

**INFLUENCE OF BOARD OF MANAGERMENTS' CORPORATE
GOVERNANCE PRACTICES ON KENYA CERTIFICATE OF
SECONDARY EDUCATION PERFORMANCE IN KIRINYAGA EAST
DISTRICT, KENYA**

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and Planning in Partial Fulfilment of the Requirements for the award of
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DECLARATION

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

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DEDICATION

I dedicate this study to Eng. David Mugambi, Mrs Rahab Mugambi and their children, Agnes Njeri, Willy Ileri, Alex Mundia, and James Mwerekania, in memory of my late parents, Mr. Wilson Wanjohi and Mrs. Agnes Wanjohi.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOG	Board of Governors
BOM	Board of Management
CBE	Curriculum Based Establishment
CDE	County Director of Education
DEO	District Education Officer
GOK	Government of Kenya
HSEB	High School Education Board
ICT	Information Computer Technology
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNEC	Kenya National Examination Council
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
PGDE	Post Graduate Diploma in Education
ROK	Republic of Kenya
SGBs	School Governing Bodies
SMCs	School Management Councils
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate the influence of BOMs corporate governance practices on Kenya Certificate of Secondary Education Performance in Kirinyaga East District in Kenya. The objectives of the study were; to establish the extent to which round table meetings influence KCSE performance, to determine the extent to which BOMs target setting influence KCSE performance, to establish the extent to which provision of incentives by BOM influence KCSE performance, to establish the extent to which BOMs resource mobilization influence KCSE performance and to establish the challenges faced by BOMs corporate governance. The study is organised into five chapters; introduction, literature review, research methodology, data analysis, presentation and interpretation, and lastly summary, conclusions and recommendations. The study used descriptive survey design. Stratified sampling method was used whereby 171 teachers, 24 principals and 24 BOM chairpersons were used. The research instrument was the questionnaire which consisted both closed and open-ended questions. Content validity was also ensured by the researcher who discussed the items in the instruments with the supervisors, lecturers and colleagues from the department. The advice given helped the researcher to determine the validity of the instruments. Instrument reliability was tested by use of test-re-test method where a pilot study of 2 schools from the neighbouring district was used. A correlation coefficient of 0.75, 0.78, and 0.73 for the teachers, principals, BOMs chairpersons respectively was obtained. The questionnaire return rate of 162 (74.00%) was realised. Descriptive statistics of both quantitative and qualitative data was collected, sorted, coded and analysed using SPSS version 22.0. The results of analysed data was presented through narrative tables of frequencies, percentage tables as well as pie-charts. The study sort to analyse the objectives from the research questions. The findings on BOMs consultative round table meetings and their influence on KCSE performance indicated that, a majority (24%) of the respondents indicated that the meetings contributed to a very large extent, 23.5% large extent. On whether BOMs target setting and follow-up influenced KCSE performance, the study indicated that a majority (69%) agreed. The study findings also indicated that BOMs provided incentives which greatly influenced KCSE performance. A majority (40%) indicated that they influenced to a very large extent. On BOMs resource mobilization and the extent to which they influenced KCSE performance, a majority (35%) indicated very large extent, 34% large extent. This study also indicated that BOMs corporate governance was faced by a myriad of challenges that need to be addressed. The research findings concluded that BOMs round table meetings, the setting of academic targets, provision of incentives, and BOM resource mobilization influence KCSE to a large extent. Therefore BOMs corporate governance practices influence KCSE performance. The study findings recommended that, BOMs, the principals and the teachers to establish more avenues to bring more positive results.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Secondary education is viewed as a gateway to opportunities and benefits of economic and social development. The success of a candidate after completion of secondary school is viewed from the performance of national examination point of view. This is because national examination is a major determinant of future social economic status of a candidate (Bradley and Taylor, 2005). The Republic of Kenya has always recognised education as basic human right and very vital asset for human resource and national development. It's because of this fact that the Sessional Paper no. 10 of 1965 and subsequent policy documents have acknowledged that education plays a major role in eliminating poverty, ignorance and disease.

The Basic Education Act [Cap 211] (1968) established the school Board of Governors(BOGs) to govern public secondary schools, which are currently known as Board of Managements(BOMs).Governance of public secondary schools in Kenya today is entrusted to school Board of Management (Basic Education Act [Cap211] 2013). The Education Act has provision for establishing a Board of Management (BOM) to manage public schools on behalf of the government. The BOM is responsible for the overall management, control and maintenance of standards in public secondary schools with best governance practices, which include, promoting best interest of the institutional development, ensuring the

provision of learning resources, motivation of teachers, students and support staff, follow-up of performance targets, advice and teambuilding through meetings, among others.

According to Odhiambo (2009), the problem of poor performance is deeply rooted in management practices which will have to change if the targets in education sector are to be realised. A study by Nsubuga (2003), on governance practices, indicated that less staff meetings contributed to less coordination of curriculum implementation and hence poor performance in national exams.

In other countries there exist similar bodies to Board of Managements, which are mandated with the running of secondary schools educational activities and also influence academic performance. For instance in America, school board is the agency of government created by the state of legislature and given the legal power to govern the affairs of the local school districts. In France, the baccalaureate examinations are given to students at academic secondary schools (*the lycee*) as exit examination and also to determine university placement (McCaskey, 2009). In Zambia the government has created and regulated High School Education Boards (HSEB) linking upper and lower secondary schools with Ministry officers and the local Civil Administration. The board meets on as –needed basis to oversee general school management. Vickey (2001) observed that secondary Schools Governing Bodies (SGBs) at post-apartheid in South Africa were greatly

undermined due to inadequate training which compromised their effectiveness as school managers of academic performance.

In Kenya, the Ministry of Education Science and Technology (MOEST), 2000 observed that performance in examinations is one indicator of educational effectiveness. It allows education stakeholders to assess whether a school is declining or improving in performance of national examination. The Kenya Certificate of Secondary Education (KCSE) is administered after completing secondary education and successful candidates proceed to university. According to Sifuna (1990), a good school is judged by its production of high mean scores in examinations. High academic achievement is held with high esteem by learners, parents and the public. Schools are in sense factories in which raw children are shaped and finished into something more valuable and useful in the society.

The issue of poor performance of students in Kenya has been much of concern by all stakeholders. There is a relationship between governance practices and human resource management practices such as, information sharing through meetings, KCSE compensation and equitable rewarding (Laka-Mathebula, 2007). According to Otieno (2011), governance practices had influence on academic performance since obstructive practices discouraged enhancement of creativity, teamwork, motivation and lastly total quality performance in KCSE objectives. Ayot (2006) noted that good governance is key in quality performance and poor managed schools suffer myriads of problems.

In Kirinyaga East District in Kenya, public secondary schools' BOMs have been responsible for overall governance and management of basic education. The governance practices of BOM have been developed in line with the Basic Education Act No.14 of 2013. The BOM comprise of the following persons in table 1.1

Table 1.1 Composition of BOM in Kenya public secondary schools

Section of Basic Education Act Person is appointed	Category of persons	Number of Persons
56(1)a	Representatives of parents or local community	6
56(1)b	One person nominated by the CEB	1
56(1)c	One representative of teaching staff	1
56(1)d	Three representatives of the sponsor	3
56(1)e	One representative of special interest group	1
56(1)f	One representative of person with special needs	1
56(1)g	Chairperson of student council	1
56(1) and(2) &Third Schedule Section 3	Co-opted members	3
Total		17

Source: Ministry of Education. Draft Circular: Operational Guidelines for BOMs in Public Secondary Schools.

The principal of the school is the secretary of the BOM. The BOMs governance practices in public secondary schools aims at promoting the best interest of the institution and ensures development. The BOM normally hold round table meetings to strategize on ways that can help the institution. Some of the governance practices include, mobilise stakeholders to render services that can acquire and improve institutional resource, encourage dialogue and democratic governance by allowing stake holders to set goals and targets for the institution, provide welfare services that can motivate the members by provision of incentives and perform any other function to facilitate the implementation of its functions (Basic Education Act No. 14 of 2013)

In Kirinyaga East District, public secondary schools have not been performing very well in KCSE due to ineffective BOMs corporate governance practices, such as, poor target setting and follow up, poor resource mobilisation strategies, lack of motivation of stakeholders, and lack of commitments in holding regular meetings, among others. Otieno (2012), governance practices had influence on academic performance since obstructive practices discouraged enhancement of creativity and teamwork, killed motivation and lastly total quality performance in KCSE objectives. A study by Telem (2003), found that parental involvement in school activities and decision making can motivate them to mobilise resources and bring their skills and support to the school that can enable students and teachers achieve their targets and objectives. According to Emenike (2010), institutions that had embraced the culture of rewards performed exemplarily well in KCSE. A quick

glance of the KCSE mean scores below for the last three years shows that most of the candidates scored less than c+ which is a minimum requirement for entry into public universities. Most of the candidates have been pushed out of the education system as shown in Table 1.2.

Table 1.2 Number of candidates in KCSE Performance in Kirinyaga East District in 2011-2013

Year	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
2011	18	70	117	144	215	237	274	304	365	392	285	27
2012	7	68	129	201	207	268	258	302	343	430	249	14
2013	5	71	143	204	230	223	262	310	370	465	269	13

Source: DEO's office Kirinyaga East District

The number of quality grades of c+ and above dropped marginally from 880 in 2012 to 876 in 2013. In 2013, 34.2% of the students scored C+ and above compared to 35.55% in 2012 that scored the same grades. This causes great concern to the district as 65.8% of the candidates missed an opportunity to access University Education (DEO's office Kirinyaga East District, 2014).

1.2. Statement of the problem

Public secondary schools can be performing or not performing depending on the mean scores in national examinations. The poor KCSE performance in Kirinyaga

East District, Kirinyaga County has been persistent for a long time, and most stakeholders in the district especially parents, teachers and education officers have been looking for answers for this state of affair without success. The stakeholders had been blaming the BOMs for being unable to deliver good KCSE results because of poor corporate governance practices. In Kenya, secondary education is a basic requirement into tertiary institutions such as colleges and universities (MOEST, 2005). Poor performance may deny a student transition to these institutions, be denied employment opportunities and finally participation in development of national economy. This study therefore, proposed to investigate the influence of BOMs corporate governance practices on KCSE performance in Kirinyaga East District.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of Board of Managements' corporate governance practices on Kenya Certificate of Secondary Education Performance in public secondary schools in Kirinyaga East District.

1.4 Objectives of the study

The following were the objectives of the study:

1. To establish the extent to which BOMs round table meetings influence KCSE performance in public secondary schools in Kirinyaga East District

2. To determine the extent to which BOMs performance target setting follow up influence KCSE performance in public secondary schools in Kirinyaga East District
3. To establish the extent to which provision of incentives by BOM influence KCSE performance in public schools in Kirinyaga East District.
4. To establish the extent to which BOMs resource mobilization influence KCSE performance in public secondary schools in Kirinyaga East District.
5. To establish the challenges facing BOMs corporate governance practices of public secondary schools in Kirinyaga East District.

