on what it is supposed to measure. In this study, the indicators in the research objectives and research questions informed the formulation of questionnaires and the interview schedules. Items which were found difficult to use or found to be ambiguous were modified appropriately during the pre-test of various tools to enhance the effectiveness of the instruments hence increasing the validity. Items in the questionnaires were exposed to experts (supervisor) and critically analyzed and ensured that they were pertinent to the research questions and relevant to the objectives of the study. The researcher also ensured that every item in the research instruments had content validity.

3.7 Instrument Reliability

Reliability is the degree of consistency demonstrated by an instrument when used repeatedly to carry out a test (Wambugu, Mbii, Kyalo, Nyonje, 2015). If a test is administered to a subject twice using the same instrument and it gives the same outcome then the instrument is considered reliable. The instruments reliability was established through test-retest method which was done by administering questionnaires twice to the same group of respondents within a span of one week in between. The results from the two sets of questionnaires were correlated to determine the reliability. Pearson product-moment correlation coefficient was used to establish whether the questionnaires produce the same results everytime they were administered or not (Mugenda & Mugenda, 2003).The instruments which produced a reliability coefficient of at least 0.5 and not more than 0.76 is deemed reliable for data collection (Wambugu et, al. 2015). Reliability
of 0.72 was obtained using the formula below and this qualified the instruments suitable for data collection.

\[
x_{y} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}
\]

3.8 Data Collection Procedures

The researcher sought for permission to carry out the study from National Council of Science, Technology, and Innovation (NCOSTI). The researcher was then issued with an authorization letter from County Director of Education of Kisumu and the Sub-County Director of Education- Nyakach Sub-County to allow her collect data in the sampled schools. During the first visit to the sampled schools, the researcher established a rapport with the administrators and teachers of the school and requested for an opportunity to conduct the research. The researcher booked appointments to meet the BOM chairs to fill in the questionnaires. The research instruments were then administered. A few questionnaires for teachers were filled in on the spot and the rest were left with the respondents to be collected after two days. Interviews were conducted one on one with the headteachers and the information recorded for future reference but with the knowledge and authorization of the respondent. During subsequent visits, questionnaires were administered to the BOM chairs and the filled in questionnaire collected back. The researcher visited the Sub County Office and had an interview session with the Sub-County Director of Education.
3.9 Data Analysis Techniques

All the data collected were processed by correcting all the mistakes before they were analyzed. This was done by cross-examining them to ascertain that they were accurate, complete and rightly spelt. The outlying data was discarded. Coded data were entered and analyzed in the computer Statistical Package for Social Sciences (SPSS) software version (2005). The analysis of qualitative data was done by using descriptive statistics in the form of frequencies and percentages. Thematic analysis was used to analyze qualitative data. Themes and categories of the data were arrived at by the researcher through manual assigning of codes. The researcher then evaluated and analyzed the qualitative data to be used in developing conclusions on what the study investigated.

3.10 Ethical Consideration

To ensure that the study was conducted thoroughly and ethically, all the respondents were reassured that their identity would be treated with confidentiality and that there would be no victimization on any answer given. The researcher guided the respondents not to use others people’s names or use names of schools to give examples but to discuss general situations that were being experienced in their stations and within the limits of the objectives of this research. This was to protect the emotions and dignity of the respondents. The researcher also employed the research instruments chosen for the study to collect data and reported both positive and negative results generated by the study.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter scrutinizes the data collected from the respondents. The data is presented and interpreted in relation to the study objectives. To analyze the data, the researcher used descriptive statistics and thematic analysis. Frequency counts obtained from the analysis were expressed in percentages and varying statistical tests. Opinions of respondents were interpreted, analyzed and described. The researcher further established areas of convergence and divergence by discussing the findings in light of empirical literature. Presented in this chapter are the response rate, the demographic-data of the respondents and KCPE performance in the Sub-County which were analyzed in relation to the objectives that guided this study which include: transparency by head teachers and academic performance of pupils, accountability by head teachers and academic performance of pupils, head teachers relationship with stakeholders and academic performance of pupils and equity and inclusion by head teachers and academic performance of pupils.
4.2 Response Rate

The questionnaire response rate from teachers and BOM chairs was as presented in Table 4.1.

**Table 4.1**

**Response rate of teachers and BOM chairs**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Sample Size</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>60</td>
<td>60</td>
<td>100.0</td>
</tr>
<tr>
<td>BOM</td>
<td>20</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>80</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The response rate was one hundred percent for both teachers and BOM chairs. This was considered very good for analysis since it provided unbiased results (Heberlein & Baumgartner, 1978). The high response rate could be linked to the arrangements made by the researcher of administering the questionnaires in person and by making follow-up visits to collect them.

4.3 Demographic data of the respondents

This sub-section presents and interprets the respondents’ bio-data that comprised of: gender, the level of education, duration served in the current position, age bracket and the corporate governance principles utilized by head teachers in schools.

4.3.1 Gender of the teachers and BOM chairs

The demographic information about gender of the teachers and the BOM chairs was sought to establish if gender of teachers and BOM chairs influence academic
performance of pupils. The table below captured gender information of these respondents.

Table 4.2

Gender of teachers and BOM chairs

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teaches</th>
<th>BOM Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F (%)</td>
<td>F (%)</td>
</tr>
<tr>
<td>Male</td>
<td>36 (60)</td>
<td>15 (75)</td>
</tr>
<tr>
<td>Female</td>
<td>24 (40)</td>
<td>5 (25)</td>
</tr>
<tr>
<td>Total</td>
<td>60 (100)</td>
<td>20 (100)</td>
</tr>
</tbody>
</table>

Table 4.2 revealed that most of the teachers were males at 60% as compared to only 40% that were females. The finding revealed male dominance in the teaching profession in the sub-county. This shows that female teachers are not enough to promote girls’ education. The performance of girls is therefore likely to be affected especially in subjects as Mathematics. An argument that explains that female teachers’ assists girls build confidence and authenticates their attention in subjects as Mathematics confirms this (Amelinck, 2012). Holmlund (2008) concurs with this in his view that teachers of a particular sex, are likely to promote performance of pupils of the same sex by awarding them high marks simply due to natural preference. In contrast, Winters (2013) contends that there is no relationship between gender of teachers and academic performance of pupils.

Findings also revealed that majority of the BOM chairs, that is 75% were males, while only 25% were females. This is not in line with the Constitution of Kenya 2010
expectation of gender composition of elected officers which advocates for one-thirds of female representation in elective posts. It also depicts limited role models for girls which would have been a source of motivation in their study.

4.3.2 Teachers highest academic qualification

The table that follows captures teachers’ highest academic qualification.

Table 4.3

Teachers’ highest academic qualification

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Certificate</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>Diploma</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>BED</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>Any Other</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings in Table 4.3 indicated that a reasonable number of teachers had furthered their education while only 25(41.7) are still P1 teachers. This implies that most teachers had diversified their knowledge by furthering their education. As a result, they might be deemed conversant with corporate governance principle, however their academic advancement is seemingly just for personal gain since it does not translate to improved academic performance of pupils. This is evident by the average performance of pupils in KCPE in the sub county in the last three years with a mean of 260.09 in 2014, 260.95 in 2015 and 257.18 in 2016.
4.3.3 BOMs’ highest academic qualification

The researcher sought to find out academic qualification of the BOM chairs. The records were presented in the table 4.4.

Table 4.4

BOMs’ highest academic qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form four certificate</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>Tertiary</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Graduate</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Post graduate</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Any other</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.4 revealed that the majority of the BOMs at 12(60%) had form four education as their highest academic qualification, while the rest had higher academic qualifications. The implication of the finding in this study locale justifies that BOM members had the required academic qualification of at least secondary school level as specified in the Basic Education Act 2013 No. 14 (The Republic of Kenya, 2013).
4.3.4 Duration of teachers and BOM chairs stay in current stations

The duration the teachers and BOM chairs had stayed in their current stations is presented in the Table 4.5.

Table 4.5

Duration of teachers and BOM chairs stay in current stations

<table>
<thead>
<tr>
<th>Duration</th>
<th>Teachers</th>
<th></th>
<th>BOM Chairs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Less than 1 Year</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>1 – 5 Years</td>
<td>41</td>
<td>68.3</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>6 – 10 Years</td>
<td>14</td>
<td>23.3</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Over 10 Years</td>
<td>5</td>
<td>8.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the teachers at 41(68.3%) had been in their current station for 1-5 years. While the minority at 5(8.3%) having been in their current station for over 10 years. This was an indication that most teachers had not served in their current stations for long therefore only a few teachers might had adequate knowledge on corporate governance principles utilized by head teachers in their stations.

Findings in Table 4.5 also showed that majority of BOM at 13(65%) had served as BOM chair in their school for 1-5 years, with the minority at 2(10%) having served as BOM chair in their school for less than a year. This shows that most BOM chairs had management experience of ten years and above which is adequate enough to guide and enhance corporate governance principles utilized by head teachers towards improvement
of pupils academic performance, although Kimeu (2013) claims that BOM members who have less period of experience may make a greater milestone in school management and improvement of academic performance than those who have served for long. The length of stay of the BOM chairs in schools in this sub-county is therefore likely to have negative effect on academic performance since most of them have stayed for ten years and above.

4.3.5 Age of the respondents

The following table avails age bracket of teachers.

**Table 4.6**

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>31-36 years</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>37 and above years</td>
<td>36</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The finding from Table 4.6 shows that majority of teachers were 36 years and above, hence quite knowledgeable, might have served under various head teachers and have gained adequate experience in the teaching profession to provide analytical opinion on the corporate governance principles utilized by head teachers on the academic performance of pupils. Schutz and Schultz (1998) argues that, having a long period of experience in a job results to competent, confident, high self-esteemed and responsible employees. The majority of the teachers, therefore, could enhance the academic performance of pupils in this study area.
4.3.6 The corporate governance principles used by head teachers in the schools

The teachers’ response on the use of four corporate governance principles of transparency, accountability, relationship with stakeholders and equity and inclusion which are utilized by head teachers are illustrated in the Table 4.7.

