

**INFLUENCE OF GOVERNANCE PRACTICES ON STUDENTS'
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN BONDO DISTRICT, SIAYA COUNTY, KENYA**

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degree of Master of Education in Corporate Governance in Education**

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DECLARATION

This project is my own original work and it has not been presented for any degree in any other University

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DEDICATION

This research project is dedicated to my mother Yunia and my late father Dishon Orwa. It's dedicated to Mr. and Mrs. Obell for their mentoring all the time of the study, my husband Francis and my children Joy Daisy and Junior Derrick. It's also dedicated to all those who participated in successful completion of the project.

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May God richly bless you.

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ABBREVIATIONS AND ACRONYMS

| | |
|--------|---|
| BOG | Board of Governors |
| DEO | District Education Officer |
| HAA | Higher Academic Achievement |
| KCSE | Kenya Certificate of Secondary Education |
| MOE | Ministry of Education |
| MoEST | Ministry of Education, Science and Technology |
| NASSP | National Association of Secondary School Principals |
| OFSTED | Office for Standards in Education |
| SAA | Student Academic Achievement |
| SPSS | Statistical Package for Social Sciences |
| TSC | Teachers Service Commission |

ABSTRACT

The purpose of this study was to determine the influence of Governance practices on students' performance in Kenya Certificate of Secondary Education in Bondo district, Kenya. The study objectives sought to examine the influence of teachers' monetary reward, target setting, out of school trips and academic committees on students' performance in Kenya Certificate of Secondary Education. The study adopted Agency theory which postulates that the BOG members play agency for the Ministry of Education science and Technology. It also employed descriptive survey design. The target population consisted of 36 secondary schools in Bondo district thus, 36 principals, 540 teachers and 360 board of governors. The study used a sample size of 20 per cent as suggested by Mugenda and Mugenda (1999). The sample size therefore was 18 principals, 72 board of governors and 108 teachers. Out of the sample size and out of 18 principals, 10 returned the questionnaires, this was 55.6% and out of 72 boards of governors 50 returned the questionnaire which is 69.4%. Out of 108 teachers 80 returned the questionnaires, this was 74.07% the instruments used in the study were questionnaires for the principals, teachers and board of governors. Data was then analyzed and presented using pie charts, tables and bar graphs. Findings of the study revealed that monetary rewards for teachers improved learners' performance.

Out of school trips offered very high knowledge retention thus improving performance. On the other hand, a few number of the teachers interviewed had a feeling that targets set to the teachers had very little influence on the learners' performance hence suggested that targets be set to students. Based on the findings, governance practices in schools have overbearing influence on performance in Kenya Certificate of Secondary Education. The practices discussed in this study were found to be very instrumental as far as performance of the learners were concerned. The study therefore suggested that schools allocate some funds to enable students have at least a few out of school trips as this was found to increase concept retention. A good working relationship within the institution learners' performance in Kenya Certificate of Secondary.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Governance has been described as proper functioning of institutions and their acceptance by the public (Harry, 2007). Governance has long been regarded as the bed rock of institutional management world over. Kenyan schools have especially experienced untold problem occasioned by ineffective governance in schools. Kaufmann and Mastruzzi (2007) define governance as the traditions and institutions by which authority in an institution is exercised for the common good, which usually include the process of selecting those in authority and the capacity of those selected in the institution to manage with utmost accountability.

In education, ineffective governance derails educational standards leading to inefficiency in service delivery, poor student performance and the accompanying corruption (Leo, 2008). Improved governance has been known to go along way in curbing mismanagement, demonizing corruption and ultimately improving overall efficiency in offering educational services. School governors play a very crucial role in governance world over. Countries like England have experienced a lot of difficulties in attracting competent school governors to take part in day to day school governance. Other than that, competitively getting and retaining qualified school principals has also been another nightmare especially in private secondary schools (Harry, 2007).

This act is especially so due to the competitive nature that education has become with failure blame being shouldered by the school governors and principals. In England for example, up to 20% governors vacancies are always vacant.

In Kenya, with the scarce financial resources, employing qualified governors has been a pipe dream. Almost all members school governor boards are employed on a part time basis with the governors holding other permanent jobs elsewhere. Some secondary schools are so financially stricken that they rely on volunteer board members to guide the schools. This has often led to a lot of management issues especially on governance front since those employed and/ or volunteering in school governance don't have any serious formal training on governance (Ellis, 2004). Research has it that training of head teachers and Board of Governors is a precondition for a sustained quality education and management. For a sustained competition in the academic market, secondary schools in Kenya and Africa as a whole therefore need a large number of qualified head teachers and Board of Governance with up to date knowledge and better managing skills (Brooking, 2005).

The Education Act Cap 211(1968) that substitutes the 1952 Education Act centralized management of education to ensure even distribution of opportunities throughout the country. The school boards of Governors are officially mandated to manage public secondary schools in Kenya .According to (Brooking, 2005).

Office for standards in education (OFSTED) in its report found at least three major reasons that contribute to difficulties in employing school governors. These major setbacks included long meeting hours that cannot be sustained by governors who are actually fully employed in other areas. Time commitment is another setback identified as the governors are not properly remunerated. Large amounts of paper work also lead to prospective governors shying away from the governance responsibilities (OFSTED, 2002). Another serious concern is the implementation incapacity by the untrained governors. In as much as most of the governors can point out at the strengths, weaknesses and the management gaps, many of them don't have the requisite skills and experience to formulate strategies to address the identified gaps (Education Review Office, 2005).

According to Olando (2003), teaching is a demanding job and need to be remunerated well to attract and retain teachers in the profession. This will help prevent an exodus of teachers noted in the past two decades. Olando further argues that for any work to take place there is need for favorable conditions. Thus an individual should be provided with an enabling environment to perform and produce desirable results.

The disconnect between the expectation and support given especially to head teachers in secondary schools is another crucial factor that demotivates school administrators to uphold good governance in the said schools. The administrators are usually handed targets that must be met, the actual level of support to meet such targets have really been wanting thereby reducing their commitments (Bird, 2003). An efficient body if competent and experienced

governors should therefore be put in place to support and assist the head teachers in proper governance. This would enable the head teachers' sufficient time to concentrate on the core administrative and academic duties. Governing body may therefore provide head teachers with the necessary support that they need to fulfill their responsibilities. However, for the governing body also to be effective and efficient, good and focused leadership from the head teacher is paramount as he gives the due guidance for effective implementation (Dadd, 2006).

1.2 Problem statement

The place of effective governance on school performance has been debated world over (Harry, 2007). In Kenya, poor governance in secondary schools has led to a lot of ineffectiveness in school management especially in public schools (Republic of Kenya, 2011). This has led to decline and inconsistencies in Kenya certificate of secondary education performance in Bondo district. It has led to wanton destruction of school property by the disgruntled students not to mention the massive loss of school funds by corrupt and unaccountable administrators. This governance gap has ultimately compromised general student performances in most secondary schools in Bondo district (District Education Officer, Bondo, 2013).

Table 1.1

Performance in Bondo District from 2009 -2012

| Year | Mean score | Mean grade |
|-------------|-------------------|-------------------|
| 2009 | 4.763 | C- |
| 2010 | 4.812 | C- |
| 2011 | 5.330 | C |
| 2012 | 5.816 | C |

Source: District Education Office 2013.

Although the district has registered an improvement, some schools had barely produced any student to go to the university, while other schools are not producing students to pursue the highly competitive and marketable courses. Another aspect that has generated the study is the complain by parents and students from various schools in Bondo district that majority of the students by the end of their fourth year do not fit in the existing job markets.

Releasing 2012 Kenya Certificate of Secondary Education results, the Minister of Education said that there is a high wastage of the 8.4.4 system of education since the candidates who scored low grades were more than those who scored top grades. Therefore the school principals need to address the aspect of thoroughly guiding students to achieve good grades in their Kenya Certificate of Secondary Education. A lot of resources from the government and Non government Organizations have been put in place to enhance quality education. Data from the D.E.O2012 indicate that academic performance in public secondary schools in Bondo district have been improving although

some schools even with intensive guidance and counseling programmes, remedial teaching and adequate learning materials still seem to lag behind in Kenya Certificate of Secondary Education performance. In anticipating to perform, some students have resulted to copying the examination especially students of Barkanyango secondary school according to Provincial Director of Education report which leads to cancellation of the learners results. This harsh punishment befalls the students, but what could the principals' have done to prevent this? On the other hand, students feel they need to pass the exam since it is a lucrative task to enable them to proceed and be admitted for higher learning.

Thus HAA (Higher Academic Achievement) for students cannot be underestimated in examination but it's not automatic for students to pass. Apart from the students' personal initiative, the governance practices are equally important to enable students to perform. They are the most important recipes for success or failure of an institution.

Principals, teachers and Bog members are in constant touch with the students and most times influence their decisions immensely. The government plays their part by providing different Aids to the learners like bursaries, teachers' seminars but the HAA of learners in some districts are still wanting.

This is a drawback, since the university entry points are raising day by day. SAA (Student Academic Achievement) of learners to enable entry for higher learning requires consorted efforts of both the learners and school management. Though performance is determined by many factors, governance practices have a significant input on students' achievements in national

examinations as cited by (Dad2006) this study therefore seeks to determine the influence of governance practices used by school management on secondary school students' performance in Kenya Certificate of Secondary Education in Bondo district over the years.

1.3 Purpose of the study

The study seeks to investigate the influence of governance practices on students' performance in Kenya Certificate of Secondary Education in public secondary schools in Bondo district, Siaya County, Kenya.

1.4 Objectives of the study

The specific objectives of this study were:

- i. To establish influence of monetary rewards for teachers on students' performance in Kenya Certificate of Secondary Education in Bondo district.
- ii. To assess the extent to which target setting for teachers influences students' performance in Kenya Certificate of Secondary Education in Bondo District.
- iii. To determine the influence of school academic committees on students' performance in Kenya Certificate of Secondary Education in Bondo District.
- iv. To determine the extent to which out of school trips for teachers and students influence students' performance in Kenya Certificate of Secondary Education in Bondo District.