1.5 Research questions

The research questions of the study included the following:

1. To what extent do BOMs round table meetings influence KCSE performance in public secondary schools in Kirinyaga East District?
2. To what extent does BOMs performance target setting follow up influence KCSE performance in public secondary schools in Kirinyaga East District?
3. To what extent does provision of incentives by BOM influence KCSE performance in public secondary schools in Kirinyaga East District?
4. To what extent does BOMs mobilisation of resources in public secondary schools influence KCSE performance in public schools in Kirinyaga East District?

5. What challenges face BOMs corporate governance practices in Public Secondary Schools face in Kirinyaga East District?

1.6 Significance of the study

This study may enable the BOMs of schools to benefit as they may be able to adopt better management skills and discover where the failure emanates from the past experiences of poor governance. The principals may use the findings to plan their day-to-day running of schools in relation to KCSE performance. In addition the finding may be beneficial in improvement of quality training programmes in the facilities of education at the university Level and teachers training colleges and other institutions offering management courses such as the Kenya Education Management Institute (KEMI).

1.7 Limitations of the study

The location of some schools in the interior posed a lot of difficulties of accessibility within the required time. It was not possible to control the altitudes of respondents which affected the validity of the responses. The study applied descriptive survey design whereby manifestation of the variables had already occurred and hence could not be manipulated by the researcher and the findings could not be taken with very high degree of certainty.

1.8 Delimitation of the study

It was not possible to include all stakeholders in BOM's team of management who were supposed to be part of management of secondary schools because the actual

day to day governance of the school is mostly done by the principals and the teachers. The study delimited itself to BOM governance practices and their influence on KCSE performance, but there are other factors that affect KCSE performance. The study focused on academic mean performance index attained in KCSE. However there are other benefits a student gains by being in school such as discipline, time management among others. Well, it was difficult to measure such variables.

1.9 Basic assumptions

The study assumed that respondents such as the principals, teachers, and the BOMs chairpersons, were trustworthy so as the information they gave was true. The BOMs team had been in charge of the school for the past five years.

1.10 Definitions of significant terms

Board of Management (BOM) referred to a group of people in public schools who oversee the operations of an institution and have power to make decisions by planning, organizing, and coordinating all the activities.

Corporate governance referred to the management practices that encompass the authority, accountability, direction and control exercised in the process of managing public secondary schools by BOMs.

Academic performance referred to the degree of achievement by students in their class assessment tests, terminal examinations, and national examinations. It is the

measure of ability and achievement level of learner in a school subject, or particular skills.

Stakeholders' referred to a person, a public or private organization involved in public secondary school and with vested interests for the benefit of the school.

Setting targets referred to an agreed academic performance measure set by BOMs for teachers and students to achieve at KCSE.

Kenya Certificate of Secondary Examination (KCSE) referred to national examination taken by form four students after a four-year course in secondary school in Kenya.

Performance referred to the grades both per subject and overall that students obtain in KCSE examinations.

Mobilisation of resources referred to a concept used by BOM to organize, source, coordinate, persuade, all stakeholders to assist the school to acquire and improve teaching and learning materials that can help students achieve improved academic performance.

Round table meetings referred to discussions by schools BOMs coming together and which everyone had equal rights, to strategize ways of improving the school performance

Practice referred to the way of doing something that is usual or expected in public schools as a custom.

Incentives referred to rewards that are given to encourage improved performance.

1.11 Organisation of the study

The study is divided into five chapters. Chapter one comprises of the introduction, background to study, statement of problem, objective of the study, research questions, limitations, and delimitations, significance of the study and definitions of significant terms. Chapter two focuses on the literature review; This section consist of ten subheadings: Corporate governance in public secondary schools and KCSE performance, influence of BOMs round table meetings and KCSE performance, influence of BOMs performance target follow-up and KCSE performance, influence of BOMs provision of incentives and KCSE performance, influence of BOMs mobilisation of resources and KCSE performance, challenges facing BOMs corporate governance, summary of literature review, theoretical framework and conceptual framework. Chapter three contains the research methodology and has introduction, research design, target population, sample size and sampling procedure, research instruments, validity and reliability of the instrument, data collection procedures and data analysis techniques. Chapter four contained analysis of the data and interpretation of research findings. Chapter five contained the summary of the study, conclusion, recommendation and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of ten subheadings: Corporate governance in public secondary schools and KCSE performance, influence of BOMs round table meetings and KCSE performance, influence of BOMS performance target follow up and KCSE performance, influence of BOMs provision of incentives and KCSE performance, influence of BOMs resource mobilisation and KCSE performance, challenges facing BOMs corporate governance and KCSE performance, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of corporate governance in public schools and KCSE performance

It is difficult to define the concept of corporate governance in a universally acceptable way because definitions vary from country to country. This is because countries differ from each other in terms of culture, legal systems and historical developments (Ramon, 2001). Corporate governance is a collective group of people united as one body with the power and authority to direct, control and rule an organization (Ruin, 2001).

Governance of schools by Board of Managements (BOMs) is a form of corporate governance which usually focuses on the roles and responsibilities of BOMs. This body comprises of principals, teachers, parents and the community who assist the

school in daily routine of keeping order among the students. According to Otieno (2011), governance practices had influence on academic performance and obstructive practices discouraged enhancement of creativity and teamwork, killed motivation and lastly students total quality performance in KCSE. Ayot (2006) noted that good governance is the key to quality performance and poor managed schools suffer myriads of problems. Education is highly result oriented discipline, where prospective candidates are judged by grades and certificates. High academic achievement is held with high esteem by learners, parents and the public.

2.3 Influence of BOMs round table meetings and KCSE performance

The purpose of BOMs round table meetings is to strategize ways of improving the school performance, so as to achieve quality results. A study by Scalon, Early and Evans (1999), gives a summary of BOMs ingredients of effective school management boards in England. They participate in decision making especially how to achieve quality results. Adequately trained BOM can perform efficiently and effectively and hence produce quality results. In most public secondary schools in Kenya, BOM lack managerial skills thereby impacting negatively on their school governance practices. There is a correlation between the academic level of BOM members and effective and efficient management of schools academic performance (Onderi, 2013)

2.4 Influence of BOMs academic performance target follow-up and KCSE performance in public secondary schools.

Developing a school vision is an essential foundation from what the instructional activities of the school evolve. Good BOMs governance should establish goals and expectations with clear emphasis of academic learning goals of the school. The goals should be embedded in school routine and leaders to ensure that the staff systematically monitors students' progress. Target setting affect students outcomes because when the BOM articulate the targets of the school and share this with stakeholders a unity of purpose is developed in the school (Summons et al 1995) Recent educational policies in Kenya have focused on measurable targets set by the government in most sectors including education sector (Graffin, 2004).The targets are mostly based on average number of passes in KCSE with the targets properly laid down. Secondary school BOM, teachers, and students are now concentrating on meeting the targets when properly laid down. Target setting affect student outcomes because when the BOMs governance articulate the vision and goals of the school and share this with the teachers and students, a unity of purpose is developed at the school (Summons et al 1995) The highest target is a mean score of 12 points and a corresponding mean grade of A while the lowest mean score is 1 and a mean grade of E

Each year after the analysis of KCSE results, a school sets a target higher than the previous one. According to Early (2003), in his research found that targets raise educational standards and assist teachers with basis of academic performance.

2.5 Influence of provision of incentives by BOMs and KCSE performance

According to Otego (2012) most BOMs motivate staff through provision of free meals, such as breakfast, tea break, lunch, supper through generous sponsorship of PTA. This makes teachers teach extra hours and give personal attention to students. According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. A study done by Matheka (2004), in Machakos District on factors contributing to poor performance in KCSE shows that housing of teachers as an incentive motivated them and posted improved results.

2.6 Influence of BOMs resource mobilisation and KCSE performance

Davis (2006) indicates BOMs, parent and teacher consultations and collaborations in school resource mobilisation and decision making creates the climate for greatest fulfilment of schools student potential. A study by Telem (2003), found that stakeholders involvement in a school activities and decision making can motivate them to mobilise resources and bring particular skills and support to the school that can enable students and teachers achieve their academic targets. Chelimo (2006) noted that a school needs all the financial resources it can avail to support the implementation of its vision and objectives successfully. Financing a

plan will require the BOM to identify sources of income for the school programmes through their influence and goodwill involvement of parents, charitable organization and business people. A study by Namunyu (2012), on the role of BOM in improvement of public schools in Busia District established that BOM has taken up by them to construct and renovate classrooms, provide desks, fence school compound and even hire volunteer teachers in an effort to supplement government effort of enhancing teaching and learning resources.

2.7 Challenges facing BOMs governance practices in public schools.

Public schools in Kenya are faced with a myriad of challenges that include, inefficient BOMs governance practices, inadequate teaching and learning resources, and poor academic performance among others. The widespread demand for higher education and the introduction of free primary and secondary education has led to limited teaching and learning resources, deteriorating BOMs governance practices and hence poor academic performance. Board of Management lack the necessary skills to manage these institutions as a result of low level of formal education and most of the decisions made by the board are not monitored. This has negative impact on students' performance (Orodho, 2014). Campbell (2002) in her paper on *building school governance* narrated that in America, school boards are responsible for improving budgets, hiring staff, providing facilities among others, but lack of skills lowered productivity in schools. Political interference, non-commitment, and ignorance have made them to be ineffective (Asiago 2010)

2.8 Summary of the literature review

This study reviews that BOMs corporate governance practices such as organising round table meetings, follow up of performance academic set targets, provision of incentives, and resource mobilisation among others adopted in public secondary schools in Kenya. Public secondary schools are faced by a myriad of challenges that affect KCSE performance ranging from social, economic, as well as political. According to Mwiria and Ngethe (2006), educational governance is the most critically needed area of reform. Poor governance practices in public secondary schools have led to poor academic performance. Most researches have been done on factors influencing KCSE performance in public secondary schools, however little has been done on corporate governance practices especially in non-profit organizations such as schools.

