INFLUENCE OF BOARD OF MANAGEMENT PRACTICES ON STUDENTS’ ACADEMIC PERFORMANCE AT KENYA CERTIFICATE OF SECONDARY EDUCATION IN BUSIA COUNTY, KENYA

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A Research Project Submitted to the Department of Educational Administration and Planning In Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Corporate Governance

University Of Nairobi

2016
DECLARATION

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

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DEDICATION

This research project is sincerely dedicated to my late father Obera Ong’enge, mother Dorice Achieno for laying my firm educational foundation. It’s also dedicated to my wife Pamela Ajiambo, children Violet Achieng, Chrispus Namuye, Collins Obera, Felly Daudi, Eddy John, Salim Sally, Kalvin Marusi, Shyrin Najabi and Innocent Keith for their perseverance and support during my research study.
ACKNOWLEDGEMENT

My special thanks go to God Almighty for His love, mercy and wisdom that has enabled me to carry out this research study. I express my gratitude to my lecturers at the University of Nairobi especially my supervisors Dr. Khatete Ibrahim and Dr. Matula phylisters for their valuable advice, guidance and encouragement during my project work. I extend my gratitude to the BOM, principals and teachers of Busia county, Kenya who took time out of their busy schedules to give me the much needed feedback for my research. I express my thanks to my friends and relatives such as Rev. Chris Okumu, George Wanyama, Fred Namachi, Mary Nekesa, Victor Ombito and Joan Okumu for their concern and financial support. Finally I acknowledge my wife Pamela Ajiambo and children for their motivation and appreciation for my studies.

May the Almighty God reward and bless you all.

Thank you.
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LIST OF ABBREVIATIONS AND ACRONYMS

BOM  - Board of Management
CDF  - Constituency Development Fund
KCSE - Kenya Certificate of Secondary Education
KEMI - Kenya Education Management Institute
KNEC - Kenya National Examination Council
TSC  - Teachers Service Commission
USA  - United States of America
WASC - West African School Certificate
ABSTRACT

The purpose of the study was to investigate the influence of Board of Management practices on students’ academic performance at Kenya Certificate of Secondary Education in Busia county Kenya. Specific objectives were to: determine how Board of Managements’ provision of teaching-learning resources influence students’ academic performance; examine how the Board of Managements’ involvement in the recruitment of teaching staff influence students’ academic performance; assess the Board of Managements’ involvement in disciplining of students affect their academic performance; and determine how the Board of Managements’ use of incentives influence students’ academic performance. The study adopted descriptive survey design. This study targeted 95 secondary schools in Busia County, Kenya with 95 principals, 1450 teachers and 950 members of Board of Management. The sample size consisted of 10 secondary school principals, 145 teachers and 95 members of the Board of Management. This made a total sample size of 250 respondents. Data was collected through questionnaires. The findings indicated that provision of motivational incentives used by BOM as a strategy influence students’ performance. The findings also showed that most of the incentives were given after an appraisal year. Findings indicated that rewarding of the good discipline can as well be used by BOM as a strategy for student’s academic performance. Provision of teaching/learning resources was also approved by a majority of the teachers and BOM members as strategy that can be used by BOM to influence teachers’ job performance. The study recommended that BOMs should improve on students’ academic performance by providing motivational tokens, awarding certificates of merit and tracking students to establish a database of their performance for appropriate rewarding.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The present worldwide trends towards attainment of quality education has generated heated discussion on the practices which Boards of Management should take on for effective implementation of curriculum to yield high quality educational output (Ibrahim and Orodho, 2014). According to Orodho (2014), this enhanced pursuit for quality education has received top priority not only in most developed countries but also in third world countries. As such, if schools are to successfully adapt to these trends, they must develop, communicate and implement clear and concise strategies. It will be the governance structure of schools the ultimately impedes their ability to make those strategies (Kivisto, 2008).

For more than two centuries, school boards have been charged with governing the education of children all over the world (Kyereboah & Biekpe, 2006). People’s lack of knowledge leaves them equipped to appreciate or address the challenges school boards face. Given the increasing attention to education governance and leadership, it is amazing that we do not know more about the bodies that govern the school systems.
In United Kingdom, Boards of Management play a great role in the management of their schools. In a statement of United Kingdom to the European Schools, the board of management stated that the cost sharing system is unfair, places a disproportionate burden on a few member states contrary to Article 12.4 of the European Schools Convention, and requires fundamental reform. This statement shows that the boards of governance control the management of funds in their schools (UK Delegation, 2013).