1.5 Research questions

The following were the research questions for the study:

- i. To what extent do monetary rewards for teachers influence students' performance in Kenya Certificate of Secondary Education in Bondo district?
- ii. To what extent does target setting for teachers influence students' performance in Kenya Certificate of Secondary Education in Bondo district?
- iii. How do school academic committees influence students' performance in Kenya Certificate of Secondary Education in Bondo district?
- iv. To what extent do out of school trips for teachers and students influence students' performance in Kenya Certificate of Secondary Education in Bondo district?

1.6 Significance of the study

Information from the findings of the study reveals the existing governance gaps in secondary schools that education policy-makers, managers and administrators would rely on when planning for strategies of quality education to realize good KCSE results. The findings of the study gives a clear picture on the extent to which governance practices for members of BOG, principals and teachers influence students' performance in KCSE examinations. The data gathered from the study provides a useful reference point for further research to other scholars.

1.7 Limitations of the study

According to Mutai (2000) limitation refers to the limiting conditions or restrictive weaknesses beyond the control of the researcher, and could place restrictions on the conclusions of the study and their applications to other situations. In this study, the researcher had no control on the respondents' unwillingness to respond to research questions, which was a major limitation to the study.

1.8 Delimitations of the study

According to Mutai (2000), delimitation addressed how a study could be narrowed in scope. The term applied to the boundaries of the study. In this research, the study was delimited to Bondo district, Siaya County public secondary schools. The study was restricted to 36 public secondary schools within the district having 36 principals, 360 members of BOG, and 540 teachers (DEOs Office, Bondo District, 2013).

1.9 Basic assumptions of the study

The main assumption of the study by the researcher was that the respondents would cooperate and give correct information.

1.10 Definition of significant terms

Governance refers to the traditions and institutions by which authority in an institution is exercised for the common good, which usually include the

process of selecting those in authority and the capacity of those selected in the institution to manage with utmost accountability.

Accountability refers to a pro-active process by which public officials inform about and justify their plans of action, their behavior and results, and are sanctioned accordingly.

Compliance refers to the adhering to the highest standards of ethical and honest behavior, proper and efficient management of the organization's resources, and maintaining accountability of leadership and workers.

Target setting refers to a quantifiable performance level or change in performance level to be attained within a specified time.

Monetary rewards refer to cash bonuses given to teachers and students to improve students' performance in examinations.

School trips refer to an excursion or a journey by a group of teachers or students to a place away from their normal learning and teaching environment.

1.11 Organization of the study

Chapter one focuses on the background of the study which has Statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and delimitations of the study, basic assumptions of the study and definition of significant terms. Chapter two on literature review focuses on literature review under which the following sub-headings; introduction, the concept of governance practices, benefits of good governance, roles of Board of Governors on school governance, monetary rewards for teachers on students performance, out of school trips for teachers,

targets setting and students academic performance, academic committees on students performance, summary of literature review, theoretical framework and conceptual framework of the study. Chapter three explores the research methodology under the following sub-headings: research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis while chapter five presents summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the influence of government practices on students' performance in Kenya Certificate of Secondary Education, focusing on the influence of monetary rewards, target setting, school academic committees', and out of school trips. The study looks at the theoretical background, the status of governance practices from the global, regional and national levels and also reviews studies carried out previously by other authors on the issue of governance practices. The chapter also summarizes the research gaps.

2.2 The concept of governance practices

Schools and colleges in the USA have become complex organizations because of their sheer size; their diversified governance practices. The schools therefore require trained head teachers to manage their daily affairs. In fact in the words of Tirozzi, the executive director of the National Association of Secondary School Principals (NASSP) in America, the school principal was "held responsible for just everything under the sun". Restine's (1997) study on experiences of principals in their preparation for school leadership in America found that apart from formal preparation for school leadership, principals admitted that classroom experiences, principals' support, being principals in multi-settings and prior to experiences in making difficult solutions prepared and developed them for school leadership.

Developing world countries especially in Africa development of school leadership was either lacking or not formal (Bush & Oduro, 2006). Most studies on head teachers in Africa concentrate on the problems facing head teachers in the performance of their duties (Oduro & MacBeath, 2003). In South Africa, for example, according to (Moloi & Bush2006), apartheid affected both education and social infrastructure. These effects include ineffective leadership and management practices of public schools. New professional development initiatives for head teachers and aspiring head teachers were now covered in the Policy Framework for Leadership Education and Management Development in South Africa.

The need for preparation and development of not only head teachers but also other professionals in the civil and teaching service in Kenya can be traced back to The Training Review Committee (Wachira, 1996) which noted that there was no regular systematic program to train administrators and managers and therefore, saw the need to train such professional officers in administrative and managerial aspects of their work.

2.3 The benefits of good governance

Effective governance is essential to any successful organization. It is the process whereby persons entrusted with the future of an organization exercise oversight. Closely related to governance is compliance which basically means adhering to policies, rules, and regulations. Organizations stray into trouble when they fail to execute these duties properly (Leo, 2008). Oversight creates visibility into the workings of an organization. With it, leaders can be

measured and evaluated; they are held to task for what they must accomplish. However, lack of oversight leads to lack of accountability. Knowing that one's actions would not be examined creates a tendency to act in ways that are easiest or most popular. The organization suffered death by a thousand cuts, but no one is there to question the process.

When there is reduced or no accountability, individuals lose alignment with the organization's goals and future. Personal priorities begin to emerge as senior to organizational priorities. Failure to meet goals and objectives, if they are even established, no longer creates pressure to improve. People do what they want to do, rather than what they have to do. Such a job could seem like the best job in the world, because when one succeeds in doing what one wants to do, and when one fails, there is no one there to keep score (Youngs, 2005). After a time, the loss of alignment leads to a sense of entitlement. Not being held accountable for results or stewardship of resources creates an insidious side-effect. That freedom to do what one wants becomes a continuous expectation, which become an entitlement. People expect and then demand, the latitude to act in a self-directed manner, fulfilling personal needs and wants, making a show of hard work, but never really making any true sacrifice for the organization. New habits form and become expectations (Kaufmann & Mastruzzi, 2007).

They spend freely, decoupled from any sense of financial reality or impending crisis. They court popularity with peers or subordinates rather than enforce the mission. In spite of their sense of self worth and importance, they become the

True leaders must be visionaries; this is one talent that cannot be contracted out. True leaders do not state a goal unless they possess the vision to achieve it. True leaders never tolerate mediocrity. B-leaders tolerate B-players; they confuse being liked with being effective. True leaders never tolerate insubordination; they insist on mutual respect. True leaders are committed to continuous learning and improvement. True leaders generate assets, not consume them. True leaders embrace change and continuously experiment with possibilities. True leaders ultimately, that sense of entitlement results in persons acting with impunity. This is the culmination of a dangerous and fatal chain of events. Persons do what they want; they seek gain for themselves embodiment of the enemy within.

Leadership is a gift — a privilege to serve, not to be served with privilege. Never confuse political fluency with effectiveness. Never confuse celebrities with true heroes. They are very distinct — pursuit of one rarely yields the other provide for their own succession planning. True leaders subordinate their ego to the mission. Effective governance creates the demand for true leadership; it is the ultimate guarantor of organizational success.

An effective educational manager is an effective supervisor in administration, curricular and institutional dimensions. Research findings by Kimengu (1983), indicated that half of the teachers in the study were dissatisfied with the supervision by the head teachers. It concluded that effective supervision by the head teachers is an important factor towards job satisfaction of teachers 'Okumbe (1998) asserts that supervisors should be acquainted with theories of work motivation.

2.4 Roles of board of governors on school governance

An IMC comprises sponsoring body managers, the principal, parent managers, teacher managers, alumni manager(s) and independent manager(s). Collective participation of different stakeholders helps to enhance the transparency and accountability of school governance as well as the objectivity and fairness of administrative management. Establishment of System and Review of Effectiveness: The IMC takes full and ultimate responsibility for school performance, establish and implement a clear, comprehensive, rigorous and effective governance framework and an internal control system, and review their effectiveness regularly.

Formulation of Strategies and Monitoring of Performance: The IMC also set broad directions and formulates overall strategies, monitor and supervise operational and financial performance, and carefully draw up appropriate policies after considering relevant factors so as to achieve the strategic objectives and continuous development of the school. Clear Responsibility and Accountability Framework: The IMC establishes a clear responsibility and accountability framework under which powers are properly delegated, set up committees, formulate their frameworks and clearly define their terms of reference, and monitor specific areas so as to facilitate the continuous development and operation of the school.

Compliance with the Requirements and Taking Practical Actions: The procedures for taking actions are always in line with the Education Ordinance, Education Regulations, Code of Aid as well as the requirements and guidelines issued by the Education Bureau.

The role and composition of New Zealand school boards of trustees (BoTs) was one of the most radical aspects of the Tomorrow's Schools reforms in 1989. Few, if any, other national education systems have given the responsibility for the governance of each school to a largely parent-elected body on which parents of current students usually form the majority.¹ But this is not quite the autonomy that it may suggest on the surface. Our model of school governance reflects some of the contrary currents in the Tomorrow's Schools reforms (Wylie, 1995). On the one hand, there was a long-seated interest in bringing schools and their communities closer together. On the other, the New Public Management (NPM) approach that had remodeled the public sector was applied, providing for more localized decision making within accountability frameworks that theoretically would both safeguard the expenditure of public money for public purposes, and improve performance. These two currents give a complexity to the role of BoTs, and different criteria for judging how realistic this role has turned out to be, and how well our inclusion of a governance role at each school has worked.

There is not a wealth of research in this area. In their review of research on the effects on educational outcomes of different forms of school governance, ownership, organization, and management, Rentoul and Rosanowski (2000) found "little or no sound evidence of a direct causal relationship between school self-governance and improved educational outcomes". Their survey of the then available research did not include a specific focus on the role of

boards in school governance, probably because there had been so little research on this.