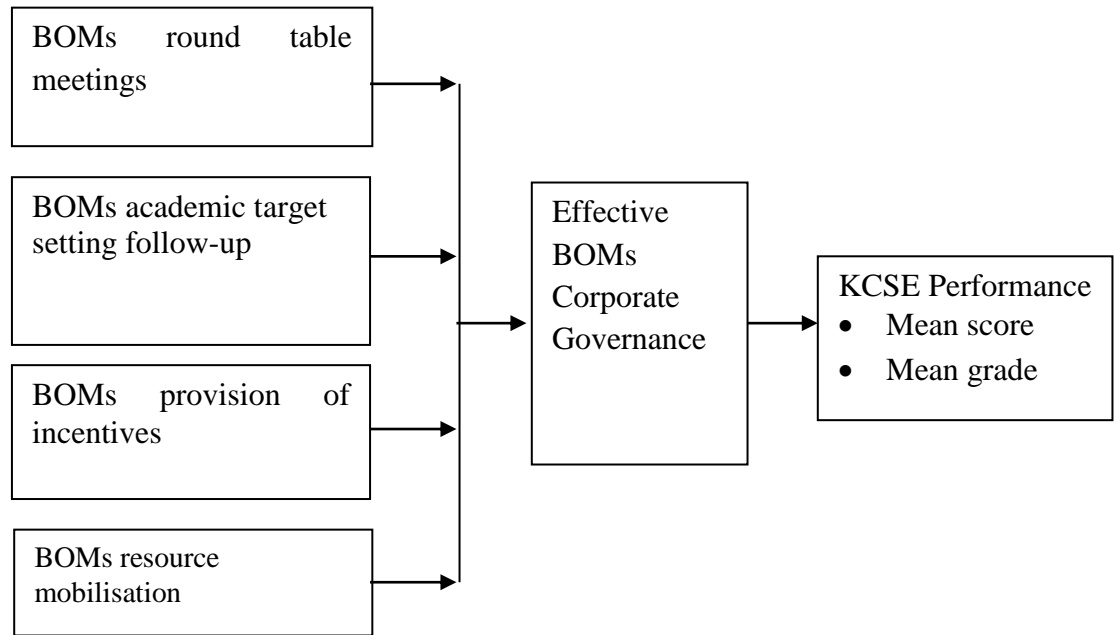
2.9 Theoretical framework

The theoretical framework of this study is guided by the output production function theory (Cobb and Douglas, 1928). The concept of output production theory is highly abstract and has been developed to deal with technology aspect which yields maximum output denoted by letter Q , from a given set of inputs ($x_1, x_2, x_3, x_4, \dots, x_n$) per unit time or specifies the way in which inputs co-operate together to produce a given level of output. Symbolically it can be expressed as $Q = f(x_1, x_2, x_3, x_4, \dots, x_n)$. This is a physical relationship of exogenous factors in an open system such as public secondary school setting. Letter Q represented KCSE performance, x_1, x_2, x_3, x_4 and x_n are, BOMs round table meetings, BOMs target

setting follow up, BOMs provision of incentives, and teaching and learning resource mobilisation and other inputs of BOMs corporate governance practices in public secondary schools respectively. The theory suggested further that the producer could not go out of technological alternatives specified by the output production function. In a school setting technology can be the use of computers for typing, printing machines, scanners, photocopying machines, projectors, audio visual aids and any other relevant machines used in educational curriculum content delivery. The theory further suggests that the efficiency of machines used in the production in schools may determine the outcome of KCSE results since efficiency can determine quality and quantity of curriculum content and delivery. The efficiency of BOMs corporate governance practices and effectiveness ensures improved performance in KCSE in public secondary schools.

2.10 Conceptual framework

Figure 2.1 BOMs corporate governance practices and their influence on KCSE performance



The conceptual framework above shows corporate governance practices and BOMs involvement in public secondary schools and their ability to influence KCSE performance as expected output. The independent variable inputs such as round table meetings, academic target setting follow up, provision of incentives, resource mobilisation being subjected to effective process of BOMs corporate governance practices will eventually lead to improved KCSE results as expected output.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with how research information was collected and analysed. It consists of nine subheadings. Research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

3.2 Research design

This study applied descriptive survey research design which is a method of collecting information by use of questionnaires (Orodho, 2008). Descriptive research is concerned with specific predictions with narration of facts and characteristics concerning individual group or situations. The design is preferred since it is carefully designed to ensure complete description of the situation, making sure there is minimum bias in the collection of data and to reduce errors in interpreting the data collected.

3.3 Target population

A population is defined as a complete set of individual, cases or objects with some common observable characteristics (Mugenda and Mugenda, 2003). The target population consists of 36 public secondary schools composed of 23 mixed day schools, 4 boarding boys schools and 9 boarding girls schools (DEO Kirinyaga East District).

Table 3.1 School category in Kirinyaga East District

School category	Number of schools
Mixed day schools	23
Girls boarding schools	9
Boys boarding schools	4
TOTAL	36

Source: DEO's office Kirinyaga East District (2015)

The total population includes 442 teachers, and 612 BOM members giving a total population of 1054, who formed the target population for the study. The DEO assisted with the relevant information of the schools as well as examination analysis documents for the district.

3.4 Sample size and sampling procedures

Sampling is a means of selecting a given number of subjects from a defined population as representatives of that population and any statement made about the sample should also be true of the population (Orodho and Kombo, 2002). According to Kothari (2004), a sample of 10% to 30% is appropriate for descriptive studies. There were 612 BOMs and 442 teachers in Kirinyaga East District making a total target population of 1054. A total sample of 219 (20.8%) teachers and BOM members in the district was recruited in the study.

Table 3.2 Sampling frame

School Category	BOM chairpersons	Head teachers	Teachers
Mixed	11	11	80
Girls	9	9	63
Boys	4	4	28
Total	24	24	171

It is however agreed that the larger the sample the smaller the sampling error.

The sample size for selecting teachers is calculated using the formula by Yamane (1967)

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

Where n= Desired sample size

N = population size

e =Level of precision (0.07 %)

$$n = \frac{1054}{1 + 1054(0.07)^2} = \frac{1054}{6.1646} = 171.0$$

Based on the formulae, a sample size of 219(20.8%), 171 teachers, 24principals and 24 BOM members out of 1054 persons was selected for the study

The number of each category is selected based on the ratio of the target population obtained. The study involves 9 girls' boarding schools, 4 boys' boarding schools and 11 mixed day category of schools in the study area. The sample selected is

expected to yield data that can be generalized to represent the larger population, (Kombo & Tromp, 2006).

3.5 Research instruments

The research used questionnaires which were considered as the most suitable research instrument. According to Orodho and Kombo (2002), in questionnaires respondents fill in their responses based on their knowledge and the researcher collects them with complete information. Questions are easy and convenient to administer. There are three questionnaires which contains both closed and open-ended questions. There are questionnaire for teachers, questionnaire for principals and the third questionnaire for BOM chairpersons.

The questionnaire are divided into section A,B, C, D and E .Section A contains questions on personal information of the respondents, section B questions on influence of BOMs round table meetings on KCSE performance, section C questions on influence of BOMs target setting follow up on KCSE performance, section D questions on influence of BOMs provision of incentives on KCSE performance, section E questions on influence of BOMs resource mobilisation on KCSE performance and challenges facing BOMs corporate governance in public secondary schools in Kirinyaga East District.

Questionnaires are expected to enable the researcher to obtain results within a considerably short time. Amin (2005) confirm the usefulness of questions in terms of their simplicity, time used and easiness for a researcher to administer.

3.6 Validity of the instruments.

Orodho (2004) defines validity as the degree to which the empirical measure or measures of the concept measures the concept accurately. It is essentially concerned with establishing whether the questionnaire content is measuring what it purports to measure. The study used content validity, which is the degree to which the content of a given test are related to the traits for which it is designed to measure (Best & Khan, 2004). To ensure content validity of questionnaires to be used in the study, the researcher discusses the items in the instrument with the supervisors, lecturers and colleagues in the department. The advice given by these people help the researcher determine the validity of the research instrument. Their suggestions are used to make the necessary changes.

3.7 Reliability of the instrument

According to Kombo and Tromp (2006), reliability is a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and to obtain the same results under the same conditions over a period of time. To test reliability of the instrument test-retest technique was used. This test-re-test method involved administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week after the first test to same population. After the two tests were scored, Pearson's product –moment correlation(r) was computed to determine correlation co-efficient which shows whether the scores on the two tests had any relationship.

The reliability coefficient should range between -1.00 and +1.00 (Gray, 2006)

According to Best & Khan (2006), the formula for determining r is given below:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$$

Where x is the score on test 1 and y is the score on test 2.

The score test 1 and those of test 2 were calculated and the reliability coefficient computed indicated a reliability index of 0.75 on average.

According to Mugenda and Mugenda (1999), a correlation coefficient r above 0.7 is considered an appropriate and hence reliable for collecting data. In order to test for reliability of the instruments of the study, piloting was used. The study selected a pilot group of 10% of the 24 schools which involved 2 schools out the neighbouring Kirinyaga East District (Kothari, 2004)

3.8 Data collection procedures

A research permit and research authorization letter was obtained from the National Commission of Science, Technology and Innovation (NACOSTI). The research authorization letter was presented to the County Commissioner and the County Director of Education before embarking on the research project. These offices enabled the researcher to obtain authorisation letter to access the sampled schools through the District Education Officer (DEO) in Kirinyaga East District. There was a reconnaissance visit to the schools for introduction and establishing time for

administration of the instruments. The teachers were selected randomly with the appointment by the head teacher. Clarification was made concerning the questionnaire. The filled questionnaires were collected after two weeks.

3.9 Data analysis techniques

After sorting, editing and coding of data for completed returns of filled questionnaires by the respondents, a computer program, Statistical Package for Social Sciences (SPSS) was used to analyse the data. The data analysis output was presented in form of frequencies and percentages tables as well as pie charts to assist in explaining the variables under investigation of the study.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this chapter is to present data analysis and interpretation of the findings of the study. This chapter is presented in sections addressing the questionnaire return rate, demographic information of the respondents, KCSE performance for the last five years and data based on research objectives of the study which were; to establish the extent to which BOMs round table meetings influence KCSE performance in public secondary schools, determine the extent to which BOMs performance target setting follow up influence KCSE performance, establish the extent to which provision of incentives by BOMs influence KCSE performance, establish the extent to which BOMs resource mobilization influence KCSE performance in public secondary schools. The research also sought to establish the challenges facing BOMs corporate governance practices of public secondary schools in Kirinyaga East District and finally give suggestions which may enhance KCSE performance.

This chapter uses different methods of data presentation for ease of understanding. These includes frequency tables and percentages, as well as use of graphs, such as pie-charts. The data was received through structured questionnaires which were sorted, cleaned and subjected to statistical analysis using a Statistical Package for

Social Sciences (SPSS) version 22.0. This study involved a target population of 1054 from 36 public secondary schools with 442 teachers and 612 BOM members.

4.2 Questionnaire return rate.

The researcher analysed the questionnaire return rate. This is shown in table 4.1.

Table 4.1: Questionnaire return rate

Respondents category	Sample target	Returned	Percentage
Teachers	171	122	71
Principals	24	22	91
BOMs chairperson	24	18	75
Total	219	162	74
n=162 respondents			

Table 4.1 indicates that a sample size of 219 respondents with 171 teachers, 24 principals and 24 BOM chairpersons was used. The returned questionnaires consisted of 122 teachers, 22 school principals and 18 Board of Management (BOM) chairpersons. This gave a total of 162(74%) respondents out of 219 respondents involved for this study.

The three categories recorded excellent response rates with the teachers (71%), principals (91%), and BOM chairpersons (75%). The average questionnaire return rate was 74% which was considered appropriate for the research findings. This concurs with Richardson (2005) who supported a questionnaire return rate of

above 60% to be fairly good and above 70% very good. From the response table 4.1 the study achieved excellent response rate from all categories of the respondents.