Table 4.7

Corporate governance principles used by head teachers in schools

<table>
<thead>
<tr>
<th>Principles</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transparency</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Accountability</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>Good relation with Stakeholders</td>
<td>23</td>
<td>38</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

More than one-third of the teachers at 23(38.3%) stated that their school head teachers always used good relation with stakeholders as the corporate governance principles in their schools. This was followed by 21(35%) respondents who stated transparency, one-quarter at 15(25%) stated accountability as only1 (1.7%) respondent stated other principles. Head teachers confirmed in their interviews that they used transparency by informing the teachers and BOM chairs on Free Primary Education fund disbursement which in most schools is displayed openly and by involving them in the procurement process of textbooks and other learning materials. The Sub County Director of Education also in his interview noted that the head teachers gained various corporate governance skills from their various school attendance and capacity building such as knowledge on
financial and human resource management that aided them a great deal in delegating duties and implementing school policies. That the head teachers also used accountability and good relationship with stakeholders as key corporate governance principles in their schools. The findings revealed that corporate governance principles are used by head teachers in primary schools in Nyakach Sub-County.

4.4 KCPE Performance of the sampled public primary schools in Nyakach Sub-County

This section interprets the academic performance of pupils in KCPE in the preceding three years: 2014, 2015 and 2016

Table 4.8

<table>
<thead>
<tr>
<th>Rating</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below average</td>
<td>7(36.8%)</td>
<td>7(36.8%)</td>
<td>7(36.8%)</td>
</tr>
<tr>
<td>Above average</td>
<td>13(65%)</td>
<td>13(65%)</td>
<td>13(65%)</td>
</tr>
<tr>
<td>Mean score</td>
<td>259.1974</td>
<td>262.5621</td>
<td>256.6826</td>
</tr>
</tbody>
</table>

The findings in Table 4.8 reveals that over the past three years indicated in the table, academic performance of schools in Nyakach Sub County in KCPE exams had been average and not stable.
4.5 Transparency by head teachers and academic performance of pupils

This section analyses, presents and interprets the findings in line with the first objective of the study: To establish the influence of transparency by head teachers on the academic performance of pupils in primary schools in Nyakach sub-county, Kenya.

4.5.1 Teachers’ views on means of dissemination of information by head teachers.

The means through which information is disseminated by head teachers to the stakeholders is captured in the table 4.9 as per the response of teachers.

Table 4.9

Means of dissemination of information by head teachers

<table>
<thead>
<tr>
<th>Mode</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulars</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Internal Memos</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Meetings</td>
<td>40</td>
<td>66.7</td>
</tr>
<tr>
<td>Briefing</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Findings from Table 4.9 indicated that most of the information was disseminated teachers and other Stakeholders by the headteacher through meetings. In addition to the above-mentioned ways of dissemination, head teachers added that they disseminated some information to teachers and parents through text messages. This finding was corroborated with those from the Sub County Director of Education that revealed that the head teachers disseminated education information to teachers and other stakeholders through meetings, circulars, and briefings.
4.5.2 BOMs’ views on ways of dissemination of information by head teachers

The BOM response on ways through which information was disseminated by head teachers was presented in the table that follows. The response was captured in table 4.10.

**Table 4.10**

**Ways in which information is disseminated by the head teacher**

<table>
<thead>
<tr>
<th>Mode</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meetings</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td>Briefings</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Nearly all of the BOMs at 14(70%) stated that information from the Ministry of Education was disseminated to them by the headteacher through meetings as the minority at 6(30%) nearly one-third stated briefings. The teachers were further asked how dissemination of information contributes to academic performance of pupils, they noted that all information from the ministry are passed to both teachers, parents, pupils hence implementation, the problems faced in school are discussed together with the strategies of implementing, this they noted has led to enhancement of cooperation and reduction of conflicts among the staff which is a positive gesture. The teachers also noted that it helps in identifying the strengths, weaknesses and challenges and how to deal with them hence promoting unity in staff and stakeholders to improve academic performance.

Key informant interviews of the Sub-County Director of Education and head teachers further revealed that dissemination of information contributes to academic performance of pupils both positively and negatively whereby on the positive side, it leads to
implementation of policies, creates awareness to the teachers, pupils and parents on what is expected of them, for instance, the directive by the Ministry of Education of zero collection of fund was confirmed by the Sub County Director of Education as an initiative that would lead to improved pupils academic performance as time wastage by pupils staying away from class because of funds would be reduced. The Basic Education Act (2014) is in support of this as it advocates for retention of children in school. Teacher pupils contact time would also be improved. The head teachers perceived this information negatively and argued that it would lead low academic performance since they could no longer conduct regular exams due to scarcity of funds. The above findings on dissemination of information implied that head teachers played an integral role as far as dissemination of information from the Ministry of Education down to the teachers is concerned.

4.5.3 Headteachers dissemination of information on school calendar

The researcher also sought to establish whether head teachers provides timely information on school calendar dates as indicated in the table 4.11.

**Table 4.11**

<table>
<thead>
<tr>
<th>Information about school calendars by head teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
The majority of the respondents at 59(98.3%) agreed that they were informed by the headteacher about termly/ school calendar with 1(1.7%) respondent disagreeing. The majority of the teachers explained that this had helped them in proper planning and time management for syllabus coverage.

4.5.4 BOMs responses on whether they were made aware of the correct amount of FPE fund disbursed to school

To a certain whether the head teachers made the BOM chairs aware of the correct amount of FPE fund whenever there is disbursement, the researcher received the following response from the BOM chairs as indicated in table 4.12.

Table 4.12

<table>
<thead>
<tr>
<th>Awareness of BOM on the correct amount of FPE fund disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Unaware</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Findings in Table 4.12 showed that 17(85%) were made aware of the correct amount of FPE fund disbursed to their school, while (10%) respondents were unaware. Headteachers noted that whenever FPE is disbursed they have to invite BOM for a meeting and inform them of the correct amount before making a joint decision on what to budget for. They confirmed that this is a practice of transparency which had helped them minimize chaos and rebellion from the BOM as William (2006) opines that transparency in any organization if not abused improves trust among workers.
4.5.5 BOMs’ response on whether the funds reach the intended beneficiaries

The BOMs’ response was indicated in the table 4.13

Table 4.13

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>90.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Unaware</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.13 revealed that 18(90%) agreed that FPE fund disbursed to their school was reaching its intended beneficiaries (children), 1(5%) disagreed. The Sub County Director of Education concurred with this statement that regular audit and monitoring done by his office confirms that FPE is used in schools to purchase instructional materials and pay workers. It is an indication that FPE reached its intended beneficiaries.

4.5.6 Involvement of BOMs in selection of textbooks

The researcher asked the BOM whether they were involved in selection of textbooks. Their response is indicated in the table that follows.
Table 4.14

Involvement of BOM in the school textbook selection

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>75.0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the BOM at 15(75%) stated that they were involved with the head teachers in the school textbook selection as the least at one-quarter at 5(25%) stating that the BOM was not involved in the textbook selection.

The teachers were further asked to state how FPE promoted academic performance of pupils, it was established from the teachers that, FPE promoted academic performance of pupils through acquisition of adequate teaching and learning materials like textbooks needed for the right classes and for the right academic levels, helps in the provision of sufficient learning and other teaching requirements. Truancy and absenteeism have reduced attributed to the payment of levies as pupils are not sent home for levies giving teachers ample time for their lessons and pupils confidence in their studies.

4.5.7 Views on transparency by head teachers and academic performance of pupils

This section accounts on the opinions of teachers and BOMs on transparency by head teachers and its influence on the academic performance of pupils. The respondents were given several 5 point Likert Scale questions, with responses ranging from 1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree to 5-Strongly Agree.
4.5.8 Teachers’ views on transparency and academic performance of pupils

Table 4.15

Teachers’ views on transparency and academic performance of pupils

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>All information from the Ministry are disseminated to us</td>
<td>0(0.0%)</td>
<td>4(6.7%)</td>
<td>1(1.7%)</td>
<td>36(60.0%)</td>
<td>19(31.7%)</td>
</tr>
<tr>
<td>Policy documents are availed to teachers</td>
<td>0(0.0%)</td>
<td>2(3.3%)</td>
<td>3(5.0%)</td>
<td>34(56.7%)</td>
<td>21(35%)</td>
</tr>
<tr>
<td>FPE fund used for budgeting for academic needs of pupils.</td>
<td>2(3.3%)</td>
<td>1(1.7%)</td>
<td>2(3.3%)</td>
<td>26(43.3%)</td>
<td>29(48.3%)</td>
</tr>
<tr>
<td>Teachers are involved in ordering of instruction materials</td>
<td>0(0.0%)</td>
<td>1(1.7%)</td>
<td>0(0.0%)</td>
<td>25(41.7%)</td>
<td>34(56.7%)</td>
</tr>
<tr>
<td>Risks that may hinder performance discussed</td>
<td>3(5.0%)</td>
<td>3(5.0%)</td>
<td>2(3.3%)</td>
<td>32(53.3%)</td>
<td>20(33.3%)</td>
</tr>
<tr>
<td>Teachers appraisal is being implemented</td>
<td>1(1.7%)</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>31(51.7%)</td>
<td>28(46.7%)</td>
</tr>
</tbody>
</table>

Majority of the teachers at 55(91.7%) stated that all information from the Ministry were disseminated to them while a few of the respondents at 4(6.7%) were in disagreement, closely followed by a single respondent 1(1.7%) who was undecided whether all information from the Ministry was disseminated to him or not. All information from the Ministry is disseminated to them to a large extent.
Most of the teachers at 55(91.7%) stated that policy documents were availed to teachers as a few of the respondents at 3(5%) unclear whether they were availed or not closely followed by those who stated that the Policy documents were not availed to teachers at 2(3.3%). Policy documents were availed to teachers to a large extent. This indicates teachers’ awareness of government policies on education.