School effectiveness studies indicate that differences in school professional (principal) leadership account for 5–7 percent of the variation in student achievement between schools, about a quarter of the variation accounted for by all school-level variables. Statistical analysis of transformational school leadership shows some benefits, at a low effect size level, for student engagement in learning. In their valuable discussion of studies of school leadership, Harry (2007) concludes that: ...as a whole, leadership has very significant effects on the quality of the school organization and on learners' learning. As far as I am aware, there is not a single documented case of a school successfully turning around its learners' achievement trajectory in the absence of talented leadership. (pp. 14–15). The forthcoming Best Evidence Synthesis on educational leadership – schooling (Robinson, Hohepa and Lloyd) shows much larger effect sizes from studies focusing on the quality of principal pedagogical leadership in relation to student outcomes, and identifies pedagogical leadership as the crucial dimension in principal effectiveness.

The description of pedagogical leadership drawn from these studies in this Best Evidence Synthesis covers seven dimensions: establishing goals and expectations, strategic resourcing, participating in planning, coordinating, and improving teaching and the curriculum, participating in teacher learning and development, reviewing student progress, ensuring an orderly and supportive environment, and fostering a learning organization.

It is harder to separately statistically size how school governors affect student performance, and I know of no studies that have attempted to do so. Their role is more indirect, and most likely to influence the ability of professional leaders to develop and sustain the school culture, capability, and capacity. The studies reported below are mostly small-scale. They certainly show some associations between governance quality or approach, and school or student performance. However, unlike the role of the principal, they do not show whether strong school governance is essential for good or better student performance and engagement in learning. Overseas studies provide comparisons within the one system only.

Thus they cannot compare schools with governance layers, such as BoTs, and those without School boards of governors has a role in enhancing the transparency and accountability of school governance as well as the objectivity and fairness of administrative management. The BOGs should take full and ultimate responsibility for school performance, establish and implement a clear, comprehensive, rigorous and effective governance framework and an internal control system, and reviews their effectiveness regularly (Charmaz, 2006). To this end the BOGs should set broad of directions and formulate overall strategies, monitor and supervise operational and financial performance, and carefully drew up appropriate policies after considering relevant factors so as to achieve the strategic objectives and continuous development of the school. They also have to establish a clear responsibility and accountability framework under which powers are properly delegated, set up committees, formulate their frameworks and clearly define

their terms of reference, and monitor specific areas so as to facilitate the continuous development and operation of the school (Earley, 2003).

The school governors' role is more indirect, and most likely to influence the ability of professional leaders to develop and sustain the school culture, capability, and capacity. Various studies show some associations between governance quality or approach, and school or student performance. However, unlike the role of the principal, they do not show whether strong school governance is essential for good or better student performance and engagement in learning (Charmaz, 2006).

In many countries, the gains from moving from school committees to school BOGs have largely been around their practical voluntary support, the opportunities for school professionals and members of their school community to learn from each other, and for school professionals to become more articulate about what they do. In a 1997 national survey that just under half the country's primary and secondary board chairs took part in, the benefits of the Tomorrow's Schools devolution were seen mainly as allowing the school to meet community needs better, supporting community involvement, and the school being able to set its own priorities within its budget, and able to make its own decisions (Giroux, 2004).

2.5 Monetary rewards for teachers and student performance

Proposals to use teachers' or school performance incentives as the basis for school reforms have attracted considerable attention and support among

researchers and policy makers (Lavy, 2002). This has led to its introduction in many countries. The main message in the relevant literature is that most promising way to improve students' achievements is to institute monetary performance incentives for teachers as a direct reward for improvements in student outcomes. It is argued that alternative interventions that have been implemented in the past preparing parties for teachers have tended to increase costs with no commensurate improvement in student performance (Todd, 1997). The other rationale for monetary rewards for teachers programs is the notion that teachers may be motivated by incentive pay to work harder. This however has not been without some controversy and opposition from other teachers and unions alike. A bonus payment to teachers, according to other researchers can improve student academic performance. But this is only possible when it is given upfront, on the condition that part of the money has to be returned if student performance fails to improve, research at the University of Chicago showed. The study shows that students gained as much as a 10 percentile increase in their scores compared to students with similar backgrounds if their teacher received a bonus at the beginning of the year, with conditions attached (Hanushek, 2002).. There is no gain for students when teachers are offered the bonus at the end of the school year, the research found.

According to a range of analysts, the most fundamental goal of monetary rewards for teachers is to improve student 'performance. There is a causal link between the quality of teaching and the level of student outcomes, meaning any method that increases the quality of teachers should improve

student outcomes (Odden & Kelly, 2002). Proponents of monetary rewards for teachers argues that teachers would actually gain freedom to innovate, since they no longer has to focus on process, but rather student outcomes (Solomon& Podgursky, 2001).This also gives teachers the capability to move beyond the starting salary and be paid at a comparable level to the private sector workforces (Odden & Kelley, 2002).

Monetary rewards for exemplary teachers also help in curbing loss of thousands of brightest young teachers. This loss has for some time been attributed by experts to low starting salaries and a traditional step-raise structure that rewards years of service and academic degrees rather than success in the classroom (Todd, 1997) Teachers' bonuses could therefore play a great role in their decision to remain in the classroom.

Teaching profession is facing problems related to teachers' motivation. In Kenya there has been a high series of teachers' strikes in October 1997, September 2002 and January 2009 over salary implementation in the public secondary schools (Muchemi, 2009) moreover, there has been inconsistencies in academic performance in secondary schools. The major cause of this has been pegged to the money aspect. (Ngecu, 2006) explains that attempts to motivate can become unethical, manipulative or exploitative. This explains why in some schools, parents are forced to pay a lot of money al in bid to motivate teachers and by the end of it all, the learners get results that helps them in the next job market.

In Bondo District, quality education is paramount in steering development and thus education is a top priority in the district. It has been noted that teachers

are unmotivated, this is evidenced by lack of commitment in curriculum delivery, absenteeism or technical appearances, lack of punctuality, frequent request of transfers, a large number of teachers involved in private business among others (Ngechu,2006).All these factors contribute to the dismal performance in the district.

The study therefore applies Agency theory which attributes work to a contract under which one engages another person to perform some service on their behalf which involves delegation of decision-making authority to the agent.

2.6 Out of school trips for teachers

Up until the 1990s, it has been emphasized that learning is in informal settings something that cognitive researchers and other empirical research studies advocates that if it is blended with out of school trips, it enhanced recall of facts and concepts which culminates into good performance for students. For example, studies have attempted to determine whether students learn more or less from a visit to an informal site with their teachers than in a classroom setting and how much content students could recall after visiting a site. However, some educational researchers argued that learning encompassed much more than the cognitive aspect (Giroux, 2004). These researchers are of the view that a broad definition of learning had greater utility in the context of informal settings that was able to account for the complex nature of the experiences that took place.

Some authors, however, speculates that the affective information embedded in an experience allows for easier retrieval of information and memories of

events, but it is also an instrumental cause for self reflection on those events. Past researchers have disassociated these two domains to simplify means to study learning; however, this separation was artificial and would result in a lack of deep understandings of the learning process (Griffin, 2004).

It is not only important for researchers to have a broad definition of learning to measure outcomes from an experience but also valuable to find out what the stakeholders involved in the trip values as learning, for those things would be what they are interested in and would be directing their attentions towards for the benefit of the students and to realize quality education.

2.7 Target setting and students' academic performance

Recent educational policies in Kenya have focused on measurable targets set by government for the performance in most sectors including the education sector (Griffin, 2004). The targets are mostly based on the average number of passes in Kenyan certificate of secondary examinations. With the targets properly laid down, secondary school teachers now concentrated on meeting the targets. They are also evaluated based on their efforts towards meeting the set targets, the student are not left behind in target setting. They are also given both collective and individual targets to work against. During target setting respective school board of governors makes sure that their schools set targets for their performance that are consistent with steady progress towards national objectives (Earley, 2003).

The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which

targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher (Piscitelli, 2001).

The targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are. The school governors' introduction of incentives for attainment of targets has also gone a long way in raising performance standards in secondary schools. This is usually done by way of giving presents to high performing teachers and students based on target achievement. The incentives have been known to lead to positive competitions that eventually lead to improved level of outcomes. The government in conjunction with the school board of governors provides two kinds of incentives for schools to meet these targets.

There are direct incentives and punishments in the form of monetary rewards for improved performance on the target variable and action against failing schools.

In England raising the percentage of pupils achieving high grades has been a key national target, reported in school league tables. A high achieving school would also attract students that are easier to teach, or allowed more development of the teacher's interests, giving a reward in terms of a more pleasant, perhaps less stressful environment. The target focuses on the teachers' efforts on the particular outcomes and results that are sought by the school governors and management principals. The clear targets counter the

judgment that schools are attempting to achieve too many conflicting objectives at the same time.

Critics of target setting have sometimes treated the removal of control from teachers as self-evidently a bad thing. This is especially because the targets are not set by the teachers but are actually set for the teachers. Given that this has been an explicit intention of the policy, criticism needed to establish the grounds on which teacher control would be seen as a good thing. The idea of 'public service motivation' suggests that attempts to make contracts between school boards and teachers more complete by specifying exactly the targets to be achieved would undermine the motivation of individuals who had previously put their own ideals of social benefit ahead of personal interest (Kaufmann & Mastruzzi, 2007)

However attempting to make contracts more complete through target setting would create distortions. The targets that only specify a few outcomes of teaching would lead agents to put undue effort into achieving those outcomes at the expense of other equally important outcomes. The relationship between a measured indicator and the educational outcome would also become less reliable as targets created incentives for dysfunctional behavior. Notably, teachers would teach to the test and face incentives to target students who are on the margin of achieving the target. Finally there would arise the difficulties caused by the small proportion of variation in students' outcomes that could be attributed to schools and teachers (Dadd, 2006).