4.3 Demographic information of the respondents in the study.

The researcher sort to establish the demographic characteristics of the respondents in the study. They included, gender of the respondents, their age, length of service and academic qualifications.

4.3.1 Gender of the respondents in the study.

With development and modernization, gender balance has turned out to be an important consideration in almost all walks of life. As a result it was necessary for the study to establish the gender balance in corporate governance of education in the district. This was guided by the logic that many psychologist argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment. The researcher wanted to find out whether there was gender bias in corporate governance of BOMs in the area. This is shown in table 4.2.

Table 4.2: Gender of the respondents

Gender	Teachers	Principals	BOM chairperson
Male	74(46)%	12(7.4%)	10(6.2%)
Female	48(30%)	10(6.2%)	8(5%)
Total	122	22	18

Table 4.2 indicates that there were 46% male teachers, 30% female teachers, 7.4% male principals, 6.2% female principals, 6.2% male BOM chairpersons and 5% female chairpersons. The percentage totals of all the respondent by gender is shown in figure 4.1.

Figure 4.1: Gender of the respondents in the study.

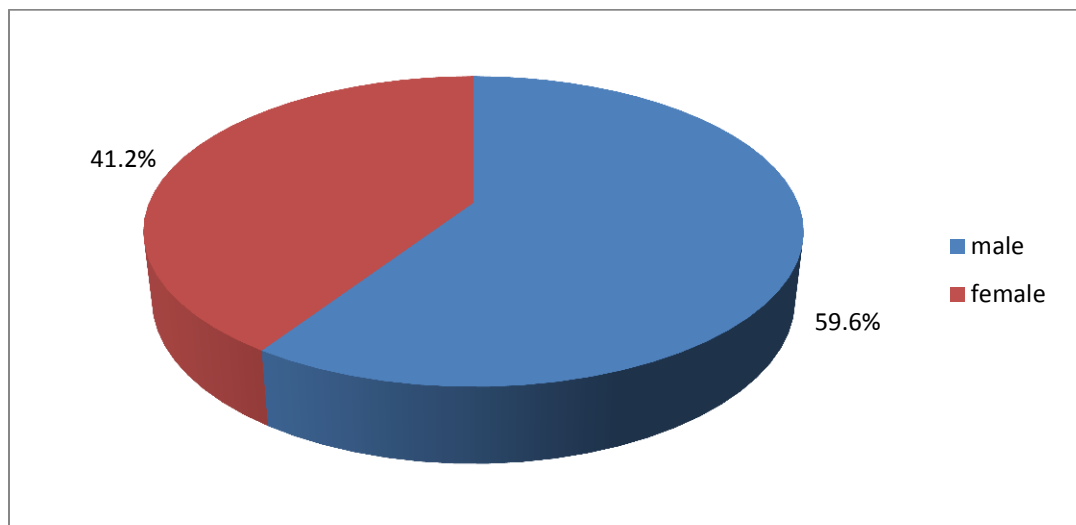


Figure 4.1 shows that the total BOMs male respondents were 59.6%) and 41.2% female respondents in the study. This indicates that gender sensitivity has not been put into consideration in the district. This result also concurs with Shakshaft (1992) who indicated that we have low percentage of women in administration of educational institutions since women are tied by family issues hence less career progression. It also reflects Kenyan constitution threshold of 1\3 of members to be women and that women have been given a chance to be in administration. These results are also contrary to the earlier studies by Okumbe(1992) which revealed that high percentage of female teachers were higher than males in the teaching profession since women considered family related factors as the most important deciding factor to leave or to remain in the proffession.

4.3.2 Age of the respondents in the study.

The study considered age as an important demographic characteristic among the respondents in order to have an overview of age distribution. This is shown in table 4.3.

Table 4.3: Age of the respondents in the study.

Age (years)	Teachers	Principals	BOM chairperson
	Frequency %	Frequency %	Frequency %
21-30	46(28.4%)	1(0.6%)	1(0.6%)
31-40	20(12%)	3(1.9%)	3(1.9%)
41-50	35(22%)	6(1.7%)	7(4.3%)
51-60	18(11.1%)	10(6.2%)	5(3.1%)
Above 60	3(1.9%)	2(1.2%)	2(1.2%)
Total	122	22	18

A majority (28.4%) of the teachers were aged between 21 – 30 years, 12% were between 31 – 40 years, 22% aged between 41-50 years, 11.1% were between 51-60 years and only 1.9% were above 60 years of age. A majority(6.2%) of the principals aged between 51-60years, 3.7% were between 41-50, 1.9% were between 31-40 and minority were too old or too young to be principals. Similar trend is reflected by the BOMs chairpersons whereby majority(4.3%) were aged between 41-50,followed by 3.1% aged between 51-60, while minority were only 1.3% above 60years and only 0.6% between 21-30. The results from the teacher's age indicated that young people have more conflicting issues and have diverse aspirations than older people who may have settled in their jobs and have more job satisfaction than young ones. This makes the young ones be in employment and

seek employment. This is in line with Okumbe (1998) that young employees have higher expectations. More still most teachers are young and energetic. It gives confidence to students as well as being in the society. This will definitely influence academic performance. Hughees (1994), agrees with these observations that age affects efficiency and performance of an individual. An enthusiastically newly employed young teacher occasionally produces good results. From the principals and BOMs chairpersons, they all fall within the description of being mature and reasonable administrator. The age factor is important in governance as it influences authority and the experience of the BOM (Mbiti, 2011).

4.3.3 Length of years in service of the respondents.

The study sort to find out about the length of service of the respondents which is shown in table 4.4.

Table 4.4: Length of years in service of the respondents

Length of years in service	Teachers Frequency %	Principals Frequency %	BOM chairperson Frequency %
1-3	74(46%)	2(1.2%)	7(4.3%)
4-6	22(13.6%)	2(1.2%)	2(1.2%)
7-9	14(8.6%)	5(3.1%)	4(2.5%)
10-15	10(6.2%)	8(4.9%)	3(1.9%)
15-20	1(0.6%)	4(2.5%)	1(0.6)
Above 20	1(0.6%)	1(0.6%)	1(0.6%)
Total	122	22	18

Table 4.4 indicates that a majority of the teachers (46%) had not served for long in their current schools. Between 1-3 years there were 46.9%, between 4-6 years (13.6%), 7-9 years (8.6%), 10-15 years (0.6%), 15-20 years (0.6%) and above 20 years only 0.6%. Most principals (4.9%) had served for a long period (15-20 years) in their current school. This was followed by 3.1% between 7-9 years, 2.5% between 10-15 years, both 1.2% between 1-3 and 4-6 years. Minority (0.6%) had served above 20 years. The study finding also analyzed the length of service by BOM chairpersons and found that a majority (4.3%) had only served between 1-3 years, 2.5% 7-9 years, 1.9% 10-15 years, 1.2% 4-5 years and for both 15-20 years and above 20 years only 0.6%. The longer the length of service the more the experience in corporate governance. However, this is with conformity with Okoth (2005) who indicated that teachers who had served for more than 5 years were more effective in their role as institutional leaders (governors) than those who had served for less than 5 years. This could be considered adequate for them to have had an influence on KCSE performance. The long service duration also enables governors have certain characteristics such as promptness, adequate command of instructional materials and confidence. This is expected to translate to better academic performance.

4.3.4 Academic qualification of the respondents.

The researcher also sort to investigate on academic qualifications of the respondents. The result findings are shown in table 4.5.

Table 4.5: Academic qualification of the respondents.

Academic qualification	Teachers frequency %	Principals Frequency %	BOM chairperson frequency %
Form 1-4	1(0.6%)	1(0.6%)	1(0.6%)
Form 5-6	10(6.2%)	2(1.2%)	5(3.1%)
Diploma	12(7.4%)	3(1.9%)	4(2.4%)
Degree	88(54.3%)	10(6.2%)	5(3.1%)
Masters	6(3.7%)	4(2.5%)	2(1.2%)
Others	5(3.1%)	2(1.2%)	1(0.6%)
Total	122	22	18

The study findings in table 4.5 indicate that majority,7.4% of the teachers had had other bachelor's degree,7.4% were diploma holders, 6.2% had A-level (form 5-6) certificate,3.7% had master's degree,0.6% had O-level (1-4) certificate .and 3.1% of the respondents such as, educational Teacher Management Course(TMC), Information Computer Technology(ICT),and Post Graduate Diploma in Education(PGDE). It is also clear from table 4.5 that, majority 6.2% of the principals1.9% had diploma,1.2% had A-level(form 5-6) certificate,0.6% had O-level(form1-4) certificate and 1.2%had others professional qualifications. Majority (3.7%) of respondents among BOM chairpersons were degree holders, 3.1% had A-level (form5-6) certificate, 2.4% were diploma holders, 0.6% had O-level certificate and 0.6 had other professional qualifications mentioned earlier. These

findings concurs with Kenya's educational policy that emphasizes employment of graduate teachers in public secondary schools. However, some respondents had Master's degree and other professional qualifications an indication of professional growth among educational stakeholders. This study showed that majority of the teachers, principals and BOM chairpersons were professionally trained to take governance responsibilities. This was in agreement with Onyango (2001) who purported that academic qualification is important in educational service delivery so as to improve academic performance

4.4 KCSE performance index for the last five years.

The study sort to analyze the performance index in KCSEfor the last 5 years in the study area. The results are shown in table 4.6.

Table 4.6: Students' mean KCSE score in year 2009 – 2013

Year	2009	2010	2011	2012	2013
Mean KCSE score	4.62	4.73	4.50	4.66	4.70
SE	0.16	0.18	0.15	0.13	0.13

Table 4.6 indicates that in the last five years (year 2013, 2012, 2011, 2010 and 2009) the performance of the schools in Kirinyaga East District were evaluated. In the year 2009, the school mean score was 4.62. In 2010, the schools mean score was 4.73, in 2011, the schools mean score was 4.50, in the year 2012, and the

mean score was 4.66 while in 2013 the mean score was 4.70. This indicated that the highest KCSE score was recorded in the year 2010 and year 2013. This performance gave an average of 4.642 mean score with a mean grade of C- which is below C+. In Kenya secondary education is a basic requirement entry into tertiary institutions such as colleges and universities (MOEST2005) with minimum requirement of C+. The poor performance will deny a student transition to these institutions, be denied employment opportunities and finally participation in development of national economy.

4.5 Influence of BOMs round table meetings on KCSE performance.

This was evaluated by establishing if the school BOMs held meetings and how often they held meetings and what extent these meetings influenced KCSE performance.

4.5.1 Holding BOMs round table meetings in the schools.

The study sort to find out if the respondents hold BOMs round table meetings, the frequency of holding the meetings, and the extent which they influence KCSE performance. T able 4.7 shows those who hold BOMs meetings.

Table 4.7: Holding BOMs round table meetings.