Preponderance of the teachers at 55(91.7%) stated that FPE fund was used for budgeting for academic needs of pupils as minority of them at 3(5%) tending to differ as those unclear whether FPE fund is used for budgeting for academic needs of pupils or not following closely to form the minority at 2(3.3%). FPE fund was used for budgeting for academic needs of pupils to a large extent.

Nearly all of the teachers at 59(97.4%) that teachers were involved in the ordering of instructional materials as a single respondent 1(1.7%) stated that teachers are not involved in the ordering of instruction materials forming the minority. Teachers are involved in the ordering of instructional materials to a large extent.

More than four-fifths of the teachers at 52(86.6%) stated that risks that may hinder performance were discussed with one-tenth the respondents at 6(10%) stating that the risks that may hinder performance not discussed closely followed by the minority who were undecided whether they were discussed or not at 2(3.3%). Risks that may hinder performance were discussed to a very large extent. A massive majority of the teachers at 59(98.3%) stated that the teachers’ appraisal was being implemented as the least of the teachers stated at 1(1.7%) that the teacher’s appraisal was not being implemented. The teachers’ appraisal was being implemented to a large extent.
4.5.9 BOMs’ views on transparency and academic performance of pupils

Table 4.16

BOMs’ views of the practice of transparency

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Release of exams with BOM in attendance has improved academic performance</td>
<td>0(0.0%)</td>
<td>1(5.0%)</td>
<td>0(0.0%)</td>
<td>12(60%)</td>
<td>7(35%)</td>
</tr>
<tr>
<td>Challenges affecting performance discussed by BOM</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>9(45%)</td>
<td>11(55%)</td>
</tr>
<tr>
<td>BOM updated on their current roles</td>
<td>0(0.0%)</td>
<td>1(5.0%)</td>
<td>0(0.0%)</td>
<td>11(55%)</td>
<td>8(40%)</td>
</tr>
<tr>
<td>BOM involved in improvement of infrastructures.</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>1(5.0%)</td>
<td>5(25%)</td>
<td>14(70%)</td>
</tr>
</tbody>
</table>

The majority of the BOM at 19(95%) stated that the release of exams with BOM in attendance improved academic performance with one respondent at 1(5%) deferring with this stating that it did not improve performance forming the minority. The release of exams with BOM in attendance improved academic performance to a large extent. All the BOMs at 20(100%) stated that challenges affecting performance were discussed by BOM. The BOM discussed challenges affecting performance to a very large extent.

The preponderance of the BOM at 19(95%) stated that they were updated on their current roles with the least number at 1(5%) stating that he was not updated on their current roles. The BOM was updated on their current roles to a large extent.
The majority of the BOM at 19(95%) stated that they were involved in the improvement of infrastructures as the minority at 1(5%) was unclear whether they were involved in the improvement of infrastructures or not. The BOM was involved in the improvement of infrastructures to a very large extent.

4.5.10 Teachers views on the practice of transparency and Academic Performance

To establish whether the practice of transparency had any influence on academic performance of pupils. Teachers responded as reflected in Table 4.17

Table 4.17

Practice of transparency and pupil’s academic Performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>96.7</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the teachers at 58(96.7%) stated that practice of transparency by head teachers influenced pupil’s academic performance as the least of the respondents at 2(3.3%) stated the practice of transparency by head teachers did not influence pupil’s academic performance. Those who answered in the affirmative were asked to give an explanation. It was noted that transparency enhanced efficiency in the purchase of materials; enabled individuals to acquire enough learning materials and instructional materials that improved their academic performance. This is in line with Aboki (2006) who argues that, schools should have well established forms of transparency as far as school budget and decision making is concerned in order to create awareness to the parents and other stakeholders on what takes place in school.
4.5.11 Correlation between transparency and academic performance of pupils

The researcher did a Spearman’s correlation to establish the influence of transparency by head teachers on the academic performance of pupils in primary schools in Nyakach sub-county, Kenya. The results were as shown in Table 4.18

**Table 4.18**

**Correlation between transparency and pupils academic performance**

<table>
<thead>
<tr>
<th>Transparency by HTs</th>
<th>Academic performance of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>1.000</td>
</tr>
<tr>
<td>Coefficient</td>
<td>.561**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td>Correlation</td>
<td>0.561**</td>
</tr>
<tr>
<td>Coefficient</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

n=60

It was established that there was a significant moderate positive correlation between transparency by head teachers and academic performance of pupils, Spearman's rho(r) = 0.561, p<0.000, CL=95%. This meant that transparency by head teachers moderately influenced the pupil’s academic performance. Further illustration is presented in the scatter diagram below.

Spearman Correlation was used because it does not require continuous-level data (interval or ratio), it also uses ranks instead of assumptions about the distributions of the two variables. This allows the researcher to analyze the association between variables of
ordinal measurement levels. Moreover the Spearman Correlation is a non-Para-continuous-level test, which does not assume that the variables approximate multivariate normal distribution. Spearman Correlation Analysis can therefore be used in many cases where the assumptions of Pearson's Bivariate Correlation (continuous-level variables, linearity, heteroscedasticity, and multivariate normal distribution of the variables to test for significance are not met (Mugenda & Mugenda, 2003).

Figure 4.1: Correlation between transparency and pupils academic performance
4.6 Accountability and academic performance of pupils

This section presents the findings in line with the second objective of the study: To assess how accountability by head teachers influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya.

4.6.1 How often the BOM are involved in discussing academic performance of pupils

The responses of the BOM are indicated in table 4.19.

Table 4.19

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>After every term</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>After every six months</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Findings from Table 4.19 indicate that 12(60%) of the BOM were involved in discussing academic performance of pupils after every term while the minority at 8(40%) involved after every six months. The BOMs who answered in the affirmative were asked to explain how involvement of BOM influences academic performance of pupils, they noted that through the discussions, the BOM sometimes offer good advice to both parents and pupils on their roles. This is in line with argument of Rahman (2001) that involving parents on academic performance of their children instill in children positive attitude about school and advances their grades. Further, BOM involvement in selection of books influences performance, they create a good working relationship with the teachers, create confidence among pupils and teachers, encourages discipline and spirit of competition and show interest in performance of pupils and teachers.
4.6.2 Teachers responses on the roles played by headteacher in school

It was established that the head teachers play diverse roles in helping to improve the academic performance of pupils in that they acted as role models, assessed teachers in class, availed the teaching-learning resources, motivated teachers, engaged in discussing the performance with all the teachers, ensured that there was parental involvement in academic performance. The head teachers also gave rewards and incentives and maintained school discipline thus helping in improving the academic performance of pupils. This finding concurred with those of key informant interviews which revealed that the head teachers played diverse roles in helping to improve pupils’ academic performance such as motivating teachers to work, cover their syllabus adequately and in time, discourage teachers’ absenteeism. They are also role models to teachers and a unifying factor for all the pupils, teachers, parents and other stakeholders at large. It was also established from the key informant interviews that the head teacher enforced good relationship with teachers and parents through delegation of duties, social welfares, conflict resolution, holding meetings and involving them in decision-making that collectively helped in improving pupils’ academic performance by all the involved parties.

4.6.3 Views on accountability and academic performance of pupils

This section reports on views of the respondents on accountability and academic performance of pupils. The respondents were given several 5 point Likert Scale questions, with responses ranging from 1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree to 5-Strongly Agree.
4.6.4 Teachers views on accountability and academic performance of pupils

Teachers were asked assorted questions on influence of accountability on academic performance. Their view is captured in table 4.20

**Table 4.20**

**Teachers views on accountability and pupils academic performance**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring of lesson attendance register by head teacher has improved academic performance</td>
<td>0(0.0%)</td>
<td>2(3.3%)</td>
<td>3(5.0%)</td>
<td>32(53.3%)</td>
<td>23(38.3%)</td>
</tr>
<tr>
<td>Teacher appraisal by head teachers has improved pupils’ academic performance</td>
<td>0(0.0%)</td>
<td>1(1.7%)</td>
<td>5(8.3%)</td>
<td>32(53.3%)</td>
<td>22(36.7%)</td>
</tr>
<tr>
<td>Safety and security in school is provided by head teacher to provide safe learning environment</td>
<td>0(0.0%)</td>
<td>1(1.7%)</td>
<td>2(3.3%)</td>
<td>35(58.3%)</td>
<td>23(38.3%)</td>
</tr>
<tr>
<td>Head teachers ensuring that there are enough teachers has improved academic performance</td>
<td>0(0.0%)</td>
<td>2(3.3%)</td>
<td>6(10%)</td>
<td>30(50%)</td>
<td>22(36.7%)</td>
</tr>
<tr>
<td>Enhanced panel meeting has improved academic performance</td>
<td>0(0.0%)</td>
<td>3(5.0%)</td>
<td>5(8.3%)</td>
<td>35(58.3%)</td>
<td>17(28.3%)</td>
</tr>
<tr>
<td>In-service courses for teachers has improved academic performance</td>
<td>0(0.0%)</td>
<td>1(1.7%)</td>
<td>4(6.7%)</td>
<td>35(58.3%)</td>
<td>20(33.3%)</td>
</tr>
</tbody>
</table>

Most of the teachers at 55(91.6%) stated that monitoring of lesson attendance register by headteacher had improved academic performance with those undecided on the same were at 3(5.0%) closely followed by respondents who stated that monitoring of lesson attendance register by headteacher had not improved academic performance forming the minority at 2(3.3%).
Monitoring of lesson attendance register by the headteacher had improved academic performance to a large extent. The majority of the teachers at 54(90%) stated that teacher appraisal by head teachers had improved pupils’ academic performance, nearly one-tenth at 5(8.3%) unclear whether teacher appraisal by head teachers had improved pupils’ academic performance or not as the least respondent differed by stating that teacher appraisal by headteachers had not improved pupils’ academic performance at 1(1.7%). Teacher appraisal by headteachers had improved pupils’ academic performance to a large extent. Supporting this finding was what was established from the key informant interviews that teacher appraisal was done by head teachers and teachers were awarded, this positively affected pupils’ academic performance since the teachers would perform in order to either retain an award or receive one on merit.