2.8 Academic committees and students' performance

Academic committees are formed in secondary schools to ensure high quality of academic standards. The committees make sure that students uphold high academic performance, personal integrity and ethics consistent with becoming fine professionals. The committees are therefore formed to monitor students' progress in both academic performance and conduct to produce all round students'. Should the committee for any reason suspects that a student's academic performance or conduct may not be meeting these high standards, then it is the Committee's responsibility to look into each situation. If the Committee becomes aware of evidence that a student's academic performance or conduct is seriously deficient, or has not responded to efforts to remedy a lapse, then the Committee is charged with determining whether more serious steps, up to and including suspension or separation of the student, might be necessary. Academic committees usually meet as often as necessary to carry out these missions, most likely ten meetings scheduled per academic year, with other meetings added as necessary (Harry, 2007).

2.9 Summary of literature review

Proponents of monetary rewards for teachers argue that teachers actually gain freedom to innovate, since they no longer have to focus on process, but rather student outcomes (Solomon & Podgursky, 2001). This also give teachers the capability to move beyond the starting salary and be paid at a comparable level to the private sector workforces (Odden & Kelley, 2002).

A positive association between the use of individual teacher incentives and student achievement has been found by researchers (Solomon & Podgursky, 2001). Studies have attempted to determine whether students learnt more or less from a visit to an informal site than in a classroom setting and how much content students could recall after visiting a site. However, some educational researchers argue that learning encompasses much more than the cognitive aspect (Giroux, 2004).

Recent educational policies in Kenya focused on measurable targets set by government for the performance in most sectors including the education sector (Griffin, 2004). The targets are mostly based on the average number of passes in Kenyan certificate of secondary examinations. When minor lapses of performance or conduct have occurred, the Committee would work with each student to develop a plan to remedy such lapses (Youngs, 2005).

2.10 Theoretical framework

The theoretical framework of this study borrows from Jerisn and Meckling (1976) Agency Theory who defines it in the following words;

A contract under which one or more persons (the principal) engage another person (agent) to perform some service on their behalf which involves delegating some decision-making authority to the agent.

Basing on this theory, Moe (1984), Waterman & Meier (1998) states that there is a set relationship between the principal and agent(s) through which the agent(s) take the necessary actions to produce outcomes expected by the principal. The contract is based on the premise that the agent(s) possesses the

skills, information, qualification, experience and abilities to perform the outlined task and produce good outcomes for the principal (Bendor, Glazer & Hammond, 2001; Kivisto, 2008).

For example, Ministry of Education (MoE) and Ministry of Education Science and Technology (MoEST) may jointly control public secondary schools, albeit in different aspects of its operation relevant to their teachers, principals and members of BOGs specializations and jurisdictions.

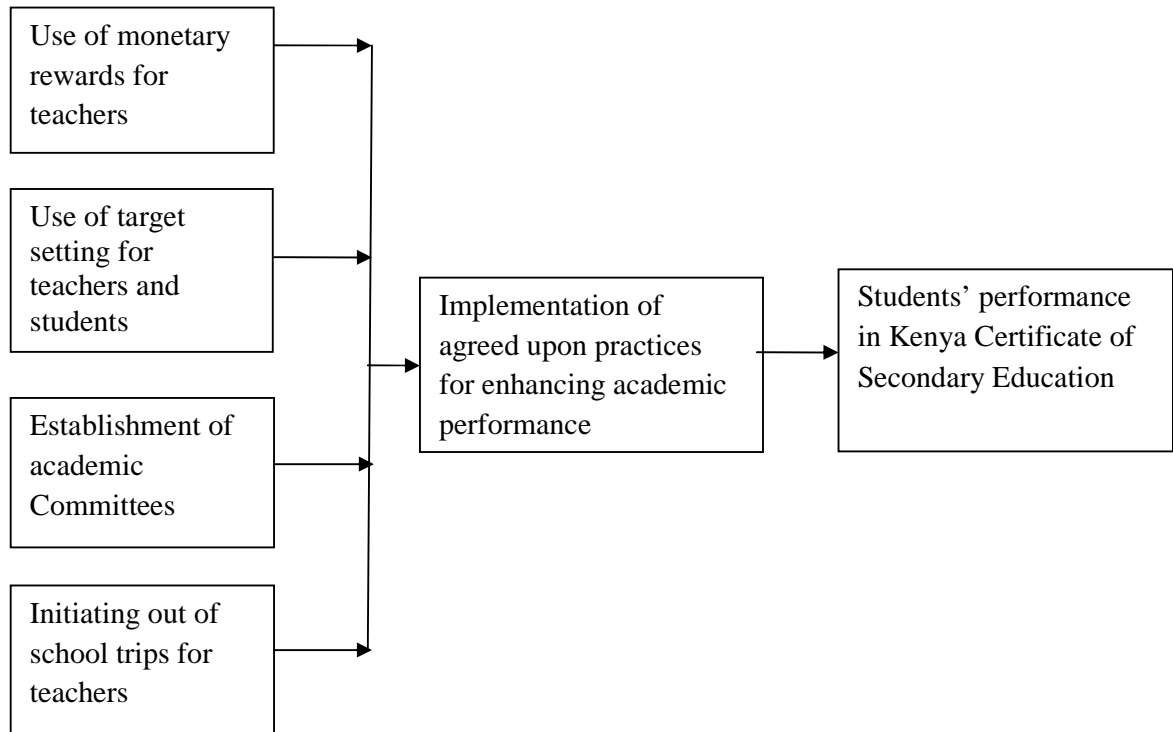
This theory could be applied in this study to assess the difficulties associated with the interaction among principals, teachers and BOG members to accomplish a specific task of quality performance of students in public secondary schools in Bondo district.

2.11 Conceptual framework of the study

The conceptual framework for this study is shown in figure 2.1

Figure 2.1

Governance practices and students' performance



Monetary rewards for teachers as a direct reward for improvements in student outcomes motivates teachers to work harder to achieve the desired results. Target setting is also a key tool for raising expectations and standards'. The level at which targets are set would be used to induce more efforts from teachers and schools, provided that incentives are sufficient and ultimately leading to improved student performance. Out of school trips creates informal learning environments that offers complex, stimulating environments and activities that go beyond most experiences that are not possible in the classroom, and therefore could activate a wider range of learning potentials. Academic Committees make sure that students uphold high academic

performance, personal integrity and ethics consistent with becoming fine professionals. The committees are therefore formed to monitor students' progress in both academic performance and conduct to produce all round students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explores the research methodology under the following sub-headings: research design, the target population, sample size and sampling procedures, research instruments, instrument validity and instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

According to (Kothari, 2004) research design must make enough provision for protection against bias and must maximize reliability, with due concern for the economical completion on the research study. The study adopted descriptive survey design. Descriptive survey design is known to be appropriate for studies that seek to describe the characteristics of certain groups estimating their proportions and making predictions (Churchill, 1991). This design is also preferred due to its low cost and suitability for quick completion of studies. According to Orodho (2004) survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals, the survey design is infrequently used in studying attitudes, opinions, preferences and perceptions of the people. In this study, the researcher tried to establish the influence of governance practices on students' performance in Kenya Certificate of Secondary Education in Bondo District

3.3 Target population

Mugenda (2008) describes the target population as a group or category of animals or human beings or objects which have one or more characteristics in common and have been selected as a focus of the study. This study was conducted in Bondo District in Siaya County in Nyanza Province. The study targeted 36 public secondary schools in Bondo district. The target population comprised of all the Principals and members of school board of governors in secondary schools in Bondo District of Siaya County. The study targeted 36 principals, 540 teachers and 360 members of school board of governors who had the information on governance practices that influence students' performance in Kenya Certificate of Secondary Education in public secondary schools in Bondo District.

3.4 Sampling size and sampling procedures

According to Mugenda and Mugenda (2003) a sample is a small group of accessible population. A sample refers to that process of selecting a sample from a defined population with the intention that the sample accurately represents that population (Kothari, 2004).

Mugenda and Mugenda (1999) suggests that one may use a sample size of between 10 to 30 per cent, but for better, more representative results, a higher percentage was better. This study therefore adopted an optimum sample size of 20 per cent secondary school principals, teachers and members of BOG in Bondo district. Purposive sampling is a non-probability sampling technique that conforms to certain criteria set by a researcher (Mbwesa, 2006). In such a

set up, elements to be included in the sample are processed on the basis of the researcher's judgment. According to Best and Kahn (2008) purposeful sampling allows the researcher to select those participants who will provide the richest, those who are the most interesting and those who manifest the characteristic of most interest to the researcher. Therefore a simple random sampling method based on the working position at the time of data collection was used to select principals, teachers and members of BOG who took part both in the pilot and the main study.

Table 3.1

Sampling of the target population

| No | Category | Target Population | percentage | sample size |
|--------------|------------|-------------------|------------|-------------|
| 1 | Principals | 36 | 20% | 10 |
| 2 | Teachers | 540 | 20% | 108 |
| 3 | Bog's | 360 | 20% | 72 |
| Total | | 936 | | 190 |

3.5 Data collection instruments

The main instruments for the study involved the use of questionnaires. They were administered to principals, teachers, and members of BOG.

The questionnaires were designed to collect among other general information on the school and respondents. The questionnaire for principals was divided into two parts: part A and B respectively. Part A consisted of demographic

data and part B governance practices for the respondents whereas the questionnaire for Board of Governors consisted of part A; that captured respondents' demographic data and part B; respondent's governance practices respectively and notably the teachers' questionnaire also had two parts. Part A; captured teachers' demographic data and part B, had governance practices for teachers. The questionnaires are preferred because they ensure anonymity and confidentiality (Frankfort and Nachmias1996).

3.6 Instrument validity

Validity refers to the extent to which a test or instrument measures what it is intended to measure (Mbwea2008).A pilot study was conducted amongst selected five (5) potential respondents to represent the entire research target population because of it being a homographic population to pre-test the instruments in presence of research assistants. This aims at enhancing validity of the instrument by ensuring that the participants were able to understand the questions and be able to respond with ease. Areas of difficulty in the instruments were identified and corrective measures taken in consultation with the supervisor.