Meetings	Teachers	Principals	BOMs chairpersons
Hold	103 (63.6%)	21 (13.0%)	15 (9.3%)
Do not hold	19 (11.7%)	1 (0.6%)	3 (1.9%)
Total	122 (75.0%)	22 (13.6%)	18 (11.1%)

From table 4.7 a majority(63.6%) of the teachers reported that they held meetings and11.7% did not. 13.0% of the principals held meeting, and 0.6% did not. 9.3%)of BOM chairpersons held meetings and 11.1% did not. The total percentages of the respondents in holding meetings BOM meeting is shown in figure 4.2.

Figure 4.2: Total respondents holding meeting with BOMs in their schools

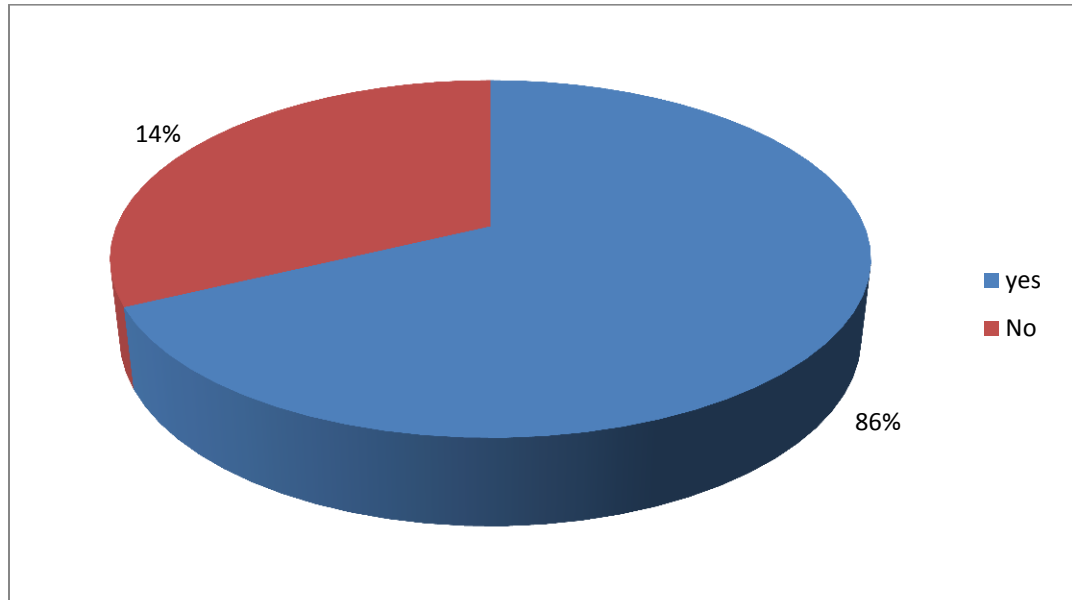


Figure 4.2 indicates that a majority (86%) of respondents held consultative round table meetings with BOMs in their schools while a minority (14%) did not hold consultative round table meetings. The meetings are vital as indicated by the majority of the respondents since they help in formulating and making decisions which are a prime function of school governance. This concurs with Okumbe (1998) who quoted that a school as an organization must make quality and acceptable decision in order to achieve its prescribed goals and objectives.

4.5.2 Frequency of holding meeting with BOMs in the schools.

The researcher sort to establish the frequency of holding round table meetings with BOMs in the schools. This is shown in table 4.8.

Table 4.8: Frequency of holding round table meetings with BOMs in the schools

Frequency of meetings	Number of respondents (n = 162)	Percent
Once in a term	84	51.9
Twice a term	14	8.6
Thrice a term	9	5.6
Not at all	33	20.4
Non-committal	22	13.6

Table 4.8 indicates that 51.9% of the respondents held BOM meetings once in a term, 8.6% twice a term, 5.6% thrice a term, 20.4% indicated that they did not hold meetings while 13.6% were non-committal.

4.5.3: Evaluation of the School KCSE performance and the frequency of holding consultative meetings.

The study evaluated KCSE performance and the frequency of holding BOMs consultative meetings. This is shown in table4.9

Table 4.9: School KCSE performance and the frequency of holding consultative meetings

Frequency of holding meetings with BOMs	Mean score in the year					
	Year	2009	2010	2011	2012	2013
Once a term	Mean KCSE score	4.60	4.76	4.48	4.62	4.60
	SE	0.27	0.29	0.26	0.22	0.22
Twice a term	Mean KCSE score	4.40	4.51	4.56	4.79	4.88
	SE	0.40	0.41	0.38	0.31	0.32
Thrice a term	Mean KCSE score	4.28	4.22	4.74	5.05	4.97
	SE	0.35	0.28	0.23	0.10	0.01
Any other	Mean KCSE score	5.82	6.10	5.30	5.41	5.41
	SE	0.63	0.74	0.69	0.62	0.60
Not at all	Mean KCSE score	4.27	4.30	4.14	4.31	4.33
	SE	0.33	0.32	0.26	0.23	0.23

Table 4.9 shows how KCSE performance was evaluated against the frequency of consultative meetings with the BOMs, a cross tabulation of the performance in the year with the frequency of meetings was computed. Schools where the respondents stated that they often held meetings performed better than those which did not often hold meetings.

The results showed that in the year 2009, the schools which had a meeting with the BOM once a month had recorded a mean score of 4.60 while the schools which had no meeting at all recorded a mean score of 4.27. In the year 2010, the schools which had a meeting with BOMs once a term recorded a mean score of 4.76 while those who had held no meeting at all scored a mean of 4.30. in year 2011, schools which had meetings with BOMs thrice scored a mean of 4.74 while those who never had any meetings score a mean of 4.14. In the year 2012, the schools which had meetings with the BOMs thrice scored a mean 5.05 whereas those who had no meetings with the BOMs recorded a mean score of 4.31. Similarly in the year 2013, schools which had meetings with BOMs thrice recorded a mean score of 4.97 while those who did not hold any meeting in this year had a mean score of 4.33. The meetings are vital as indicated by the majority since they help in formulation and making decisions which are a prime function of school management.

4.5.4: Extent to which consultative round table meetings with BOMs contributed to KCSE performance.

The study also sort to find to find out the extent to which consultative round table meetings with BOMs influence KCSE performance. This is shown in table 4.10.

Table 4.10: Extent to which consultative round table meetings with BOMs contributed to KCSE performance

Extent	Number of respondents (n = 162)	Percent
Very large extent	39	24.1
Large extent	38	23.5
Fairly large extent	28	17.3
Little extent	20	12.3
No extent	31	19.1
None committal	6	3.7

Table 4.10 indicates that when the respondents were asked to state the extent to which the round table meetings had contributed to KCSE performance, majority (24.1%) of the respondents stated that the meetings had contributed to a very large extent, 23.5% large extent, 17.3% fairly large extent, 12.3% little extent, 19.1% no extent and 3.7% were non-committal.

4.6 Influence of BOMs target setting follow up on KCSE performance.

The researcher sort to establish whether BOMs set targets, if they set and follow up the targets, and how they influence KCSE performance.

4.6.1 Setting academic performance targets.

The researcher sort to establish whether BOMs normally set academic targets.This is shown in figure4.3.

Figure 4.3: Setting academic performance targets.

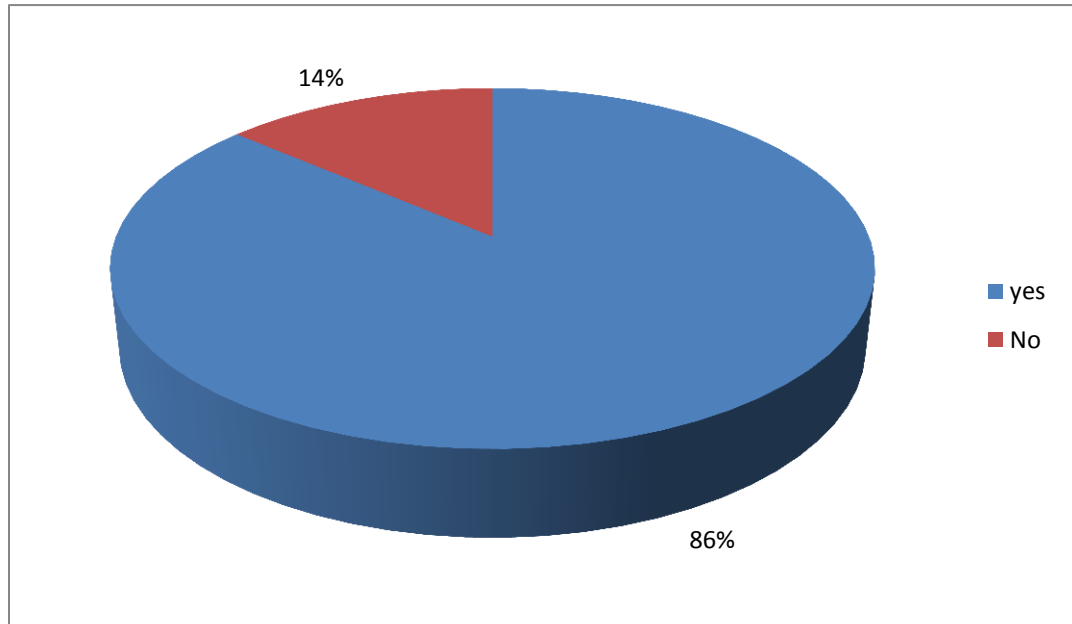


Figure 4.3 shows that the respondents normally set academic performance targets. Majority (86% of the respondents stated that they did set academic performance targets. 13.60% indicated that they did not set academic performance targets.

4.6.2 Setting and follow-up of academic targets.

The researcher needed to know if the targets set were also followed up by the BOMs. This is shown in table 4.11.

Table 4.11: Setting of the academic performance target and follow-up by the respondents.

	Teachers	Principals	BOM
set	89 (55%)	10 (6.2%)	8 (4.9%)
Set and follow-up	19 (11.7%)	8 (4.9%)	5 (3.1%)
Do no set but follow-up	8 (4.9%)	2 (1.2%)	4 (2.5%)
None	6 (3.7%)	1 (0.6%)	1 (0.6%)

Table 4.11 indicates that a majority (55%) of the teachers set academic targets, 11.7% set and followed up, 4.9% were not involved in setting but followed up, and 3.7% of them neither set nor followed up. Majority 6.2% of the principal set targets, 4.9% set and followed up, only 1.2% did not set but followed up and 0.6% neither set nor followed up. Majority (4.9%) of BOM chairpersons agreed that they did set, 3.1% set and followed up the targets, 2.5% did not set but followed up and 0.6% neither set nor followed up.

4.6.3 Influence of setting of academic performance targets on KCSE performance.

The researcher sort to establish the influence of setting academic performance targets on KCSE performance. This is shown in table 4.4.

Figure 4.4: Influence of setting of academic performance targets on KCSE.