The majority of the teachers at 58(96.6%) stated that safety and security information in school was provided by headteacher to provide safe learning environment while the same number of respondents each at 1(1.7%) who formed the minority were both undecided and differed with the idea that safety and security in school was provided by headteacher to provide safe learning environment. Safety and security in school were provided by headteacher to provide a safe learning environment to a large extent.

Most of the teachers at 52(86.7%) stated that head teachers ensuring that there were enough teachers had improved academic performance with those undecided whether this improved academic performance or not at 6(10%) were followed closely with the least number of respondents at 2(3.3%) who stated that head teachers ensuring that there were enough teachers had not improved academic performance.
The role of head teachers in ensuring that there were enough teachers had improved academic performance to a large extent. This is in conformity with Okendeji (2007) in his study carried out in Nigeria that teachers constitute a very significant factor in students’ academic success.

It was determined that majority of the teachers at 52(86.7%) that enhanced panel meeting had improved academic performance with those who were unclear whether it improved academic performance or not 5(8.3%) coming close to those who stated that enhanced panel meeting had not improved academic performance forming the minority at 3(5%). The enhanced panel meeting had improved academic performance to a large extent.

Teachers who stated that in-service courses for teachers had improved academic performance were the majority at 55(91.6%) with those who were unclear whether the In-service courses for teachers had improved academic performance or not came second at 4(6.7%) closely followed by a single respondent 1(1.7%) who was in disagreement forming the minority. The in-service courses for teachers had improved academic performance to a large extent.

4.6.5 BOMs’ views of accountability and academic performance of pupils

When the BOM chairs were interrogated to state the influence of accountability on academic performance of pupils. They responded as shown in Table 4.21.
Table 4.21

BOMs’ views of accountability and academic performance of pupils

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers invite BOM to discuss academic performance</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>5(25%)</td>
<td>15(75%)</td>
</tr>
<tr>
<td>Employing extra teachers has improved academic performance</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>1(5.0%)</td>
<td>11(55%)</td>
<td>8(40%)</td>
</tr>
<tr>
<td>BOM create harmony between teaching and administration for optimal learning</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>8(40%)</td>
<td>12(60%)</td>
</tr>
<tr>
<td>BOM Construction of physical infrastructure</td>
<td>1(5.0%)</td>
<td>1(5.0%)</td>
<td>0(0.0%)</td>
<td>9(45%)</td>
<td>9(45%)</td>
</tr>
</tbody>
</table>

All the BOM at 20(100%) stated that head teachers invite them to discuss academic performance. The head teachers invited the BOM to discuss academic performance to a very large extent. The majority of the BOM at 19(95%) stated that employing extra teachers had improved academic performance with the minority at just one respondent 1(5%) unclear whether employing extra teachers had improved academic performance or not. Employing extra teachers had improved the academic performance of pupils to a large extent.

All the BOM at 20(100%) stated that the BOM creates harmony between teaching and administration for optimal learning. The BOM created harmony between teaching and administration for optimal learning to a large extent. The majority of the BOM at
18(90%) were for the fact that BOM helped in the construction of physical infrastructure as the minority at 2(10%) were in disagreement. The BOM helped in the construction of physical infrastructure to a large extent.

4.6.6 Supervision of syllabus coverage by head teachers

The teachers gave varied responses when asked about supervision of syllabus coverage by head teachers. Their responses are tabulated below in table 4.22.

Table 4.22

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59</td>
<td>98.3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Nearly all the teachers at 59(98.3%) stated that the head teacher supervises their syllabus coverage with a single respondent at 1(1.7%) differing by stating that the headteacher does not supervise his syllabus coverage. The teachers who answered in the affirmative were asked to explain their answers, they noted that supervision of syllabus coverage by the head teacher impacts on the academic performance of pupils in that all teachers would struggle to complete the syllabus in a timely manner. The supervision also enhanced teacher-pupil contact thus improving the performance of the pupils. Eshiwani (2010) in his study carried out in Vihiga, Kenya revealed that supervision of lesson books, schemes of work and class and school attendance register by head teachers leads to high performance in KCPE.
4.6.7 Correlation between accountability by head teachers and academic performance of pupils

In the study, a Spearman Rank correlation was done to assess how accountability by head teachers influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya. The results are shown in Table 4.23

Table 4.23

<table>
<thead>
<tr>
<th></th>
<th>Accountability by HTs</th>
<th>Academic performance of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>1.000</td>
<td>.509**</td>
</tr>
<tr>
<td>Spearman's rho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability by HTs</td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Academic performance of pupils</td>
<td>Correlation</td>
<td>.509**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>.000</td>
<td>.</td>
</tr>
</tbody>
</table>

n=60

It was determined that there was a significant moderate positive correlation between accountability by head teachers and academic performance of pupils, Spearman's rho(r) = 0.509, p<0.000, CL=95%. This meant that accountability by head teachers moderately influenced the pupil's academic performance. The scatter diagram that follows confirms this explanation.
Figure 4.2: Correlation between accountability and pupils academic performance

4.7 Headteacher Relationship with Stakeholders and Academic Performance of Pupils

This section analyzes presents and interprets the findings in line with the third objective of the study: To examine the extent to which head teachers relationship with stakeholders influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya.
4.7.1 BOM involvement in intervening in indiscipline cases of pupils and teachers

Table 4.24 captures the response of the BOM

Table 4.24

BOM involvement in intervening in indiscipline cases of pupils and teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>95.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The majority of the BOM at 19(95%) stated that they were involved by head teachers in intervening in indiscipline cases of pupils and teachers as one respondent 1(5%) forming the minority stating that he was not involved. This implies that BOM are involved in discipline cases which may interfere with academic performance.

4.7.2 BOMs views on the level to which involvement in indiscipline cases affect pupils’ academic performance

The BOMs view on improvement of academic performance of pupils if they are involved in indiscipline cases is captured in the table 4.25.

Table 4.25
Level to which involvement of BOM in indiscipline cases affect pupils’ academic performance

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a high degree</td>
<td>12</td>
<td>60.0</td>
</tr>
<tr>
<td>To a fair degree</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>To a low degree</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Three fifths of the BOM at 12(60%) were for the fact that the involvement of the BOM by head teachers in intervening in indiscipline cases of pupils and teachers affect academic performance of pupils to a high degree, slightly more than one-third at 7(35%) to a fair degree as one respondent forming the minority at 1(5%) stating that the involvement affect the academic performance of pupils to a low degree.

4.7.3 Head teachers’ creation of harmonious relationship among teachers

The level to which head teachers create harmonious relationship among teachers was displayed in table 4.26

Table 4.26

<table>
<thead>
<tr>
<th>Head teachers’ creation of harmonious relationship among teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>To a higher degree</td>
</tr>
<tr>
<td>To a fair degree</td>
</tr>
<tr>
<td>To a low degree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Almost half of the teachers at 29(48.3%) stated that their head teacher created harmonious relationship among teachers to a higher degree, those who stated that the head teacher created harmonious relationship among teachers to a fair degree were slightly more than two-fifths at 26(43.3%) as the minority stated to a low degree at 5(8.3%). Concurring with the quantitative findings from key informant interviews, the head teacher enforced good relationship with teachers and parents through delegation of
duties, social welfares, conflict resolution, holding meetings and involving them in decision-making that collectively helped in improving pupils’ academic performance.

4.7.4 Teachers responses on the means through which pupils are motivated by their head teacher

Pupils are motivated by their headteacher when their head teachers allow academic trips, assigns them responsibilities, awards to active learners and presents to top performers when he/she encourages the below average performers when the head teacher offers competitive test and prize giving and encourages them verbally to work hard. It was also noted from the headteachers’ interviews that the head teacher motivated the pupils by awarding best performers and verbally encouraging those who did not do so well. This finding is consistent with the results of other researchers who argue that motivating pupils improves their self-esteem, academic ability and creates a sense of competition in pupils (Askari J, 2006.)

4.7.5 Teachers involvement in academic target setting

The teachers gave their responses as recorded in table 4.27

**Table 4.27**

<table>
<thead>
<tr>
<th>Teachers involvement in academic target setting</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

All the teachers at 60(100%) stated that they are involved in academic target setting. How teachers’ involvement in academic target setting influences pupil’s academic performance. Involvement of teachers in academic target setting influences pupils’
academic performance in that it enables both teachers and pupils work towards achieving a common set goal that encourages the pupils to work hard influencing the academic performance positively due to improvement in performance by the pupils. This concurs with Smith (2002), who argues that teachers play very integral role on performance of pupils than head teachers. He states that teachers play both pedagogical and leadership role in the classroom by imparting knowledge to learners using appropriate methodologies while head teachers in most cases may not practice pedagogy.

4.7.6 Views of the teachers and BOMs on the head teachers relationship with stakeholders and academic performance of pupils

This section reports on the views of teachers and BOMs on head teachers’ relationship with stakeholders and academic performance of pupils. The respondents were given several 5 point Likert Scale questions, with responses ranging from 1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree to 5-Strongly Agree.