3.7 Instrument reliability

An instrument is considered reliable when it can measure a variable accurately and consistently and obtain same results under the same conditions (Orodho2004).

To ensure a high degree of reliability of instruments in this study, the researcher collected the data personally and only in a few cases where assistance was sought from well-trained and motivated research assistants. According to Orodho (2004) the number of pre-test should be 10 percent of the entire sample. Thus out of 36 schools, 3 schools were selected. The instrument was also important because it identified vague questions, unclear instructions, and insufficient space to write responses, clustered questions were detected and refined.

3.8 Data collection procedures

With the University letter of research approval, the researcher sought to obtain the research permits from the National Council for Science, Technology and Innovation. A courtesy call was also made at the District Education Officer, Bondo District before the research onset. The researcher then hired and trained two research assistants from within the community to assist with the data collection exercise. A program of visiting targeted schools was designed and appointments with the respondents while at the same time administering the questionnaires to the other respondents. The researcher and the assistants delivered the questionnaires to the respondents and had them filled in their presence to ensure better understanding of the questions and enhanced reliability. Other respondents who required more time to fill the questionnaires were left with the questionnaires and then they were collected the following day so as to give them ample time to fill them.

3.9 Data analysis techniques

Data collected were thoroughly checked and edited for completeness and consistency. The data was then summarized, coded, edited and then the information synthesized to reveal the essence of data. The issues requiring open-ended questions were analyzed qualitatively. Data was then analyzed both manually and by use of Statistical Package for Social Sciences (SPSS) (Fraenkel and Wallen, 2006). Interpretation was carried out by looking at relationships among categories and patterns that suggested generalizations and conclusions as per the objectives and research questions of the study. The most commonly used method of reporting surveys is using frequency distributions, calculating percentages and tabulating them appropriately (Gay1976)

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter is organized as follows; study population, questionnaire return rate, demographic information of the respondents and analysis for each study objective and conclusions from the study findings.

The data analysis in this chapter aimed at addressing the purpose of the study, which was to investigate the influence of governance practices on students' performance in Kenya Certificate of Secondary education in Bondo District, Kenya. The data has been analyzed as per the objectives of the study which included;

- i. Establishing influence of monetary rewards for teachers on students' performance in Kenya Certificate of Secondary Education in Bondo District.
- ii. Assessing the extent to which target setting for teachers influenced students performance in Kenya Certificate of Secondary Education in Bondo District.
- iii. Determining the influence of school academic committees on students' performance in Kenya Certificate of Secondary Education in Bondo District.
- iv. Determining the extent to which out of school trips for teachers and students influence students' performance in Kenya Certificate of Secondary Education in Bondo District. The target population for the

study included; 36 principals, 540 teachers and 360 boards of governors. A sample size of 20% was used during the study.

4.2 Study Population

The study targeted a total population of 36 principals from 36 secondary schools, 540 teachers and 360 Board of Governors in Bondo District. The sample size was selected through purposeful and random sampling techniques where a sample of 18 principals, 108 teachers and 72 Bog members were selected giving a total sample size of 198 respondents. A total of 198 questionnaires were administered, out of which 140 were collected as shown in Table 4.1

4.3 Questionnaire return rate

Table 4.1 Return rate

| Target respondents | Sample size | Response | Return rate |
|---------------------------|--------------------|-----------------|--------------------|
| Principals | 18 | 10 | 55.6% |
| Teachers | 108 | 80 | 74.0% |
| BOG | 72 | 50 | 69.4% |
| Total | 198 | 140 | 66.3% |

An average response of 66.3 percent was obtained which was deemed adequate for data analysis. According to (Sekaran 2006) a response rate of thirty percent (30%) is regarded as acceptable for most research purposes. This

good response rate was attributed to the inter alia where the participants were informed well in advance of the purpose of the study and objectives of the research. Secondly, the presence of the researcher and research assistance during the time of filling the questionnaires.

4.4 Demographic information of the respondents

In this part, general information about the respondents is analyzed by the use of tables, pie chart and bar graphs. The respondents included teachers, principals and members of school board of management of various ages and of both gender.

Table 4.2
Distribution of respondents by gender

| Item | Frequency | Percentage |
|--------------|------------|------------|
| Male | 65 | 65 |
| Female | 35 | 35 |
| Total | 100 | 100 |

From table 4.2, the number of male teachers in Bondo constituency was found to be higher than that of their female counterparts. It is evident that the teaching profession in Bondo District is dominated by male in the secondary levels. Why this? This means that the sample collection considered gender representation. The reason for this might be due to the fact that majority of the female teachers are married and that they have their spouses working in other sectors of the economy. As such, they live in the cities for their marital reasons leaving the male teachers to dominate in this region.

Another reason that the study established was that most of the married female don't get enough time due to family commitment to further their studies to enable them to be employed in the Secondary schools unlike their advantaged male counterparts who according to the African setting always have plenty of time to further their studies. It was also noticeable that most female drop out of school due to early childhood pregnancies while the fathers of the unwanted pregnancies continue with their studies making them pursue their professional courses; teaching being one of them. Ladies also tend to choose professions of their interest like in the beauty and fashion industry unlike their male counterparts. If these trends continued as they are today, then it's so unfortunate that there will be fewer or no female teachers at the governance levels.

Table 4.3
Age distribution of respondents

| Item | Frequency | Percentage |
|--------------|------------|------------|
| 20 – 30 yrs | 15 | 15 |
| 31 – 40 yrs | 30 | 30 |
| 41 – 50 yrs | 42 | 42 |
| 50 and above | 13 | 13 |
| Total | 100 | 100 |

The study reveals that the majority of teachers had been in the profession and had adequate knowledge and is mature. As such, it was also expected that

they would likely translate to quality teaching. . According to Nzuve (1999), as people mature and gain more experiences, they become more willing and ready to assume any responsibility and to deal with complex tasks. Due to the current TSC requirement policy, teachers stay out after graduation before they could be employed by TSC so when they finally got hired they are already mature according to their age. This maturity is also translated into the handling of the teaching subjects which automatically translates into good results. The teachers aged 20 – 30 years represents teachers who are waiting for permanent employment from TSC since they are employed by the BOG .They show a lot of dedication to their jobs and ready to learn on the job as they work closely with their older and experienced colleagues thus encouraging team work which results to improved performance. As Okumbe (1992) explains that young employees give high expectations and aspirations, which may not be met by the organization which automatically lowers the worker morale and therefore reduced efforts. This translates into low learner' performance.

Table 4.4

Annual KCSE Performance

| Teachers' experience | 2010 | 2011 | 2012 | Average score |
|-----------------------------|-------------|-------------|-------------|----------------------|
| Below 5years | 4.11 | 4.33 | 4.56 | 4.39 |
| 5-10 years | 5.00 | 5.00 | 5.88 | 5.44 |
| 11-15 | 4.00 | 4.00 | 5.00 | 4.25 |
| Above 15yrs | 7.00 | 7.00 | 9.00 | 7.75 |
| Aggregate score | 5.03 | 5.08 | 6.11 | 5.46 |

Performance achieved by those having an experience of 15years registered a mean of 7.75. This means that the teachers had a good mastery of the subject and thus able to deliver the subjects topics effectively and efficiently. Because of this, the performance of the learners went up. This could be attributed to the many workshops, seminars and different conferences attended by these teachers. They are also in a position to particularly identify areas of correction in their subject areas to better students' performance. The level of job satisfaction and motivation among workers increases with experience. Reyes (1990) indicates that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience

associated with teachers job satisfaction increased with experience in teaching (Schultz & Schu), (1989) who argues that experience on job usually bring greater atmosphere, self-confidence, self esteem and high level of responsibility which translates into improved performance in the students.

From the study findings, it is therefore clear that teachers experience in handling the subject area influences the learners' academic performance.

The study also established that the lowest academic achievements were consistently experienced in schools with teachers below 5years of experience.

Table4.5

Respondents highest level of education

| Item | Percentage | Frequency |
|-----------------|-------------------|------------------|
| Secondary level | 10 | 10 |
| College | 26 | 26 |
| University | 45 | 45 |
| Postgraduate | 19 | 19 |
| Total | 100 | 100 |

From the table above on the respondents highest level of education, the study found that most of the respondents were bachelors degree holders,

26% of the respondents indicated that they had a certificate or a diploma from various educational institutions, 19% of the respondents had a masters degree and 10% have reached secondary level. This shows that the respondents were well educated and that any information that they were giving was reliable and based on critical thinking, practical evidence and critical analysis

Table 4.6

KCSE performance for 2009-2012 for secondary schools in Bondo District

| Year | Below 5 | 5-6 | 6-7 | 7-8 | Above 8 | Total |
|-------------|----------------|------------|------------|------------|----------------|--------------|
| 2009 | 57.9 | 15.5 | 10.5 | 10.5 | 5.3 | 100 |
| 2010 | 52.6 | 26.3 | 0.0 | 15.8 | 5.3 | 100 |
| 2011 | 47.4 | 37.5 | 0.0 | 15.8 | 5.5 | 100 |
| 2012 | 47.4 | 21.0 | 10.5 | 5.3 | 15.8 | 100 |

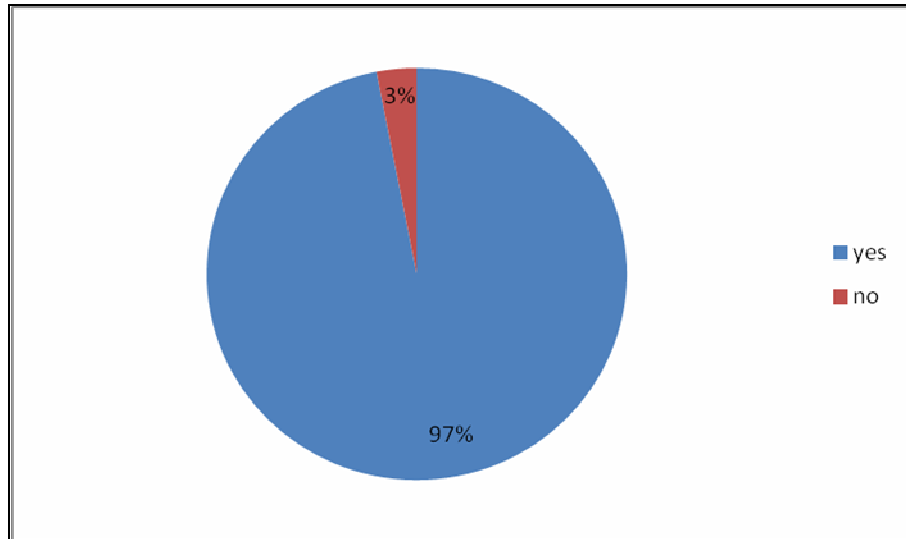
To analyze the academic performance of public secondary schools in Bondo district, the study considered 4 years (2009-2012) and the mean standard score ranging from 1 point to 12 points. In 2009 and 2010, most of the schools had below 5 points which is equivalent to grade C- and below 57.9 and 52.6 percent respectively. However, most of the schools 52.5 percent had over 5 points indicating a positive academic performance trend.