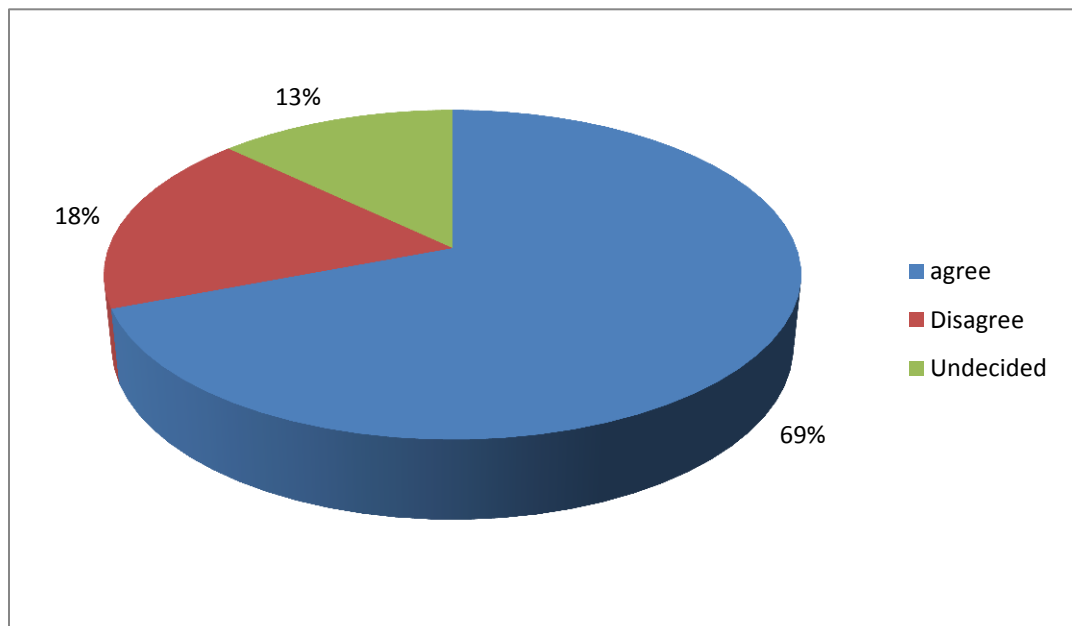


Figure 4.4 indicates that when the respondents were asked if setting of the targets influenced academic performance in the schools. 112(69.1%) agreed that it influenced. 29(17.9%) felt that it did not influence the K.C.S.E performance while 21(12.9%) were not sure of the influence.

4.6.4 School KCSE performance in the target set schools and the non-target set schools over the years

The researcher sort to find out if target setting and non-target setting influenced KCSE performance over the 5 years. This is shown in table 4.12.

Table 4.12 Students' mean KCSE score in year 2009 – 2013 and target setting

			Year				
Target setting			2009	2010	2011	2012	2013
Target Set	Mean score	KCSE	4.78	5.90	4.60	4.77	4.81
	SE		0.18	0.20	0.17	0.15	0.14
Target not Set	Mean score	KCSE	3.66	3.74	3.78	4.03	4.07
	SE		0.23	0.25	0.24	0.19	0.22

Table 4.12 shows the schools performance mean scores over the five year period where performance targets were set and where the targets were not set. The KCSE mean index of the two situations was calculated. The findings revealed that schools where the respondents set targets, the average KCSE mean score was 4.792 and performed significantly better than those schools where BOM do not set targets. The average KCSE mean score in schools where BOM did not set targets was 3.856. This also concurred with Robinson et al (2009) who indicated that setting targets influenced KCSE performance.

The targets were directly linked with pupils' performance since they worked hard to attain the set target. These findings however concurs with Robinson, Hohepa and Lloyd (2009) who identified school governance as important in that the BOMs establish goals and expectations with a clear emphasis on academic learning goals that are embedded in school routines and leaders ensuring staff systematically monitor student progress.

4.7 The extent to which BOMs provision of incentives by BOMs influence KCSE performance in public secondary schools

The researcher sought to find out the types of incentives provided by BOM and how they influence KCSE performance.

4.7.1 Types of incentives provided by BOM.

The researcher sort to establish the types of incentives provided by BOMs. This is shown table 4.13.

Table 4.13 Types of incentives provided by BOM

Type of incentives	Number of respondents	Per cent
Monetary	127	78.4
Household items	27	16.7
Trips out of the school	84	51.9
Appraisal letters	43	26.5
Certificates	76	46.9

Table 4.13 shows the types of incentives provided by the BOM in the schools. They were established as; Monetary (78.4%), household items (16.7%), trips

outside school (51.9%), appraisal letters (26.5%), and certificates (46.9%). The result from this study showed that, the most common incentive used by the BOM in this district to influence KCSE performance was monetary (78.4%). This was followed by organizing trips out of the schools (51.9%) and giving out certificates (46.9%).

4.7.2 The extent to which the incentives provided by BOMs influence performance in KCSE

The researcher sought to establish the extent to which incentives provided by BOMs influence performance in KCSE. The results are as shown in Table 4.14.

Table 4.14: The extent to which the incentives provided by BOMs influence performance in KCSE

Type of incentives	Very large extent	Large extent	Small extent	Not at all
Monetary	52(32.1%)	45(27.8%)	20(12%)	7(4.3%)
Household items	14(8.6%)	12(7.4%)	1(0.6%)	-
Trips out of the school	36(22.2%)	34(21%)	9(5.6%)	4(2.5%)
Appraisal letters	23(14.2%)	15(9.3%)	4(2.5%)	-
Certificates	36(22.2%)	24(14.8%)	11(6.8%)	3(1.9%)

When considering the individual incentives and their effect on performance table 4.14 showed that, monetary incentive (32.1%) influenced performance to a very large extent than trips out of school (22.2%), certificates (22.2%), appraisal letters (14.2%) and household items (8.6%).

The findings in table 4.13 and table 4.14 revealed that schools had a rewarding system for good performance to teachers which is organized by the BOMs. This confirms that teacher's efforts were recognized in Kirinyaga East District but with minimal degree. This concurs with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement in KCSE. Lack of recognition can lead to negative repercussion and hence low performance.

4.7.2 Extent to which availability of incentives influence performance in KCSE

The study sought to find out the extent to which availability of incentives influence performance in KCSE. The findings are as shown in figure 4.5.

Figure 4.5: Extent to which availability of incentives influence performance in KCSE

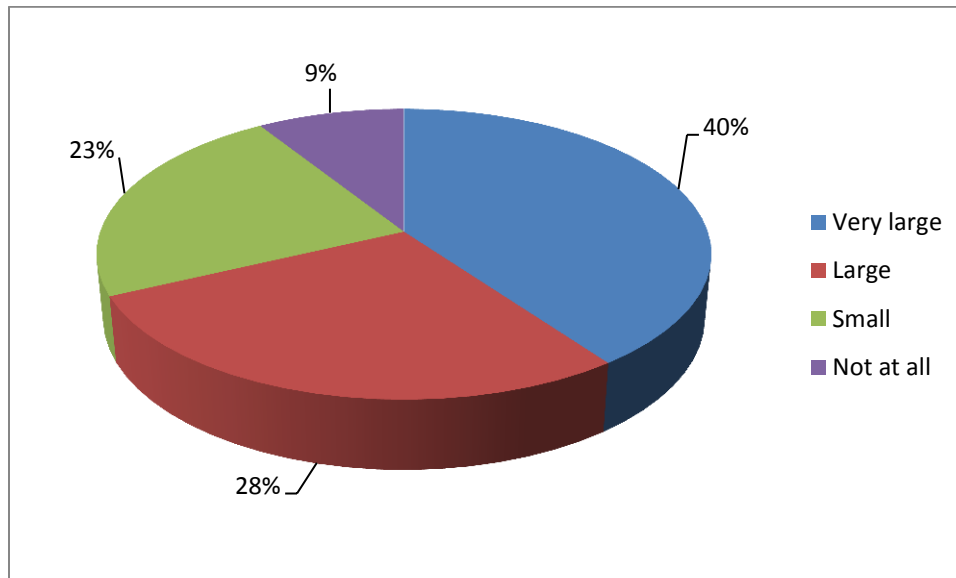


Figure 4.5 indicates that when the respondents were asked to state the extent to which availability of these incentives influence KCSE performance, it was established that a majority 65(40%) of the respondents believed that it influenced the performance to large extent, 45(28%) small extent, 37(23%) very large extent, and 15(9%) of the respondents reported that the incentives did not at all influence KCSE performance. Nzuve (2010), states that a manager can motivate his employee by recognizing achievement through praise, material rewards and even holding meetings to monitor and consul individuals in regard to organizational progress. Praise and recognition have been used extensively to influence KCSE performance.

4.8 Extent to which BOMs resource mobilization influence KCSE performance

The researcher sought to find out whether BOMs were involved in resource mobilization and the extent to which BOMs resource mobilization influence KCSE performance. The results are as shown in figure 4.6.

4.8.1 Involvement in resource mobilization by BOMs.

The researcher sort to establish whether BOMs were involved in resource mobilization. This is shown in figure 4.6.

Figure 4.6: Involvement in resource mobilization by BOMs.

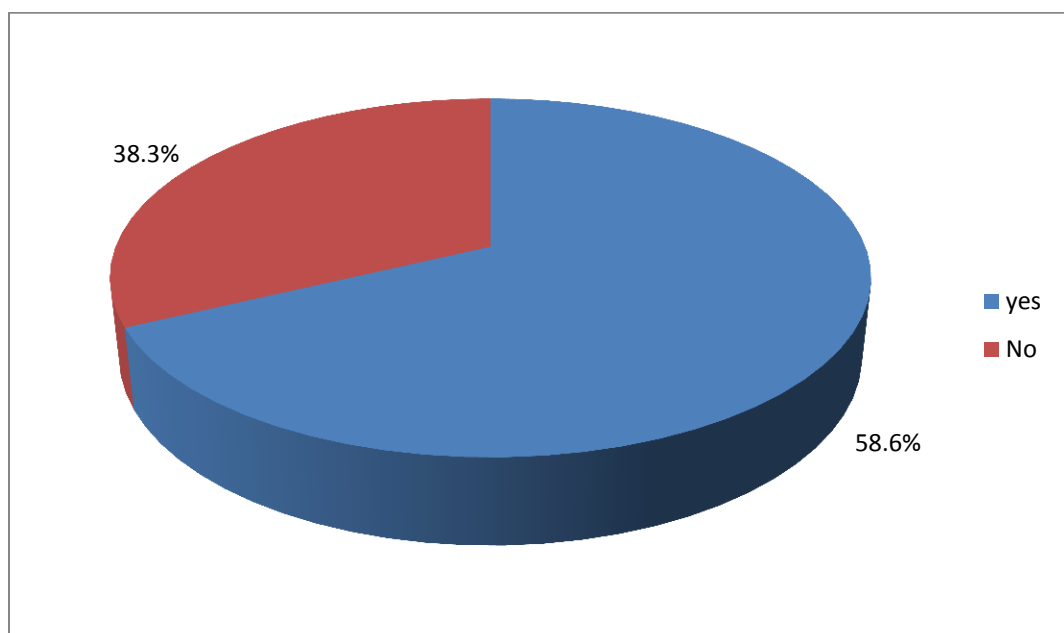


Figure 4.6 shows that majority 95 (58.6%) of the BOMs stated that they were involved in resource mobilization. Only 62(38.3%) were not involved in resource mobilization. Resources in schools include staffroom, classrooms, library,

laboratories, dining hall, textbooks, and teachers, among others. Inadequate resources may necessitate one to mobilize for acquisition through donations, harambees, and borrowing sponsorships among others. Our findings is supported by Kombo (1988) who claimed that provision and effective utilization of resources such as classrooms, laboratories, stationaries textbooks among others determine success and achievement of set goals of the system. Cherimo (2006) noted that a school needed financial resources to support many needs. Financing a plan will require BOMs to identify sources of income for the school programs through the influence of goodwill involvement of parents, charitable organizations and other stake holders.