4.7.7 Teachers’ views of the head teachers’ relationship with stakeholders and academic performance of pupils

Head teachers relationship with stake holders was rated by teachers as in the Likert chat in Table 4.28.
Table 4.28

Teachers’ views of the head teachers’ relationship with stakeholders and academic performance of pupils

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership style of head teacher has led to better performance of teachers hence pupils</td>
<td>0(0.0%)</td>
<td>1(1.7%)</td>
<td>2(3.3%)</td>
<td>33(55%)</td>
<td>24(40%)</td>
</tr>
<tr>
<td>Teachers’ opinion on academic issues respected by head teacher</td>
<td>0(0.0%)</td>
<td>1(1.7%)</td>
<td>4(6.7%)</td>
<td>29(48.3%)</td>
<td>26(43.3%)</td>
</tr>
<tr>
<td>Parents are invited in academic progress meeting.</td>
<td>0(0.0%)</td>
<td>5(8.3%)</td>
<td>6(10%)</td>
<td>32(53.3%)</td>
<td>17(28.3%)</td>
</tr>
<tr>
<td>Sponsoring teachers to for training has improved academic performance of pupils</td>
<td>1(1.7%)</td>
<td>3(5.0%)</td>
<td>8(13.3%)</td>
<td>27(45%)</td>
<td>21(35%)</td>
</tr>
<tr>
<td>Pupils involved in academic target setting</td>
<td>0(0.0%)</td>
<td>3(5.0%)</td>
<td>3(5.0%)</td>
<td>34(56.7%)</td>
<td>20(33.3%)</td>
</tr>
</tbody>
</table>

The majority of the teachers at 57(95%) concurred that leadership style of the headteacher had led to better performance of teachers hence pupils too, those undecided came second at as a single respondent stated that leadership style of the headteacher had not led to better performance of teachers hence pupils forming the minority.
The leadership style of the headteacher had led to better performance of teachers hence pupils to large extent. This finding was strongly confirmed by most head teachers during their interview. They cited democratic style as the widely preferred style accompanied by the occasional use of authoritative style. When asked to state whether these leadership styles had any impact on academic performance, most of them stated that the democratic style which involves the delegation of duties and openness had led to teamwork and motivation of teachers; hence good syllabus coverage. They stated that democratic leadership creates a sense of ownership on teachers which motivates them to work harder towards the improvement of academic performance. Authoritative style they stated that was used to compliment democratic style to correct preponderance of the teachers at 55(91.6%) stated that teachers’ opinion on academic issues was respected by their headteacher, 4(6.7%) were unclear whether the teachers opinions were respected or not as the minority at 1(1.7%) stated that the teachers’ opinion on academic issues was not respected by headteacher. The teachers’ opinion on academic issues was respected by their headteacher to a large extent.

Majority of the teachers at 49(81.6%) agreed that parents were invited to academic progress meeting, one-tenth at 6(10%) were unaware whether parents were invited in academic progress meeting or not as the least number of respondents at 5(8.3%) stated that the parents were not invited to academic progress meeting. Parents were invited to academic progress meeting to a large extent. In support of this finding were the head teachers’ response in their interview that revealed that the head teachers invited parents in academic progress meeting and have a lengthy discussion with both the parents and the pupils on pupils’ academic performance. The Four-fifths of the teachers at 48(80%) were
in agreement that sponsoring teachers for training improved academic performance of pupils, slightly more than one-tenth of the respondents at 8(13.3%) unaware whether it improved academic performance in pupils or not as the least number of respondents at 4(6.7%) stated that sponsoring teachers for training did not improve academic performance of pupils.

Sponsoring teachers for training improved the academic performance of pupils to a large extent. In support to this Cole (2002) opined that through training, employees’ morale and their confidence are boosted and they gain skills that enable them to utilize resources and maximize production.

The majority of the teachers at 54(90%) stated that pupils were involved in academic target setting as the minority at 3(5.0%) stating that the pupils were not involved in academic target setting. Pupils were involved in the academic target set to a large extent.
4.7.8 BOMs’ views on head teachers’ relationship with stakeholders and academic performance of pupils

The BOM responses are indicated in table 4.29

Table 4.29

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher consultation with BOM on in discipline cases has improved performance</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>9(45%)</td>
<td>11(55%)</td>
</tr>
<tr>
<td>Harmonious relation of BOM with teachers has improved pupils performance</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>1(5.0%)</td>
<td>6(30%)</td>
<td>13(65%)</td>
</tr>
<tr>
<td>BOM motivate teachers</td>
<td>0(0.0%)</td>
<td>2(10%)</td>
<td>1(5.0%)</td>
<td>12(60%)</td>
<td>5(25%)</td>
</tr>
<tr>
<td>BOM views on academics respected</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>3(15%)</td>
<td>13(65%)</td>
<td>4(20%)</td>
</tr>
<tr>
<td>BOM involved in resource mobilization</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>11(55%)</td>
<td>9(45%)</td>
</tr>
</tbody>
</table>

All the BOM at 20(100%) stated that the head teacher consultation with them on discipline cases improved performance. The head teacher consultation with the BOM on discipline cases improved performance to a very large extent.
The majority of the BOM at 19(95%) stated that harmonious relation of BOM with teachers improved pupils performance as one respondent forming the minority at 1(5%) unsure whether the harmonious relation of BOM with teachers improved pupils performance or not. The harmonious relation of BOM with teachers improved pupils’ performance to a large extent.

Slightly more than four-fifths of the BOM at 17(85%) stated that they motivate teachers, one-tenth of the respondents at 2(10%) were in disagreement as for the minority at just one respondent 1(5%) unsure whether the BOM motivates teachers. It was concluded that BOM motivated teachers to a large extent. This contributes towards academic improvement of pupils. The argument by Kenya Education Support Institute (KESI) affirms this, that when staff is motivated it results to increased production and improved results in examination (KESI, 2011).

More than a fifth of the BOM at 17(85%) stated that their views on academics were respected as the least number of respondents at 3(15%) unsure whether the BOM views on academics are respected or not. The BOM views on academics are respected to a large extent.

All the BOM at 20(100%) stated that they are involved in resource mobilization. The BOM is involved in resource mobilization to a large extent.
The researcher did a Spearman’s correlation to examine the extent to which head teachers relationship with stakeholders influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya. The results are as shown in Table 4.31

Table 4.30 Correlation between head teachers’ relationship with stakeholders and academic performance of pupils

<table>
<thead>
<tr>
<th></th>
<th>HTs relationship with stakeholders</th>
<th>Academic performance of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation</td>
<td>1.000</td>
<td>.273</td>
</tr>
<tr>
<td>Coefficient</td>
<td>Sig. (2-tailed)</td>
<td>.061</td>
</tr>
<tr>
<td>Spearman's rho</td>
<td>N</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Correlation</td>
<td>.273</td>
</tr>
<tr>
<td>Academic performance of pupils</td>
<td>Sig. (2-tailed)</td>
<td>.061</td>
</tr>
</tbody>
</table>

n=60

It was established that there was a significant low positive correlation between head teachers relationship with stakeholders and academic performance of pupils, Spearman's rho(r) = 0.273, p=0.061, CL=95%. This meant that the head teachers relationship with stakeholders did not influence the pupils academic performance. The figure below clarifies this statement. One of the explanation that can be attributed to this is that, the supervisory role of the head teachers that calls for good relationship with parents,
teachers and pupils and determines how well he motivates them is likely not practiced by head teachers in the study locale adequately (Smith, 2002) and lack of motivation suppresses the morale for teachers (Micheka, 1994).

Figure 4.3: Correlation between head teachers’ relationship with stakeholders and academic performance of pupils

4.8 Equity and inclusion by head teachers and Academic Performance of Pupils

This section analyses presents and interprets the findings in line with the fourth objective of the study: To determine how the practice of equity and inclusion by head teachers influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya.
4.8.1 BOMs responses on the contribution head teachers make towards protection of the Rights of the children

The head teachers made a lot of contributions towards protection of the rights of the children through sensitizing parents on child rights during parents meetings, engaging relevant bodies in the event of child abuse, and giving guidance to teachers and children. It is quite apparent from this result that all the stakeholders are aware of child right and observe it. This is likely to impact on academic performance of pupils as Anastacia (2009) argues that awareness and protection of the right of the child escalate academic performance.

4.8.2 Gender that mainly experiences academic challenges in the school as stated by the BOM

The BOM response on this question was captured in table 4.31

Table 4.31

Gender that mainly experiences academic challenges in the school

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>7</td>
<td>35.0</td>
</tr>
<tr>
<td>Females</td>
<td>13</td>
<td>65.0</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Nearly two-thirds of the respondents at 13(65%) stated that the females were the gender that mainly experience academic challenges in their school as the minority at more than one-third 7(35%) stating males. The BOMs were further asked to state the challenges experienced, the female experienced domestic violence, peer influence, early
involvement in love relationships, child pregnancy, lack of sanitary towel, domestic work, and the fear of some subjects such as mathematics. The boys were said to largely face the challenge of drug abuse and child labour. It was also noted from the head teachers interview and the Sub County Director that the girls experienced a number of challenges such as; boy-girl relationship, early pregnancy, adolescents, poverty and parental neglect while the boys engaged in sand harvesting, brick making, fishing, immoral boy-girl relationship, and poverty since they could not afford basic school necessities as uniforms because some of them were orphans.

Asked how the mentioned challenges were handled for better academic performance. It was established by head teachers that the challenges were handled through guidance and Counseling, encouragement to pupils to keep to positive behaviour, the creation of awareness to parents, allocation of funds for sanitary towels, and invitation of peer educators to encourage the girl. Key informant interviews supported this finding by revealing that the challenges facing both the boys and girls were handled through guidance and counselling, the invitation of peer educators, suspension of those involved for at least three days and invitation of parents of the involved pupils.
4.8.3 Teachers views on the gender that performs better in academic in respondent’s school

The teachers responded as indicated in table 4.32

**Table 4.32**

**Teachers views on the gender that performs better in academic in respondent’s school**

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>55.0</td>
</tr>
<tr>
<td>Both genders</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Slightly more than half of the respondents at 33(55%) stated that the females were the better performers in academics in their schools, slightly more than one-third 21(35%) stated males as the least number of respondents at 6(10%) stating that there was no difference in performance between male and female. The teachers were asked to give reasons for the better performance in the stated gender, those who had mentioned that girls performed better said that it’s because the boys are engaged in brick making, that they were given more attention than the boys and were more sensitized and motivated. They noted that the boys performed poorly due to due to truancy. This is contrasting with the view of Mwangi (2004) that portrays that girls perform poorly in school than boys since they are overburdened with a lot of work at home which include, assisting siblings and house chores. That they are also faced with the challenge of child marriage and lack of role models to emulate.
4.8.4 Views on practice of equity by head teachers and academic performance of pupils

This section reports on the views of the respondents on the practice of equity by head teachers and academic performance of pupils. The respondents were given several 5 point Likert Scale questions, with responses ranging from 1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree to 5-Strongly Agree.