Most schools that had over 5 points indicated that there was monetary reward for the teachers. The use of monetary reward for teachers enabled the students'

performance to improve as supported by (Odden and Kelly, 2002) saying that monetary reward gives teachers the capability to move beyond the starting salary and be paid at a comparable level to the private sectors workforces thus improving the learners' performance. Table above shows the effects of monetary rewards to teachers on students' performance. Most teachers interviewed were of the opinion that monetary rewards to teachers improved students' performance to a great extent. From the table, it is clear that schools which gave their teachers monetary reward realized better and improved performance. More studies should therefore be conducted to prove this using test-retest.

Most teachers were of the opinion that when given monetary rewards they got motivated and felt appreciated for their work hence they were compelled to work harder. They also gained freedom to innovate since they no longer had to focus on the process but improve students' performance. They would go out of their way to teach extra work , create a consultative environment for the students and give extra homework to students to enable them develop a culture of reading.

Fig 4.1: Teachers who set targets



From figure 4.2. It's evident that majority of teachers sampled in Bondo district had set targets for their subjects. Only a few did not have set targets for their subjects.

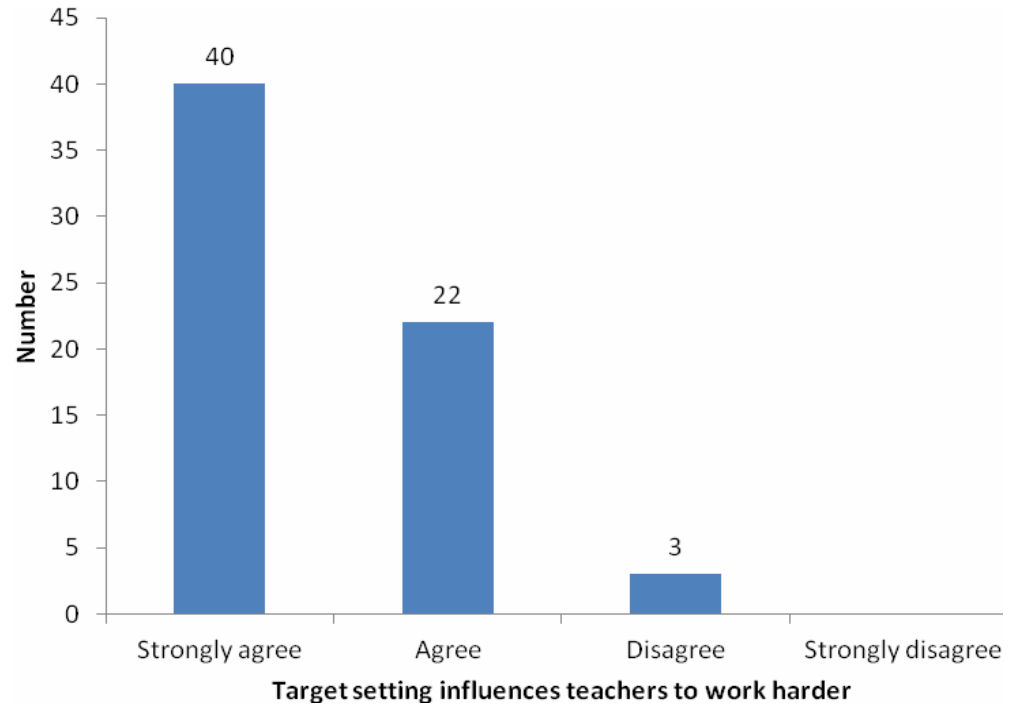
From the findings shown in the figure above, it is clear that 97% of the interviewed teachers have a positive attitude towards being given targets. As illustrated in the figure, teachers involved when asked how target setting helped them, 97% saw it helped them in syllabus coverage and monitoring of students performance through regular testing methods. This means therefore that they are motivated to meet educational goals and this will automatically affect the performance in appositive way. 3% of the teachers are not for the idea of setting targets. They could be exemplary teachers who believe in setting their own targets but not being set for, but this is only a small number compared to the majority who agree to adhere to set targets.

Table 4.7
Average Mean Grade (for years 2009 -2012)

| Item | Below 5 | 5-6 | 6-7 | 7-8 | Above 8 | Total |
|-------------|----------------|-------------|-------------|-------------|----------------|--------------|
| YES | 5.3 | 5.3 | 29.4 | 44.2 | 15.8 | 100 |
| NO | 58.7 | 26.3 | — | 9.7 | 5.3 | 100 |

From the findings, high performance was recorded in the schools that had set targets as indicated by 15.8% with mean grade above 8, 44.2% above 7 while 29.4% of schools registered a mean grade of above 6. Conversely, the study disclosed that no set targets leads to low KCSE performance as indicated by majority(58.7%) of those schools which did not have. This implies that set targets lead to good KCSE performance.

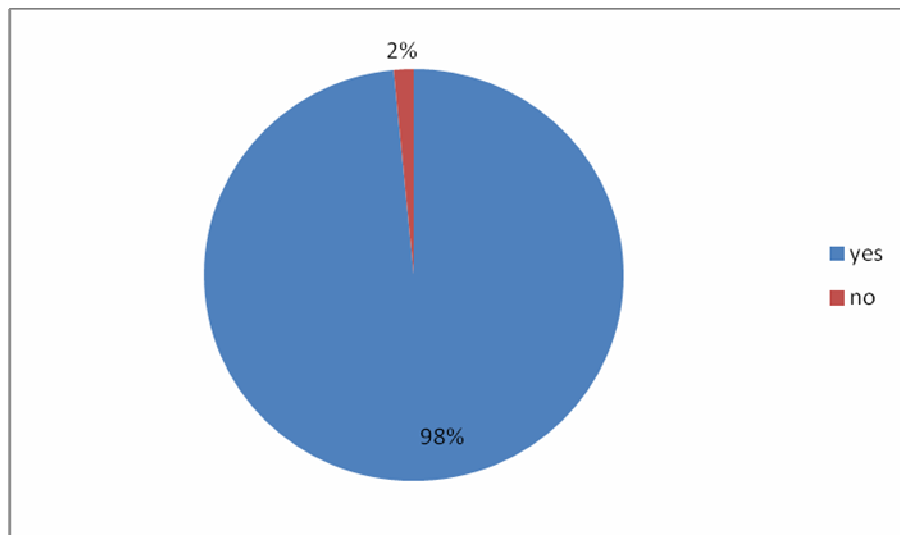
Figure 4.2: Target setting and students' performance



The study wanted to investigate the extent to which target setting influenced performance of students in Bondo district. From the findings, the study found out that most teachers interviewed strongly agreed at 62% that target setting influenced them to work harder. 34% agreed that target setting affected their work while 3% of all the 65 interviewed teachers however disagreed that target setting had any influence in teachers' work. The number who disagreed suggested that targets be laid on the learners rather than on the teachers themselves so as to give a direct accountability on the side of the learners.

Figure 4.3

Academic committees and performance in secondary schools.



The figure above shows the existence of academic committees in Secondary schools in Bondo district. An overwhelming number of teachers admitted that there exists academic committees in their schools with only a few saying that they don't have academic committees in their schools. The existence of academic committees improves performance.

From the finding, the academic committee members are academic giants holding high standards of excellence the study revealed that all the members are holders of at least a bachelor' degree certificates. They therefore help play a very important role in raising the level of performance in the schools where they exist. On the other hand, from the schools that did not have academic committees, their performance left very little to desire since they did not have

properly laid down procedures that could help raise the performance. The table below shows the evidence of the findings.

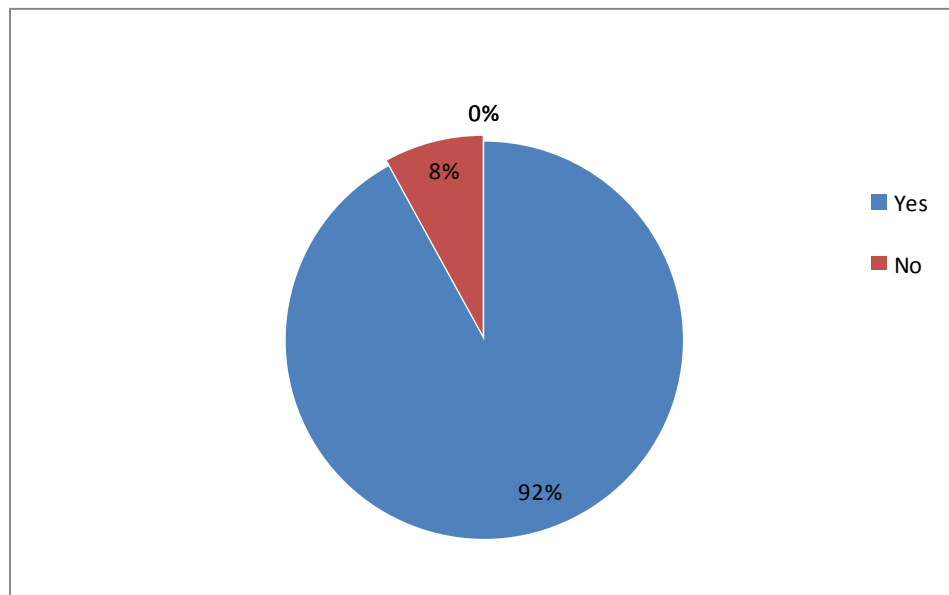
Table 4.8

Academic committees and students' KCSE performance

| Item | Very good | Good | Fair | Poor | Mean | Standard Dev |
|------|-----------|------|------|------|------|--------------|
| Yes | 44.6 | 46.7 | 8.7 | - | 3.4 | 0.5 |
| No | 32.6 | 15.2 | 25.0 | 27.2 | 2.5 | 1.0 |

Figure 4.5.