4.8.2: Extent to which BOMs resource mobilization influence KCSE.

The researcher sort to establish the extent to which BOMs resource mobilization influence KCSE performance. This is shown in table 4.15.

Table 4.15: Extent to which BOMs resource mobilization influence performance KCSE performance

Extent	Number of respondents (n = 162)	Percent
Very large extent	56	35.0
Large extent	55	34.0
Small extent	32	19.8
Not at all	15	9.3
None committal	5	3.1

Table 4.15 indicates that resource mobilization influenced KCSE performance. 34% of the respondents indicated that resource mobilization influenced KCSE to a very large extent, 34% again to a large extent, 19.8% to a small extent, 9.3% did not, and 3.1% of the respondents were non-committal. This is in agreement with Namunyu (2012) who found out that BOMs in Busia District, took up the construction and renovation of classrooms, provided desks, fenced the school compound, hired teachers and all these resource mobilization influenced KCSE performance and overall academic performance to a large extent.

The researcher also sought to establish the challenges faced by BOMs corporate governance. The respondents stated some of the challenges as; admitting students with very low marks which makes students have low esteem due to poor performance in school, lack of adequate resources such as classrooms library laboratories, dining halls dormitories, text books, ICT equipment, inadequate trained teachers in all subjects ,incompetent leaders and managers among BOMs, indiscipline problems, lack of commitment among some teachers and students, too much congestion of syllabus content, lack of motivation of teachers and pupils, poor altitude towards teachers and subjects, home based challenges affecting concentration by learners, poor fees payments leading to frequent absenteeism, Poor management practices, and lack of proper strategic plans on upward road map.

The respondents made the following recommendations to the schools BOMs corporate governance. They included; Students with high KCPE marks to be admitted in the schools, Parents to pay fees arrears in time to avoid absenteeism, Parents as stakeholders to be involved in school matters, Motivating good performance of teachers and students , teachers to maintain high standards of discipline by counselling students, ensure syllabus coverage in time to allow adequate revision, Improve on discipline and bench marking in schools that perform better, Provide Guidance and Counselling programs so that learners self-esteem is raised, work together with all stakeholders and reward students and teachers, establish a reading and studying culture in the schools, encourage group discussion for poor performing students and have personal assistance and guidance for all students to improve general performance, Commitment of the teachers and other stakeholders in supporting learning programmers, enhance proper management practices ,Principles and BOM need management training,B.O.M to motivate teachers and students,BOM/PTA to mobilize resources so that they are adequate ,benchmarking in the performing schools, encourage cooperation among all stakeholders, improve in incentives given to students after K.C.S.E Performance,the government should add more teachers to relief overloading and motivate both teachers and students,provide adequate infrastructure, post teachers and curve indiscipline cases, increasing the text book ratio to students, improve existing facilities and add more of the facilities,government to increase subsidy and maintenance of discipline in the school, government to employ more teachers,

employ TSC teachers who are qualified, Curb indiscipline issues and provide adequate resources, the government should make education free and in the schools, guidance and teaching of life skills should be introduced to all students, well-motivated teachers and students, covert day schools to boarding schools, sensitize learners on importance of education, improve the students discipline and enhance the learning environment of education. Involve all stakeholders in building up motivation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, discussions of the key findings, conclusions and recommendations for policy and practice. This chapter also presents suggestions for further research.

5.2 Summary of the study

The main objective of the study was to investigate the influence of BOMs corporate governance practices on KCSE performance in public secondary schools in Kirinyaga East District. The research objectives were; to establish the extent to which BOMs consultative round table meetings influence KCSE performance in public secondary schools, to determine the extent to which BOMs academic performance target setting follow up influence KCSE performance, to establish the extent to which provision of incentives by BOMs influence KCSE performance, to establish the extent to which BOMs resource mobilization influence KCSE performance and to establish the challenges facing BOMs corporate governance in public secondary schools

The findings of the first research objective on the extent to which BOMs round table meetings influence KCSE performance, a majority (24.1%) of the respondents stated that BOMs round table meetings contributed to a very large extent,23.5% to to a large extent,17.3% fairly large extent,12.3% little extent,19.1% no extent and 3.7% were non-committal.

The findings also sort to find out the influence of BOMs target setting follow up and KCSE performance secondary schools. A majority (86%) of the respondents indicated that they set academic targets while 14% did not set academic targets. 55% of the teachers, 6.2% of the principals and 4.9% BOM chairpersons set academic targets. 69% of the respondents agreed that setting targets greatly influenced KCSE performance, 18% disagreed and 13% were undecided that this had some influence on KCSE performance. Schools that were involved in setting academic targets performed better than those which did not. The study findings indicated an average mean of 4.792 for those who set targets and 3.856 for those who did not set targets for the last 5 years was realized.

The study findings on extent to which provision of incentives by BOM influenced KCSE performance, indicated that schools had a way of rewarding teacher's efforts by giving incentives such as monetary incentives, trips out of school, certificates, and appraisal letters household items among others. A majority (78.4%) indicated that monetary incentives and 51.9% of the respondents indicated that school trips as the best incentives. A majority (40.0%) indicated that incentives influenced KCSE performance to a very large extent, 28% to a large extent, 23% to a small extent, and 9% indicated that incentives did not influence KCSE performance.

The study findings on the influence of BOMs resource mobilization on KCSE performance indicated that a majority (58.6%) of the respondents were involved in

resource mobilization while 38.3% were not involved. 35% of the respondents indicated that resource mobilization influenced KCSE performance to a very large extent, 34% to a large extent, 19.8% small extent, 9.3% had no influence and 3.1% were non-committal.

The challenges facing BOMs corporate governance in public secondary schools were outlined as; low entry KCPE points of students in form one, inadequate teaching and learning resources, lack of trained BOM, discipline problems among students, poor syllabus coverage due to too much content, home based problems affecting student concentration, and lastly poor involvement of stake holders in decision making among others.

The respondents also pointed out various suggestions to improve on performance in schools. The suggestions included; improve KCSE performance by admitting students with high KCPE marks in form one, provide adequate teaching and learning resources, encourage BOM undertake management courses, curb indiscipline cases among students, teachers and learners to be more committed to covering the syllabus in time, hold consultative meetings with parents to address indiscipline cases and poor academic problems with students and to involve all stake holders in decision making.

5.3 Conclusions

Based on the research findings through research objectives, the researcher concluded that BOMs consultative round table meetings influence KCSE performance to a very large extent. The BOMs target setting and follow up influenced KCSE performance to a large extent, BOMs provision of incentives, and BOMs resource mobilization in public secondary schools also influenced KCSE performance to a large extent. Therefore BOMs corporate governance practices influence KCSE performance in public secondary schools in Kirinyaga East District.

5.4 Recommendations

In reference to the recommendations arising include examining the effects of BOMs corporate governance practices in Kirinyaga district as a whole. The role of all stake holders in education sector can bring improvement in KCSE performance with the current devolved system of government in Kenya. The ministry of education should provide opportunities to principals by employing trained teachers to increase teacher pupil ratio. Kenya Education Management Institute (KEMI) should train more staff involved in school governance as a means of improving efficiency and accountability of the institutions.

This study demonstrates how collaborative work can bring positive outcomes for teachers, students and parents at large. This study should open up more research avenues in order to improve and benefit with increased investment in programs for students. Teachers should identify some of the avenues such as early identification

and intervention of low academic achievers and ways to improve performance. This study should also be extended to other districts in the county to provide an opportunity for the region together if problems experienced are similar. It is important to have a critical look at the differences and therefore make better and more informal decisions on the improvement and sustainability of public institutions in line with the principles of corporate governance.

The school BOMs especially the principal should consider creating a good working environment for teachers, students and the community to enhance their commitment in school programs. This should be accomplished by observing the best corporate governance practices by improving round table meetings, academic target setting, provision of different incentives, and mobilization of resources so as to realize good KCSE performance.

5.4.1 Suggestions for Further Research

Further research needs to be conducted on the following areas.

- i) Motivational and job satisfaction needs and the influence on KCSE Performance in public secondary schools.
- ii) The influence of students' corporate governance in public secondary schools on KCSE performance.
- iii) The influence of BOMs corporate governance and its influence on KCSE performance in private secondary schools.

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APPENDICES

Appendix I

Letter of introduction

University of Nairobi
School of Education,
Department of
Administration and Planning
P.O. Box 30197 – 00100
Date.....

The Principal
.....Secondary School

Dear Sir/Madam,

RE: REQUEST TO CARRY OUT A RESEARCH

I am a post graduate student from the University of Nairobi, pursuing a Masters of Education Degree Course. I am carrying out a research on the **Influence of BOMs Corporate Governance Practices on KCSE Performance in Public Secondary Schools in Kirinyaga East District in Kirinyaga County**. I will be grateful if you allow me to carry the study in your school. Respondent's identity and responses will be treated with utmost confidentiality. Your assistance will be highly appreciated.

Yours faithfully,

.....
Loise Wanjohi Thiguku

Appendix II

Questionnaire for teachers

This questionnaire is designed to gather data on the influence of BOMs corporate governance practices on KCSE performance in public secondary schools in Kirinyaga East District. Kindly complete this questionnaire indicating your response by placing a tick (✓) against your option and fill in the blanks. Do not write your name or the name of your school.

Section A: Personal information

1. What is your gender? Male [] Female []
2. Which of the following age bracket do you belong?
21 – 30 years [] 31 – 40 years [] 41 – 50 years []
51 – 60 years [] above 60 years []
3. How many years have you served in this school?
1 – 3 years [] 4 – 6 years [] 7 – 9 years []
10 – 15 years [] 15 – 20 years [] above 20 years []
4. What is your highest academic qualification?
Secondary (form 1 – 4) [] High school (Form 5 – 6) []
Diploma [] Degree []
Others (Please specify.....)
5. Please fill the table below on KCSE performance index summary for the last five years in your school.