4.8.5. Teachers’ views of the practice of equity and inclusion and academic performance of pupils

The respondents’ views were graded in the Likert chart in Table 4.33

Table 4.33

Teachers’ views of the practice of equity by and academic performance of pupils

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys and girls are treated equally</td>
<td>0(0.0%)</td>
<td>6(10%)</td>
<td>1(1.7%)</td>
<td>23(38.3%)</td>
<td>30(50%)</td>
</tr>
<tr>
<td>Girls are mostly involved in child labour than boys</td>
<td>19(31.7%)</td>
<td>17(28.3%)</td>
<td>4(6.7%)</td>
<td>12(20%)</td>
<td>8(13.3%)</td>
</tr>
<tr>
<td>Teenage mothers allowed re-entry in school</td>
<td>5(8.3%)</td>
<td>8(13.3%)</td>
<td>3(5.0%)</td>
<td>32(53.3%)</td>
<td>12(20%)</td>
</tr>
<tr>
<td>Special need children given individualized attention as per their challenges</td>
<td>1(1.7%)</td>
<td>8(13.3%)</td>
<td>12(20%)</td>
<td>27(45%)</td>
<td>12(20%)</td>
</tr>
<tr>
<td>Language for instruction is strictly English and Kiswahili to benefit minority children</td>
<td>6(10%)</td>
<td>13(21.7%)</td>
<td>6(10%)</td>
<td>32(53.3%)</td>
<td>13(21.7%)</td>
</tr>
</tbody>
</table>
The preponderance of the teachers at 53(88.3%) stated that both boys and girls were treated equally with one-tenth at 6(10%) in disagreement while 1(1.7%) respondent was unclear whether boys and girls were treated equally or not. This reveals that both boys and girls were treated equally to a large extent.

The practice of equity and inclusion was popular among three-fifths of the teachers at 36(60%) that girls were the least involved in child labor than boys, one-third of the girls at 20(33.3%) were mostly involved in child labor than boys with the least involved at 4(6.7%) unclear whether the girls were the least involved in child labor than boys or not. Girls were the least involved in child labour than boys.

Preponderance of the teachers at 44(73.3%) stated that teenage mothers were allowed re-entry in school, slightly more than one fifth at 13(21.6%) were in disagreement by stating that teenage mothers were not allowed re-entry in school as the least number of respondents at 3(5.0%) were unsure whether teenage mothers were allowed re-entry in school or not. Teenage mothers were allowed re-entry in school to a large extent. The Basic Education Act (2013) spells out the right of the child to free and compulsory basic education to all children.

Majority of the teachers at 39(65%) stated that special need children were given individualized attention as per their challenges, slightly more than one fifth at 12(20%) unsure whether special need children were given individualized attention as per their challenges or not as the minority at less than a fifth at 9(15%) stating that special need children were not given individualized attention as per their challenges. Special need children were given individualized attention as per their challenges to a large extent.
Three-quarters of the teachers at 45(75%) stated that language for instruction was strictly English and Kiswahili to benefit minority of the children. Nearly one-third of the respondents at 19(31.7%) were in disagreement as the minority at 6(10%) unsure whether language for instruction was strictly English and Kiswahili to benefit minority children or not. Language for instruction was strictly English and Kiswahili to benefit a minority of the children, this was applicable to a large extent.

4.8.6 BOMs’ views on practice of equity and academic performance of pupils

Table 4.34 contains the responses of the BOM on various questions that the researcher posed.

Table 4.34

BOMs’ views on practice of equity and academic performance of pupils’

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender inequality has led to low academic performance</td>
<td>3(15%)</td>
<td>9(45%)</td>
<td>1(5.0%)</td>
<td>1(5.0%)</td>
<td>6(30%)</td>
</tr>
<tr>
<td>Boys performance has declined since more emphasis is focused on girls</td>
<td>0(0.0%)</td>
<td>12(60%)</td>
<td>1(5.0%)</td>
<td>4(20%)</td>
<td>3(15%)</td>
</tr>
<tr>
<td>Improved performance of special need pupils due to support by special need teacher</td>
<td>0(0.0%)</td>
<td>3(15%)</td>
<td>4(20%)</td>
<td>11(55%)</td>
<td>2(10%)</td>
</tr>
<tr>
<td>Language policy observed in school to benefit minority children.</td>
<td>1(5.0%)</td>
<td>4(20%)</td>
<td>0(0.0%)</td>
<td>10(50%)</td>
<td>5(25%)</td>
</tr>
</tbody>
</table>
It was established that three fifths of the BOM at 12(60%) that gender inequality did not lead to low academic performance, more than one-third of the respondents at 7(35%) stated that it did as the minority at one respondent 1(5%) was unsure whether gender inequality led to low academic performance or not. Gender inequality did not lead to low academic performance as per the above findings.

More than three fifths of the BOM at 12(60%) stated that boys performance had inclined since more emphasis was focused on girls, slightly more than one-third at 7(35%) stated that the performance had declined as the minority at just one respondent 1(5%) unclear whether boys performance had inclined or declined since more emphasis was focused on girls. Boys performance had not declined due to more emphasis focused on girls’

Nearly two-thirds of the BOM at 13(65%) stated that there was improved performance of special need pupils due to support by special need teacher 4(20%) unclear whether there was improved performance or not as the least number of respondents at nearly one-third 3(15%) were in disagreement with the same. Improved performance of special need pupils was due to support by special need teacher, this was to a large extent.

The majority of the BOM at 15(75%) stated that language policy was observed in school to benefit minority children, one-quarter of the respondents forming the minority at 5(25%) were in disagreement as they stated that language policy was not observed in school with the intention of benefiting minority children. Language policy was observed in school to benefit minority children.
4.8.7 Correlation between equity and inclusion and academic performance of pupils

The researcher did a Spearman’s correlation to determine how the practice of equity and inclusion by head teachers influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya. The results are as shown in Table 4.36.

Table 4.35

| Correlation between equity and inclusion and academic performance of pupils |
|--------------------------------------------------|-----------------|-----------------|
| Equity and Inclusion by HTs                      | Correlation     | 1.000           |
| Equity and Inclusion by HTs                      | Sig. (2-tailed) | .               |
| Spearman's rho                                   | N               | 60              |
| Academic performance of pupils                   | Correlation     | .396**          |
| Academic performance of pupils                   | Sig. (2-tailed) | .010            |

n=60

It was established that there was a significant low positive correlation between equity and inclusion by head teachers and academic performance of pupils, Spearman's rho(r) = 0.396, p=0.010, CL=95%. This meant that equity and inclusion by head teachers did not influence the pupil's academic performance. The scatter diagram that follows gives further illustration.
Figure 4.4: Correlation between equity and inclusion and academic performance of pupils
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, gives the conclusions and recommendations for policy and practice. Finally, areas of further research are also discussed.

5.2 Summary of the Study

The research topic of this study was to investigate influence of corporate governance principles utilized by head teachers on academic performance of pupils in public primary schools in Nyakach Sub-County. The study was guided by four research objectives. In line with the first objective of the study, to establish the influence of transparency by head teachers on academic performance of pupils in primary schools in Nyakach sub-county, Kenya It was established that all information from the Ministry was disseminated to the respondents, policy documents were availed to teachers and the FPE fund used for budgeting for academic needs of pupils all applicable to a large extent. It was also revealed that teachers were involved in the ordering of instructional materials to a large extent. Risks that may hinder performance were discussed to a very large extent and the teachers’ appraisal was being implemented to a large extent. There was a significant moderate positive correlation between transparency by head teachers and academic performance of pupils, Spearman's rho(r) = 0.561, p<0.000, CL=95%.

With regards to the second objective of the study, to assess how accountability by head teachers influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya. It was found out that to a large extent, monitoring of lesson attendance
register by head teachers had improved academic performance. Teacher appraisal by the head teachers had improved pupils’ academic performance and safety and security in school were provided by the head teachers to provide a safe learning environment to a large extent. It was also established that the role of head teachers in ensuring that there were enough teachers, enhanced panel meeting and the in-service courses for teachers had improved academic performance to a large extent. There was a significant moderate positive correlation between accountability by head teachers and academic performance of pupils, Spearman's rho(r) = 0.509, p<0.000, CL=95%.

In relation to the third objective of the study, to examine the extent to which head teachers relationship with stakeholders influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya. It was also established that to a large extent, the leadership style of the head teachers led to better performance of teachers hence pupils, the teachers’ opinion on academic issues was respected by their headteacher and parents invited to academic progress meeting. It was also noted that sponsoring teachers for training improved the academic performance of pupils and the pupils involved in academic target setting to a large extent. There was a significant low positive correlation between head teachers relationship with stakeholders and academic performance of pupils, Spearman's rho(r) = 0.273, p=0.061, CL=95%.

In accordance with the fourth objective of the study, to determine how the practice of equity and inclusion by head teachers influences academic performance of pupils in primary schools in Nyakach sub-county, Kenya. It was determined that both boys and girls were treated equally to a large extent, the girls were the least involved in child labour than boy and teenage mothers allowed re-entry in school to a large extent. From
the study, it was also revealed that special need children were given individualized attention as per their challenges and language for instruction strictly English and Kiswahili to benefit a minority of the children, both applicable to a large extent. There was a significant low positive correlation between equity and inclusion by head teachers and academic performance of pupils, Spearman’s rho(r) = 0.396, p=0.010, CL=95%.