Schools with regular out of school trips



From the findings the study found out that 92% of sampled schools in Bondo district

Admitted that they have regular schools trips for their students. The remaining 8% however don't undertake regular trips for their students mostly due to insufficient funds.

The schools with regular out of school academic trips performed better than those who did not have academic trips at all as illustrated in the table below

Table 4.9

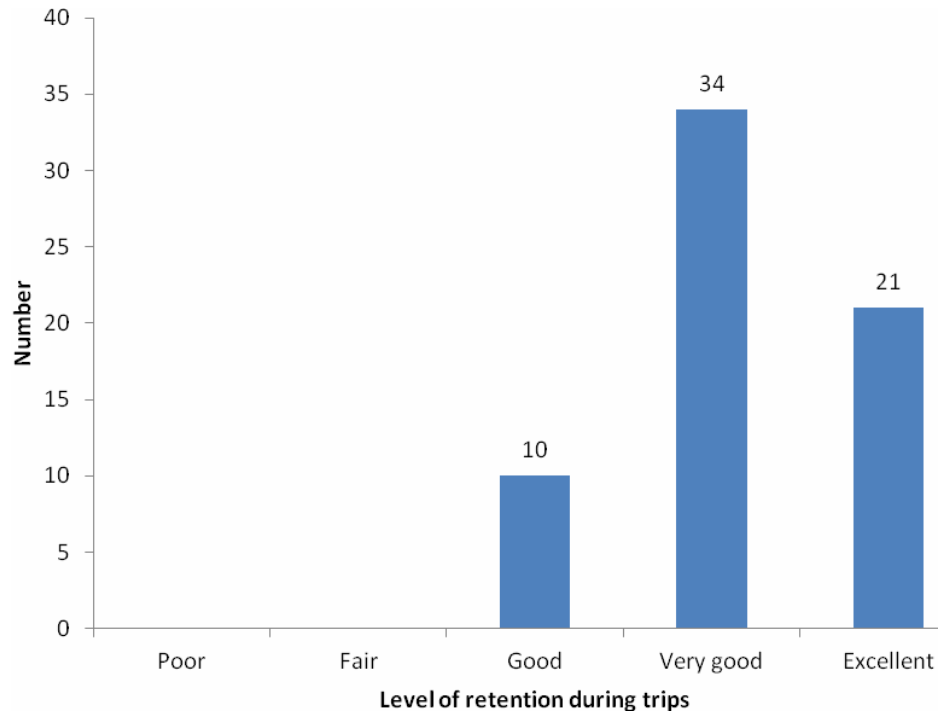
Out of school academic trips and students performance

| Item | Year | Mean Score |
|--------------------------------|------|------------|
| Schools with academic trips | 2011 | 6.07 |
| Schools without academic trips | | 4.02 |
| Schools with academic trips | 2012 | 8.25 |
| Schools without academic trips | | 5.05 |

The study findings revealed that academic performance of learners improved a great deal. With a mean of 8.25 being realized in the second year grades. Schools without academic trips performed dismally. Therefore a need to let learners go on academic trips.

Fig 4.6.

Level of retention during trips and performance



To determine the level of retention during the out of school trips and the students performance, the respondents were asked to indicate in five points and the results were as follows as shown in figure 4.6

From figure 4.9 above, more than half of all sampled respondents said that there was a very good level of retention of knowledge among students during out of school trips. Another 32% gave an excellent verdict on level of retention of information learned during out of school trips. This was due to the change of their environment of learning since they were more willing and excited to learn new things out of their usual classroom environment. They

also had high retention due to the fact that they were able to apply what they were taught in class practically. However, their counterparts who never had out of field trips only performed averagely. Therefore the majority of the respondents were of the opinion that taking learners out for academic school trips had a significant effect on the learners' retention thus enabling them to perform better.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study conclusion and recommendations and the extent to which research objectives have been achieved. It also contains information on proposed areas that requires further research. The study generally draws its conclusion and recommendations based on data captured through the use of questionnaires.

5.2 Summary of the study

The purpose of this study was to establish the influence of governance practices on students' performance in Kenya Certificate of Secondary Education in Bondo District, Kenya.

The study objectives were; to establish the influence of monetary rewards for teachers on students' performance in Kenya Certificate of Secondary Education in Bondo District. It also needed to assess the extent to which target setting for teachers influenced students' performance in Kenya Certificate of Secondary Education in Bondo District, to determine the influence of school academic committees on students' performance in Kenya Certificate of Secondary Education in Bondo District and to determine the extent to which out of school trips for teachers and students' influence students' performance in Kenya Certificate of Secondary Education in Bondo District. The study was

conducted using descriptive survey design with a sample size composed of 18 principals, 360 teachers and 120 board of governors.

The district was clustered into 7 educational zones because it is relatively large in size and that all the 36 schools are scattered all over the district.

The data was gathered by use of questionnaires for principals, teachers and board of governors. It was then analyzed qualitatively and quantitatively. The 1st study objective sought to determine the influence of monetary rewards to teachers from the teachers who were interviewed had the opinion that monetary rewards to teachers improved teachers' performance at 54%. Another 38% declared that the monetary rewards motivated teachers even as only 7% saw no effect on students' performance. Findings therefore show that monetary rewards on teachers' affect positively learners' performance. This can be attributed to (Odden and Kelly 2002)

The study sought to establish how target setting influences performance of students in Bondo District, most teachers who were interviewed strongly agreed at 62% that target setting influenced them to work harder. 3% of all the 65 interviewed teachers however disagreed that target setting had any influence on teachers' work.

The study also sought to establish how out of school trips enhanced recall of facts and concepts which culminated into good performance of the students. Educational researchers argued that learning encompassed much more than the cognitive aspect. They also argued that a broad definition of learning had a greater utility in the context of informal setting that was able to account for complex nature of the experience that took place. Some authors also

speculated that affective information embedded in an experience allowed for easier retrieval of information and memories of events were found to have. This finding is in line with recommendation by (Giroux, 2004) that when trips are well organized, they encouraged a conducive environment that make learning enjoyable and profitable to all the parties involved thus retention is higher.

Finally, the study also found out that academic committees are formed in secondary schools to ensure high quality of academic standards. These committees made sure that student' up held high academic performance, personal integrity and ethics consistent with becoming fine professionals. The committees therefore monitor students' progress in both academic performance and conduct to produce all round students. This finding is in line with (Harry 2007) where most meetings are conducted to help committees perform their duties.

If the committee became aware of evidence but a student academic performance or conduct was seriously deficient or had not responded to efforts to remedy a lapse then the committee was charged with determining whether more serious steps up to and including suspension of the student where necessary academic committees therefore met as often as necessary to carry out their missions to help raising standards in their schools.

Knowledge retention was found to be very high during engagements done during out of school trips

5.3 Conclusion

After carefully analyzing the governance factors influencing students' performance in Kenya Certificate of Secondary schools in Bondo District, the study concluded that there were various governance factors that related to monetary rewards, out of school trips, academic committees and target setting that influence the performance of learners in Bondo District schools. Governance practices in schools have overbearing effects on performance in examination.

Proponents of monetary reward for teachers argue that teachers actually gain freedom of innovation. This gives teachers the capability to move beyond the starting salary and be paid at a comparable level to the private sector work forces. Monitoring words for exemplary teachers also helps in curbing loss of bright young talented teachers. This loss has been for some time and is attributed by low starting salaries as the experts suggest. It is also evident that students' learn more in an informal site which the classroom setting does not provide for. Therefore the need for out of school trips which richly provides for recall after visiting a site. Informal learning environments generally offer complex, stimulating environments and activities that go beyond most experiences that are possible in the classroom and therefore can initiate a wider range of learning potentials. It also allows for easier retrieval of information and memories of events. It is also an instrumental course for self reflection of the land events.

Recent educational policies in Kenya have also focused on measurable targets set by government for the performance in most sectors not forgetting the

education sector. These targets are mostly based on number of passes in Kenya Certificate of Secondary Education when minor lapses of performance or conduct have occurred then the committee work with each other to develop a plan to remedy such lapses. The study also concluded that targets are key tools for raising expectations and standards therefore the level at which targets are set may be used to induce more efforts from teachers, students and schools provided that incentives are sufficient. The targets also assist the teachers with a basis for improvement. They can monitor progress based on how much point above or off the target that are set.

5.4 Recommendations

Following the study findings and conclusions, the following recommendations were made;

- i. The Ministry of Education (MoE) should allocate finances to develop guidance and counseling infrastructure in schools. This would help in creating awareness to parents, students and the society as a whole to sensitize them on the effects of early marriages to the girl child and entire society in the long run.
- ii. School administrations should allocate some funds to enable students have at least a few out of school trips as this is found to increase concept retention in the learners and thus improving performance.
- iii. The study also recommends that school board of management should nurture a good working relationship with the teaching staff in order to

create a conducive working environment for the teachers for this will enable them to have a high spirit of working even without the monetary reward. This shall improve the performance of students across the District .Other than only rewarding the teachers, the leaders and concerned principals in different schools should also consider giving rewards to the best performing students in order for them to be encouraged to work even harder to improve their performance.