Year	2009	2010	2011	2012	2013
Mean score					
Mean grade					

Section B. Influence of BOMs round table meetings on KCSE performance

- 6 Do you hold meetings in your school with BOM members? Yes ☐ No ☐
- 7 If yes how often? Once a term ☐ twice a term ☐ thrice a term ☐
Any other ☐ Not at all ☐
- 8 To what extent has consultative round table meetings contributed to KCSE performance? Very large extent ☐ Large extent ☐ Fairly large extent ☐
Little extent ☐ No extent ☐

Section C: Influence of BOMs academic target follow-up on KCSE performance

- 9 Do you normally set academic performance targets? Yes ☐ No ☐
- 10 Does the BOM set and follow up the targets?
Set ☐ Set and follow up ☐ Do not set but follow-up ☐ None ☐
- 11 Does the setting of academic performance targets in your school influence KCSE performance?
Agree ☐ Disagree ☐ Undecided ☐

Section D:Extent to which provision of incentives by BOM influence KCSE performance

- 12 Below is a table of types of incentives, provided in schools by BOM that influence KCSE performance. Please tick (☒) against your response.

Type	Available	Type	Available
Monetary(cash)		Appraisal letters	
House hold items		certificates	
Trips out of school		Nothing	

13 To what extent does the availability of these incentives influence KCSE performance?

Very large extent [] Large extent [] Small extent [] Not at all []

Section E: Influence of BOMs resource mobilization on KCSE performance and challenges

14 Are you involved in resource mobilization by BOM? Yes [] No []

15 To what extent does resource mobilisation influence KCSE performance?

Very large extent [] Large extent [] Small extent [] Not at all []

Non-committal []

16 Do you think the school is doing its best in terms of KCSE performance?

Yes [] No []

15 If no, what are some of the challenges that the school encounters to realize good KCSE results.....

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

16 What recommendations would you suggest for the school do its best in KCSE?.....

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

Thank you for your Cooperation

Appendix III

Questionnaire for principals

This questionnaire is designed to gather data on the influence of BOMs corporate governance practices on KCSE performance in public secondary schools in Kirinyaga East District. Kindly complete this questionnaire indicating your response by placing a tick (✓) against your option and fill in the blanks. Do not write your name or the name of your school.

Section A: Personal information

- 1 What is your gender? Male [] Female []
- 2 Which of the following age bracket do you belong?
21 – 30 years [] 31 – 40 years [] 41 – 50 years []
51 – 60 years [] above 60 years []
- 3 How many years have you served in this school?
1 – 3 years [] 4 – 6 years [] 7 – 9 years []
10 – 15 years [] 15 – 20 years [] above 20 years []
- 4 What is your highest academic qualification?
Secondary (form 1 – 4) [] High school (Form 5 – 6) []
Diploma [] Degree []
Others (Please specify.....)
- 5 Please fill the table below on KCSE performance index summary for the last five years in your school.

Year	2009	2010	2011	2012	2013
Mean score					
Mean grade					

Section B. Influence of BOMs round table meetings on KCSE performance

- 6 Do you hold meetings in your school with other BOM members? Yes ☐ No ☐
- 7 If yes, how often? Once a term ☐ twice a term ☐ thrice a term ☐
Any other ☐ Not at all ☐
- 8 To what extent has consultative round table meetings contributed to KCSE performance? Very large extent ☐ large extent ☐ fairly large extent ☐
little extent ☐ no extent ☐

Section C: Influence of BOMs academic target follow-up on KCSE performance

- 9 Do you normally set academic performance targets? Yes ☐ No ☐
- 10 Does the BOM set and follow up the targets?
Set ☐ Set and follow up ☐ Do not set but follow-up ☐ None ☐
- 11 Does the setting of academic performance targets in your school influence KCSE performance?
Agree ☐ Disagree ☐ Undecided ☐

Section D: Extent to which provision of incentives by BOM Influence KCSE performance

- 12 Below is a table of types of incentives, provided in schools by BOM that influence KCSE performance. Please tick (☒) against your response.

Type	Available	Type	Available
Monetary(cash)	<input type="checkbox"/>	Appraisal letters	<input type="checkbox"/>
House hold items	<input type="checkbox"/>	certificates	<input type="checkbox"/>
Trips out of school	<input type="checkbox"/>	Nothing	<input type="checkbox"/>

- 13 To what extent does the availability of these incentives influence KCSE performance? Very large extent ☐ Large extent ☐ Small extent ☐
Not at all ☐

Section E: Influence of BOMs resource mobilization on KCSE performance and challenges

14. Are you involved in resource mobilization? Yes [] No []
15. To what extent does resource mobilisation influence KCSE performance?
Very large extent [] Large extent [] Small extent [] Not at all []
Non-committal []
16. Do you think the school is doing its best in terms of KCSE performance?
Yes [] No []
15. If no, what are some of the challenges that the school encounters to realize good KCSE results.....
.....
.....
.....
16. What recommendations would you suggest for the school do its best in KCSE.....
.....
.....
.....

Thank you for your Cooperation

Appendix IV

Questionnaire for BOM chairperson

This questionnaire is designed to gather data on the influence of BOMs corporate governance practices on KCSE performance in public secondary schools in Kirinyaga East District. Kindly complete this questionnaire indicating your response by placing a tick (✓) against your option and fill in the blanks. Do not write your name or the name of your school.

Section A: Personal Information

- 1 What is your gender? Male [] Female []
- 2 Which of the following age bracket do you belong?
21 – 30 years [] 31 – 40 years [] 41 – 50 years []
51 – 60 years [] above 60 years []
- 3 How many years have you served in this school a member of BOM?
1 – 3 years [] 4 – 6 years [] 7 – 9 years []
10 – 15 years [] 15 – 20 years [] above 20 years []
- 4 What is your highest academic qualification?
Secondary (form 1 – 4) [] High school (Form 5 – 6) []
Diploma [] Degree []
Others (Please specify.....)
- 5 Please fill the table below on KCSE performance index summary for the last five years in your school.

Year	2009	2010	2011	2012	2013
Mean score					
Mean grade					

Section B. Influence of BOMs round table meetings on KCSE performance

- 6 Do you hold meetings with other members of BOM? Yes ☐ No ☐
- 7 If yes how often? Once a term ☐ twice a term ☐ thrice a term ☐
Any other ☐ Not at all ☐
- 8 To what extent has consultative round table meetings contributed to KCSE performance? Very large Extent ☐ large Extent ☐ Fairly large Extent ☐
Little Extent ☐ No Extent ☐

Section C: Influence of BOMs academic target follow-up on KCSE performance

- 9 Are you normally involved in setting academic performance targets?
Yes ☐ No ☐
- 10 Does the BOM set and follow up the targets?
Set ☐ Set and follow up ☐ Do not set but follow-up ☐ None ☐
- 11 Does the setting of academic performance targets in your school influence KCSE performance?
Agree ☐ Disagree ☐ Undecided ☐

Section D:Extent to which provision of incentives by BOM Influence KCSE Performance

- 12 Below is a table of types of incentives, provided in schools by BOM that influence KCSE performance. Please tick (☐) against your response.

Type	Available	Type	Available
Monetary(cash)		Appraisal letters	
House hold items		certificates	
Trips out of school		Nothing	

- 13 To what extent does the availability of these incentives influence KCSE performance? Very large extent [] Large extent [] Small extent [] Not at all []

Section E: Influence of BOMs Resource Mobilization On KCSE Performance and challenges

- 14 Are you involved in resource mobilization? Yes [] No []
15. To what extent does resource mobilisation influence KCSE performance?
Very large extent [] Large extent [] Small extent [] Not at all []
Non-committal []
16. Do you think the school is doing its best in terms of KCSE performance?
Yes [] No []
15. If no, what are some of the challenges that the school encounters to realize good KCSE results.....
.....
.....
16. What recommendations would you suggest for the school do its best in KCSE
.....
.....
.....
.....

Thank you for your Cooperation

Appendix V

Research Authorisation letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

NACOSTI/P/15/0974/7289

26th August, 2015

Loise Thiguku Wanjohi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of board of managements corporate governance practices on Kenya Certificate of Secondary Education performance in Kirinyaga East District Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga County** for a period ending **31st October, 2015.**

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

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kirinyaga County.

The County Director of Education
Kirinyaga County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix VI

Research Authorization letter from Kirinyaga County Commissioner



**THE PRESIDENCY
MINISTRY OF INTERIOR AND
CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams "COMMISSIONER" Kerugoya
Telephone 21053 KERUGOYA

COUNTY COMMISSIONER
KIRINYAGA COUNTY
P.O. BOX 1
KERUGOYA

countycommissionerKirinyaga@gmail.com

REF: ADM1/23 VOLI/99

1st September 2015

Loise Thiguku Wanjohi
University of Nairobi
P.O. Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Your application for authority to carry out research on "Influence of board of managements corporate governance practices on Kenya Certificate of Secondary Education in Kirinyaga East District Kenya refers."

You have been authorized to undertake research in Kirinyaga East Sub County for a period ending 31st October 2015.

A handwritten signature in black ink, appearing to be 'M.C. Chishambo', written over a horizontal line.

**M.C. CHISHAMBO
FOR COUNTY COMMISSIONER
KIRINYAGA COUNTY**

CC

Deputy County Commissioner
Kirinyaga East Sub County

Appendix VIII

Research Authorisation letter from Kirinyaga County Director of Education

**MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION**



Telephone: 060-21835/0202641217
Email kirinyagacde@gmail.com
When replying please quote
Ref. No. and date

**COUNTY DIRECTOR OF EDUCATION
KIRINYAGA COUNTY
P. O. BOX 96
KERUGOYA**

MOE/CDE/KRG/GEN/09/85/30

1st September 2015

**To All Secondary Schools Principals
KIRINYAGA EAST SUB-COUNTY**

RE: RESEARCH AUTHORIZATION – LOISE THIGUKU WANJOHI

The above named person, who is pursuing her Masters Programme at University of Nairobi , has been authorized to carry out research on “Influence of board of managements corporate governance practices on Kenya Certificate of Secondary Education Performance in Kirinyaga East District Kenya”.

Please accord her the necessary assistance.

**S K GICHONI
FOR: COUNTY DIRECTOR OF EDUCATION
KIRINYAGA**


**CC: SUB COUNTY DIRECTOR OF EDUCATION
KIRINYAGA EAST**

Vision: To have a globally competitive quality Education, Training and Research for Kenyans sustaina


Appendix VIX

Research permit

THIS IS TO CERTIFY THAT:
MISS. LOISE THIGUKU WANJOHI
of UNIVERSITY OF NAIROBI, 0-200
NAIROBI, has been permitted to conduct
research in **Kirinyaga County**
on the topic: **INFLUENCE OF BOARD OF
MANAGEMENTS CORPORATE
GOVERNANCE PRACTICES ON KENYA
CERTIFICATE OF SECONDARY
EDUCATION PERFORMANCE IN
KIRINYAGA EAST DISTRICT KENYA**
for the period ending:
31st October, 2015



Applicant's
Signature


Permit No : NACOSTI/P/15/0974/7289
Date Of Issue : 26th August, 2015
Fee Received :Ksh 1,000


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA


National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **6353**

CONDITIONS: see back page