The study employed a descriptive survey design. There were a total of 101 respondents who comprised of 20 head teachers, 20 BOM chairs, 60 teachers and the Sub-County Director of Education- Nyakach-Sub-County. Data collection was done through the use of questionnaires and interview guide. Reliability of the research instruments was conducted the researcher by carrying out a pre-test to measure the effectiveness of the items in the research instruments. The items that were found unreliable for the study were modified but some were discarded to enhance the findings of the study. Finally, quantitative data collected were analyzed by descriptive statistics and qualitative data by thematic analysis.

5.3 Conclusions
From the above findings, it was concluded that transparency as a corporate governance principle, had been implemented by head teachers to a large extent in public primary schools in Nyakach sub-county. All information from the Ministry of Education were disseminated to the stakeholder, policy documents availed to the teachers and FPE fund used to benefit the child. The study further concluded that ordering of instructional materials was done transparently by involving teachers and all the risks that might hinder academic performance of pupils discussed.
It was inferred that there is a significant positive association between transparency by head teachers and academic performance of pupils.

It was deduced that accountability, as a corporate governance principle, had been implemented by head teachers to a large extent in primary schools in Nyakach Sub County. The study concluded that head teachers monitored lesson attendance of teachers, implemented teachers Appraisal and ensured that safe learning environment is provided. Conclusion can also be made that head teachers enhanced in-service courses and academic panel meetings.

The researcher also concluded that there is a significant positive relationship between accountability by head teachers and academic performance of pupils.

It is inferred that relationship with stakeholders as a corporate governance principle, had been implemented by head teachers to a large extent in primary schools in Nyakach sub-county, Kenya. The study concluded that teachers opinion on academic issues was respected, parents invited in academic meetings and teachers encouraged to further their education.

The researcher deduced that there is a significant positive association between head teachers’ relationship with stakeholders and academic performance of pupils.

The researcher concluded that equity and inclusion had been executed by head teachers to a large extent in primary schools in Nyakach Sub County. It was concluded that equal treatment of boys and girls prevailed in the schools but girls were least involved child labour than boys. Further conclusion made was that special need children were given
individualized attention as per their challenges and language of instructions are English Kiswahili to benefit minority children.

The researcher inferred that there is a significant low positive correlation between equity and inclusion by head teachers and academic performance of pupils.

5.4 Recommendations

The study made the recommendations below as derived from the findings and conclusion.

The recommendations include:

(i) The Sub-County Director of Education need to further enhance operations of transparency as corporate governance principle among head teachers in Nyakach sub-county by ensuring that all the policies from the Ministry of Education are implemented and by regular auditing of FPE fund, these will positively affect the academic performance of pupils.

(ii) The Teachers Service Commission need to further strengthen procedures of accountability as a corporate governance principle among head teachers in Nyakach sub-county by ensuring that Teachers Appraisal is implemented, this will positively affect the academic performance of pupils.

(iii) The BOM need to further enhance the relationship of head teachers with stakeholders as a corporate governance principle by creating harmonious relationship in schools, this will positively affect the academic performance of pupils.

(iv) The Ministry of Education and BOM need to further support head teachers’ towards the realization of equity and inclusion by ensuring that Children’s Rights are observed, this will positively affect the academic performance of pupils’.
5.5 Suggestions for Further Research

This study was conducted in Nyakach Sub-County only, leaving aside several schools in Kisumu County and in Kenya as a whole. Since there is need for all head teachers to understand and practice corporate governance principles, the researcher thus suggested that the study be conducted in the whole of Kisumu County and even in all other counties nationwide to help establish the influence of corporate governance principles utilized by head teachers on academic performance of pupils in primary schools. The researcher also cited the need to conduct research on other corporate governance principles utilized by head teachers which are relevant to school settings.
REFERENCES


Swinney. (2016) *Schools Review to Empower Teachers*. (Report by Education Secretary).


APPENDICES

APPENDIX I: A LETTER OF INTRODUCTION

The University of Nairobi,
Department of Educational Administration and Planning,
Box 197-00100,
Kikuyu.
Date: ………………..

The Headteacher,
…………………………………… Primary School

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a master of education student at the University of Nairobi. I am specializing in Corporate Governance. I am undertaking research on ‘Influence of corporate governance principles by head teachers on the academic performance of pupils in primary schools in Nyakach sub-county, Kenya. I seek for your permission to administer the attached questionnaires to be filled in by teachers and BOM chairs and to hold an interview session with you. I assure you that the responses will be used for academic purpose only and your identity will be treated with utmost confidentially. Your assistance will be extremely regarded.

Yours faithfully,

_______________________________
Rose Achieng’ Awinda
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The questionnaire is designed to seek information on the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools in Nyakach Sub County, Kenya. Fill in the questionnaire to the best of your knowledge. Your identity will be highly confidential. Do not write your name in the paper. Put a tick [✓] where applicable.

PART A: Background information

1. What is your gender: male[ ] female[ ]

2. What is your highest academic qualification?
   - P1 Certificate [ ]
   - Diploma [ ]
   - BED [ ]
   - Masters [ ]
   - Any Other ………………………

3. How long have you been in your current station?
   - Less than 1 year [ ]
   - 1-5 years [ ]
   - 6-10 years [ ]
   - Over 10 years [ ]

4. Which is your age bracket?
   - 20-30 years [ ]
   - 31-36 years [ ]
   - 37 years and above [ ]

5. Which corporate governance principles are used by the head-teacher in your school?
   - Transparency [ ]
   - Accountability [ ]
   - good relation with stakeholders [ ]
   - Others…………………………………………………………

PART B: Transparency and academic performance of pupils

6. (a) Through which means are education information disseminated to you and other stakeholders by the headteacher? Circulars [ ]
   - Internal Memos [ ]
   - Meetings [ ]
   - Briefing [ ]
   - Any other……………………………………

   b) How does dissemination of information contribute to the academic performance of pupils?……………………………………………………………………………………………………
      ………………………………………………………………………………………………………………….
7. (a) Are you informed by the headteacher about termly school calendar? Yes [ ] No [ ]

(b) How does this contribute to the academic performance of pupils?

8. Rate the practice of transparency and its influence on academic performance in the areas indicated. Key to the scale is; **SA** - Strongly agree **A** - Agree

**U** – Undecided **DA** – Disagree **SDA** – Strongly Disagree. Tick the box that applies.

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<td>FPE fund used</td>
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<td>need of pupils</td>
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<td>Teachers are</td>
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<td>Teachers appraisal is being implemented</td>
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</table>

(b) Does the practice of transparency by head teachers influence pupil’s academic performance? Yes [ ] No [ ]

Explain…………………………………………………………………………………………………………………………
PART C: Accountability and academic performance of pupils

9. What are some of the roles played by headteacher in your school which helps in improving the academic performance of pupils?

(i) ...........................................................................................................................

(ii) ...........................................................................................................................

10. How does your head teacher motivate teachers to improve the academic performance of pupils? ...........................................................................................................................

11. (a) Rate accountability by head teachers in your school and its influence on pupils’

    Academic performances in the areas indicated. The key to the scale is; SA - Strongly agree A - Agree on  U – Undecided  DA – Disagree  SDA – Strongly Disagree.

Tick in the box that applies.

<table>
<thead>
<tr>
<th></th>
<th>Monitoring of lesson attendance register by headteacher has improved academic performance</th>
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<td>(ii)</td>
<td>Teacher appraisal by head teachers has improved pupils’ academic performance</td>
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<td>(iii)</td>
<td>Safety and security in school is provided by head teacher to provide safe learning environment</td>
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<td>(iv)</td>
<td>Headteachers ensuring that there are enough teachers has improved academic performance</td>
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<td>(v)</td>
<td>Enhanced panel meeting has improved academic performance</td>
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<td>(vi)</td>
<td>In-service courses for teachers has improved academic performance</td>
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</table>
(b). Does the head teacher evaluate syllabus coverage by teachers? Yes [ ] No [ ].

(c). How does it impact on academic performance of pupils?

..................................................................................................................................................

PART D: Headteachers relationship with stakeholders and academic performance of pupils

12. Does your head teacher create a harmonious relationship among teachers?

   To a higher degree [ ] To a fair degree [ ] to a low degree [ ] Never [ ]

13. (A) Through which means are pupils motivated by your headteacher?

   (i) .................................................................................................................................

   (ii)..............................................................................................................................

   (iii)............................................................................................................................

   b) Are the teachers involved in academic target setting? Yes [ ] No [ ]

   (c) How does this influence pupils academic performance?

.................................................................................................................................................
14. Rate head teachers relation with stakeholders and its influence on pupils’ academic performances in the areas indicated. Key to the scale is; **SA** - Strongly agree **A** – Agree on **U** – Undecided **DA** – Disagree **SDA** – Strongly Disagree.

Tick in the box that applies.

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<tr>
<td>(i) Leadership style of headteacher has led to better performance of teachers hence pupils</td>
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<td>(ii) Teachers’ opinion on academic issues respected by headteacher.</td>
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<td>(iii) Parents are invited to academic progress meeting</td>
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<td>(iv) Sponsoring teachers to for training has improved academic performance of pupils</td>
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<td>(v) Pupils involved in academic target setting</td>
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</table>

**PART E: Equity and inclusion on academic performance of pupils**

15. (a).Which gender performs better in academics in your school? ........................................

   (b). State the reasons that support this .................................................................

16. How are the challenges affecting boys and girls handled in your school?

   ...........................................................................................................................

17. Rate the practice of equity by head teachers in your school and its influence on pupil’s academic performances in the areas indicated.

   Key to the scale is; **SA** - Strongly agree **A** - Agree **U** – Undecided
**DA** – Disagree  **SDA** – Strongly Disagree. Tick in the box that applies.