- iv. It also recommended that targets be set to the students to which if they got to achieve they would be rewarded.
- v. It also recommended that various trainings should be introduced for the students to sensitize them on the dangers of premarital sex and the resultant possibilities that would come from them. These would include contracting STIs getting pregnant and having school dropout among other things. A guidance and counseling section should also be put up for the students where they would interact freely with the in charge. This would surely boost their performance in class and they would be able to have boost in their self esteem.
- vi. As we found out from the study, teachers who set targets tend to improve their student's performance to a greater extent. A rule should therefore be put in place that every teacher in the governance should be able to come up with a set of targets of what they intend to achieve at the beginning of every term. Teachers should also be able to give out a report on a regular basis concerning their targets. The ones they have

been able to achieve and present the challenges they encountered in an attempt to achieve the set targets. These reports should therefore be discussed and recommendations made. Setting targets should also be encouraged as it gives the teachers a good time to be able to cover the syllabus in good time to pave way for revision. This ensures that students go into the examination room when well prepared and therefore improves their general performance.

- vii. Out of school trips also offered a good base for learners' performance. This should be encouraged by each and every school to provide every learner a chance to exploit all the relevant academic opportunities so that when they get to their final examination they are able to apply what experience they found from the field trips to the examination requirements. This is because some questions tests learners' ability to apply what they have learnt for the four years.

5.5 Suggestions for further research

From the findings of the study, further research has been recommended in the areas below;

Since the study was only conducted in one district, the study should be replicated in other districts in order to obtain deeper understanding of the phenomenon. There is an opportunity for further research to establish other means of rewarding the teachers other than monetary rewards that could be applied if performance is to be maintained. This could be done using a bigger

sample to determine this and also using other research instruments other than the questionnaires.

Study could also be done to establish the major causes of drop outs among the girl child in the district. This is because the number of girls who enroll in form one reduces tremendously by the time they finally do their final Kenya Certificate of Secondary Examination.

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APPENDIX I
LETTER OF INTRODUCTION

University of Nairobi

P.O. BOX 3019

Nairobi

20th May 2013

The Principal,

Dear Sir/Madam

Re: Research project

I am a post-graduate student at the University of Nairobi pursuing a master's degree in Educational Corporate Governance. I am carrying out a research on the **'Influence of Governance Practices on Students' Performance in Kenya Certificate of Secondary Education in Bondo district, Siaya County, Kenya**. The findings in this study are purely for academic purposes in education and possibly put measures in place to improve the current situation. I therefore kindly request you to participate in the study by filling the questionnaires as honestly as possible and to the best of your knowledge. You are therefore asked not to indicate your name or any other form of identification. Confidentiality of respondents is highly respected. Your cooperation will be highly appreciated.

Yours faithfully,

Irene Akinyi

APPENDIX 2

QUESTIONNAIRE FOR PRINCIPALS

You are kindly requested to answer the questions below in the spaces or from the choices given as honestly as possible. You are also requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential.

Part A: Demographic Data

1. What is your age group?

30-39 years[] 40-49 year [] 50 and above years []

2. Gender Male [] Female []

3. What is your professional or academic qualification?

Middle level college [] Undergraduate [] Post graduate []

Part B: Governance practices

1. For how long have been the principal of this school?

Less than 1 year [] 1-2 years [] 3-5years [] Over 5 years []

2. To what extent are the members of your school board of governors qualified to competently undertake their governance duties?

| | Very less extent | Less extent | Average | Large extent | Very large extent |
|--|------------------------|----------------|---------|-----------------|-------------------------|
| Appointment and recruitment of new employees | | | | | |
| Mobilize resources for school programs | | | | | |
| Discipline students | | | | | |
| Manage conflicts in schools | | | | | |
| Budget and implementation of budget | | | | | |

3. Do you give monetary rewards for exemplary performing teachers?

Yes [] No []

4. In your opinion, what is the impact of monetary rewards on student performance? _____

5. Do you have regular out of school trips for students in your school?

Yes [] No []

6. What is the level of concept retention during out of school trips?

Poor [] Fair [] Good [] Very good [] Excellent []

7. Do you have set targets for teachers in your school? Yes [] No []

8. Do you have set targets for students in your school? Yes [] No []

9. Do you think target setting influences teachers to work harder?

Strongly agree []

Agree []

Disagree []

Strongly disagree []

10. Target setting influences students to work harder.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

11. Do you have various academic committees in your school?

Yes [] No []

12. Do your school's academic committees have board of governors' support?

Yes [] No []

13. In your opinion, what is the overall competence of your school's academic committees?

14. What has been your school mean score from 2009 to 2012?

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

General instructions

This questionnaire is part of the research proposal and your school had been purposively selected to participate. Therefore your honest response is very important to the study. Please respond to ALL the questions in this questionnaire by putting a tick to the response that best applies to the question or by writing down honest opinion in the blank spaces provided. All the answers and opinions given will remain confidential and used only for the academic purpose.

PART A: Demographic data

1. Respond to each of the following items that best describe yourself

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

3. What is your highest academic qualification?

Diploma [] Degree [] Masters []

Other (specify) _____

4. What is your age group? 25-30yrs[] 31-36yrs[] 37yrs and above[]

5. Do you have any academic qualifications in corporate management?

Yes [] No []

Part B: Governance practices

1. How long have you taught since you left college?

6-10 yrs [] 11-15yrs [] 21-25yrs [] 26 years & above []

2. How many teachers does your school have?

0-5[] 6-10[] 11-15[] 16-20[] 21-25[] 26-30 [] over 30 yrs []

3. Indicate the number of steams for each class

1 2 3 4 over 4

Form 1[] [] [] [] []

Form 2[] [] [] [] []

Form 3[] [] [] [] []

Form 4 [] [] [] [] []

4. What category is your school?

National [] Provincial [] District []

5. Do you have set targets for students in your school? Yes []

No []

6. Do you think target setting influences teachers to work harder?

Strongly agree []

Agree []

Disagree []

Strongly disagree []

7. Target setting influences students to work harder.

Strongly agree []

Agree []

Disagree []

Strongly disagree []

8. Do you have various academic committees in your school?

Yes [] No []

9. Do your school's academic committees have board of governors' support?

Yes [] No []

In your opinion, what is the overall competence of your school's academic

10. What has been your subject mean score from 2009 to 2012?

APPENDIX 4

QUESTIONNAIRE FOR MEMBERS OF BOARDS OF GOVERNORS

This questionnaire is part of the research proposal and your school had been purposively selected to participate. Therefore your honest response is very important to the study. Please respond to ALL the questions in this questionnaire by putting a tick to the response that best applies to the question or by writing down honest opinion in the blank spaces provided. All the answers and opinions given will remain confidential and used only for the academic purpose.

Part A: Demographic Data

1. What is your age group?

30-39 years 40-49years 50 years and above

2. Gender? Male Female

3. What is your highest professional or academic qualification?

Primary level Secondary level

Middle level college University graduate

Part B: Governance practices

1. For how long have you been members of this school's board of governors?

Less than 1 year 1-2 years

3-5years Over 5 years

2. Do you have any training in secondary school governance?

Yes No

3. Do you hold regular meetings with the principal to discuss school governance issues? Yes No

4. Do you give monetary rewards for exemplary performing teachers?

Yes No

5. In your opinion, what is the impact of monetary rewards on student performance? _____

6. Do you have regular out of school trips for teachers in your school?

Yes No

7. Do you have various academic committees in your school?

Yes [] No []

8. Do your school's academic committees have board of governors' support?

Yes [] No []

9. In your opinion, what is the overall competence of your school's academic committees? _____

10. What has been your school mean score from 2009 to 2012?

List of Secondary Schools in Bondo District

- | | |
|------------------------------------|---------------------------------------|
| 1 Maranda Boys High school | 26 Raliew Mixed Secondary School |
| 2 Nyamira Girls High School | 27 ST Andrews Kokise Secondary School |
| 3 Usenge Boys High school | |
| 4 Nyamonye Girls High school | 28 Wera Secondary School |
| 5 Majengo Mixed Secondary school | 29 ST Mathews Kandaria |
| 6 Got-Matar Mixed secondary | 30 Akoko Mixed School |
| 7 Got Agulu secondary school | |
| 8 Jaramogi Oginga Odinga school | |
| 9 Wambasa Girls Secondary School | |
| 10 Barchando Secondary School | |
| 11 Jusa Mixed Secondary School | |
| 12 Mago Mixed Secondary School | |
| 13 Kanyibok Mixed Secondary school | |
| 14 Bondo Township Mixed School | |
| 15 Barkanyango BoysHigh School | |
| 16 Barkowino Secondary School | |
| 17 Nyang'oma Boys High school | |
| 18 Nyang'oma Mixed school | |
| 19 Majiwa High School | |
| 20 Kitambo Secondary School | |
| 21 Mbeka Girls Secondary school | |
| 22 Kapiyo secondary School | |
| 23 Lwak Girls High School | |
| 24 Ramba Boys High School | |
| 25 Chianda Boys High School | |

APPENDIX 5: RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/648

THIS IS TO CERTIFY THAT: **Date of issue** 14th May, 2013

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** KSH. 1,000

Irene Mary Akinyi

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi

has been permitted to conduct research in

Location

Bondo District

Province

Nyanza


on the topic: Influence of Governance

practices on Students' performance

in Kenya Certificate of Secondary

Education in Bondo District,

Siaya County, Kenya.



Applicant's Signature **For: Secretary**

for a period ending 31st July, 2013. **National Council for**

Science & Technology

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed with-out prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.


5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GP60553m(10/2011) **(CONDITIONS—see back page)**

APPENDIX 6: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/648** Date: **14th May, 2013**

Irene Mary Akinyi
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **29th April, 2013** for authority to carry out research on *“Influence of Governance practices on Students’ performance in Kenya Certificate of Secondary Education in Bondo District, Siaya County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Bondo District** for a period ending **31st July, 2013**.


You are advised to report to **the District Commissioner and District Education Officer, Bondo District** 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Bondo District



“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.