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<tr>
<td>(i) Boys and girls are treated equally</td>
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<td>(ii) Girls are mostly involved in child labour than boys</td>
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<td>(iii) Teenage mothers allowed re-entry in school</td>
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<td>(iv) Special needs children given individualized attention as per their challenges</td>
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<td>(v) Language for instruction is strictly English and Kiswahili to benefit minority children</td>
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Thank you for participating.
APPENDIX III: QUESTIONNAIRE FOR BOM

The questionnaire is designed to seek information on the influence of corporate governance principles utilized by head teachers on academic performance of pupils in Nyakach Sub County, Kenya. Kindly fill in the questionnaire to the best of your knowledge. Your identity and responses will be treated with utmost confidence. Do not write your name in the paper. Put a tick [✓] where applicable.

PART A: Background information

1. What is your gender? Male [ ] Female [ ]

2. What is your highest academic qualification?
   Form four certificate [ ] Tertiary [ ] Graduate [ ] Postgraduate [ ]
   Any other……………………………………………………………………..

3. How long have you served as BOM chair in this school?
   Less than 1 year [ ] 1 - 5 years [ ] any other……………………………..

PART B: Transparency and academic performance of pupils.

4. (a).Identify ways through which information from the Ministry of Education is disseminated to you by the headteacher? Meetings [ ] Briefings [ ] Circulars [ ]
   Others…………………………………………………………………………
   (b) Are you made aware of the correct amount of FPE fund disbursed to school? ……
   (c) Is it reaching its intended beneficiaries (children?)…………………………………
   (d) Are the BOM involved by the head teachers to participate in the school textbook selection? Yes [ ] No [ ]
   (e) Through which ways does FPE promote academic performance of pupils?
   …………………………………………………………………………………..
5. Rate the corporate governance principle of transparency and its influence on academic performance in areas indicated. Key to the scale is; SA – Strongly agree A- Agree U- Undecided DA – Disagree SDA – strongly disagree. Tick in the box that applies.

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<tr>
<th></th>
<th>SA</th>
<th>A</th>
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<tbody>
<tr>
<td>(i) Release of exams with BOM in attendance has improved academic performance</td>
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<tr>
<td>(ii) Challenges affecting performance discussed by BOM</td>
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<tr>
<td>(iii) BOM updated on their current roles</td>
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<tr>
<td>(iv) BOM involved in academic target setting</td>
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**PART C: Accountability and academic performance of pupils**

6. (a) How often are parents involved in discussing academic performance of pupils?

........................................................................................................................................

(b) How does involvement of parents influence academic performance of pupils?

........................................................................................................................................
7. Rate the corporate principle of accountability and its influence on academic performance of pupils in areas indicated. The key to the scale is; SA – Strongly agree A-Agree-U-undecided DA – Disagree SDA – strongly disagree. Tick in the box that applies.

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<tbody>
<tr>
<td>(i) Headteachers invite parents to discuss academic performance</td>
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<tr>
<td>(ii) Employing extra teachers has improved academic performance.</td>
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<td>(iii) BOM create harmony between teaching and administration for optimal learning</td>
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<td>(iv) Construction of physical infrastructure has improved performance</td>
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</table>

**PART D: Relationship of head teachers with the stakeholders and academic performance of pupils**

8. (a) Are you involved by the headteachers in intervening in indiscipline cases of pupils and teachers? Yes [ ] No [ ]

(c) Does this affect the academic performance of pupils? To a high degree [ ]

To a fair degree [ ] To a low degree [ ]
9. Rate headteacher’s relationship with the BOM and its influence on academic performance in areas indicated. Key to the scale is; **SA** – Strongly agree on **A**- Agree **U**-Undecided **DA** – Disagree **SDA** – strongly disagree. Tick in the box that applies.

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**PART E: Equity and Inclusion on academic performance of pupils**

10. (a) What contribution do head teachers make towards protection of the rights of the Children? ………………………………………………………………………………………………………

(b) Which gender mainly experiences academic challenges in your school?

(c) What are some of these challenges? …………………………………………………………………………………

(d) How are they handled by the headteacher to better academic performance?
11. Rate the practice of equity and inclusion’s influence on the academic performance of Pupils’ in areas indicated. Key to the scale is; **SA** – Strongly agree **A**-Agree **U**-Undecided **DA** – Disagree **SDA** – strongly disagree. Tick in the box that applies.

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<tr>
<td>(i) Gender inequality has led to low academic performance.</td>
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<td>(ii) Boys performance has declined since more emphasis is focused on girls</td>
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<tr>
<td>(iii) Improved performance of special need pupils due to support by special need teacher</td>
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<tr>
<td>(iv) Minority children perform given equal opportunity to participate in class as other majority pupils</td>
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</table>

**Thank you for participating**
APPENDIX IV: INTERVIEW GUIDE FOR HEADTEACHERS

The information which will be obtained from this interview will help establish the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools in Nyakach Sub-County, Kenya.

Your identity and responses will be treated with utmost confidentiality.

1. What is your gender?
2. How long have you served as a headteacher?
3. How do you disseminate information from the education offices to the stakeholders in your school?
4. How does the implementation of information influence academic performance of pupils?
5. How often do you do exams and what is its influence on the academic performance of pupils?
6. Which corporate governance skills have you acquired and what impact does it have on the academic performance of pupils?
7. Can you comment on your school attendance and the teachers’ school attendance?
8. What influence does your school attendance and teachers’ attendance have on the academic performance of pupils?
9. What measures do you use to ensure that teachers carry out their duties as required?
10. State ways through which you enforce good relationship with parents and teachers. State the impact on academic performance of pupils.
11. What is your leadership style and what is its effect on the academic performance of pupils?
12. How do you motivate teachers towards the improvement of academic performance?
13. How often do you invite parents to discuss the academic performance of pupils? What is its impact on academic performance of pupils?

14. What are some challenges affecting the academic performance of girls and boys in your school? How are they handled?

15. Do you have any specially trained teacher in your school? How does his/her presence influence the academic performance of pupils?

16. How are minority children handled in your school to make them feel inclusive?

Thank you for participating
APPENDIX V: INTERVIEW GUIDE FOR THE SUB-COUNTY DIRECTOR OF EDUCATION

The information which will be obtained from this interview will help establish the influence of corporate governance principles utilized by head teachers on the academic performance of pupils in primary schools in Nyakach Sub-County, Kenya.

Your identity and responses will be treated with utmost confidentiality.

1. For how long have you served as the Sub County Director of Education?

2. Explain how your office monitors and assesses the conformity to corporate governance standards within your jurisdiction.

3. Through which means does your office ensure that all the information from the Ministry is disseminated to the schools through the head teachers?

4. How does the implementation of these information influence pupil’s academic performance?

5. How does your office ensure that FPE is used rightly by the head teachers? State its influence on academic performance.

6. How do you ensure that head teachers carry out their duties well?

7. What measures do you put in place to ensure that head teachers corporate governance skills are enhanced?

8. Through which ways do you promote good relations with head teachers?

9. How do you ensure that parents are involved in academic affairs by head teachers? What is its impact on academic performance of pupils?

10. How do head teachers ensure that the right of the child is protected in their schools?
11. What are some academic challenges faced by these categories of pupils? And how do they in impact on academic performance? (i) Girls, (ii) Special need children (ii) Minority children.

12. How can corporate governance in primary schools be improved to better academic performance of pupils?

Thank you for participating
APPENDIX VI: AUTHORIZATION LETTERS FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

Ref. No. NACOSTI/P/17/52027/17658

Date 3rd July, 2017

Rose Achieng Awinda
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of corporate governance principles by head teachers on academic performance of pupils in Nyakach Sub County Kisumu,” I am pleased to inform you that you have been authorized to undertake research in Kisumu County for the period ending 19th June, 2018.

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

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.
CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licencee shall submit a progress report.
4. The Licencee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licencee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

RESEARCH CLEARANCE PERMIT

Serial No.A 14579

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. ROSE ACHIENG AWINDA
of UNIVERSITY OF NAIROBI, 51-40109 SONDU, has been permitted to conduct research in KISumu County on the topic: INFLUENCE OF CORPORATE GOVERNANCE PRINCIPLES BY HEAD TEACHERS ON ACADEMIC PERFORMANCE OF PUPILS IN NYAKACH SUB COUNTY KISUMU

for the period ending: 19th June, 2018

Applicant's Signature

Permit No. : NACOSTI/P/17/52027/17658
Date Of Issue: 3rd July, 2017
Fee Received: ksh1000

Director General
National Commission for Science, Technology & Innovation
UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: “CEES”
Telephone: 020-2701902
dep-t-edadmin@uonbi.ac.ke

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

Our Ref: UON/CEES/SOE/A&P/1/4

02/6/2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: ROSE ACHIENG’ AWINDA - REG NO. E55/80635/2015

This is to certify that Rose Achieng’ Awinda is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. She has completed her course work and is currently working on her research proposal entitled “Influence of Corporate Governance Principles by Head Teachers’ on Academic Performance of Pupils in Primary Schools in Nyakach Sub County, Kisumu County, Kenya”. Her area of specialization is Corporate Governance.

Any assistance accorded to her will be highly appreciated.

Yours faithfully,

[Signature]

DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

[Stamp]
APPENDIX VIII: AUTHORIZATION LETTERS FROM MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education

Telephone: 0723261811
When replying please quote;

REF: NKC/ED/RSCH/VOL. 1/105

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION: ROSE ACHIENG AWINDA, REG. NO. E55/80635/2015

This is to inform that Mrs. Rose Achieng’Awinda of University of Nairobi, Registration No. E55/80635/2015 has been authorized to conduct a research in Nyakach Sub – County on “Influence of corporate Governance Principles by Head teachers’ on Academic Performance of Pupils in Primary schools in Nyakach Sub County” towards the fulfillment of her Master of Education degree at the University of Nairobi.

Kindly accord her any necessary assistance.

Thank you.

NICHOLUS OTIENO MIGAN
For: SUB-COUNTY DIRECTOR OF EDUCATION
NYAKACH SUB-COUNTY