The role of school boards early in their existence was strictly one of management, i.e. oversight and control. In the late nineteenth century, reforms were introduced in the structure of school boards, the local educational governance was moved to a more centralized bodies (Bhagat and Black, 2002). The intention of this change was to model school boards after corporate boards, to focus the work of school boards on the needs of the entire community and to move school boards closer to a broader leadership role. Currently the changing context for public education requires a shift in the role from management to leadership, centered on setting a direction for the future.

In the United States, selectmen in Massachusetts decide to appoint local committees responsible for education in order to separate the authority from other municipal responsibilities (Danzberger, 1998). This system of school governance expanded beyond Massachusetts to the rest of the USA and remains the basis of educational governance system today.
Developing countries are now increasingly embracing the concept of corporate governance knowing it leads to school performance. In Nigeria, like most developing countries, good Board of Management is critical to education survival and growth. It is therefore important to understand the role of BOM in ensuring good governance practices. Indeed, boards of governance in Kenya are now gaining some level of recognition with very little work in the area even in the well-regulated institutions and sectors. The schools in Kenya have tremendous governance problems. Some of the Schools have folded up partly as a result of governance problems as observed in South Africa by (Kyereboah and Biekpe, 2006).

A study by Okumbe (1999) observes that several countries have developed systems and policies to meet their educational needs. In the case of developing countries, such policies are mainly geared towards attaining parity in standards with their developed counterparts. Community participation in decentralized educational systems has become increasingly important in these reform efforts. In Kenya, one such approach is the integration of the community in school management through boards of management.

The Education Act Cap. 211 (2012) mandated the establishment of boards of management (BOMs), comprising parents and other members of the community. Board of Managements plays a central role in the administration of schools and they are involved in important issues, such as school budget, discipline, and
appointment and promotion of teaching and administrative staff. In a nutshell the mandate of school BOMs is to delegate management of schools more so decision-making authority from the ministry and district offices to individual schools. It fosters principals, teachers, students, and parents to have greater control over the education process by giving them responsibility for decisions about the budget, personnel, and ensuring the curriculum is implemented.

According to Kihara, (2006), the Boards of Management are responsible for:
Adopting a clear statement of the school's mission, vision, values and establishing policies that are consistent with these statements. The board is also responsible in developing and periodically reviewing strategic goals in order to fulfill the school's mission and vision. It is involved in monitoring and supporting school heads and their leadership teams in their ability to deliver on these strategic goals. The board selects, supports, nurtures and evaluates the schools’ heads while ensuring that the heads recruit, retain, reward, and develop the highest calibre of teaching staff. The board plays a role in ensuring that the school and the board operate in compliance with Kenyan laws and regulations, creating and maintaining a conflict-of-interest policy that is reviewed with and signed by, individual board members annually, communicating its decisions widely while keeping its deliberations confidential.

Recognizing the importance of school Boards of Management, the Ministry of Education requires that each secondary school established in Busia County is
governed by a school board. This board should be comprised of members from different disciplines and the functions of the school board will include: to oversee the implementation of school development plans; to advise councils, regions and the centre on schools management; to approve school development plans and budgets; to deal with disciplinary cases of students; and to advise the Ministry of Education and Vocational Training and TSC on disciplinary cases of teachers.

1.2 Statement of the Problem

Many interventions have been put in place by the Government of Kenya (GoK), to ensure quality education through Free Day Secondary Education (FDSE) which was introduced by the Government of Kenya in 2008 to promote quality and high transition rates in Secondary Schools. The Kenya Education Sector Support Programme (KESSP) in Sessional Paper No. 1 of 2005 introduced Investment programmes through a Sector Wide Approach (SWAP) to planning which was to improve the quality of all aspects of education and training so that recognized and measurable learning outcomes are achieved and to ensure quality management capacities amongst educational managers and other personnel involved in education at all levels.

Despite the various interventions by policy makers and implementers to ensure the delivery of quality education in Kenya, performance, particularly in Busia County has remained poor. In order to improve the performance in Busia County, the County office conducted workshops to capacitate the BOM practices in
schools. The issues tackled in the workshops included provision of learning resources, recruitment of teaching staff, disciplinary actions, provision of rewards among others. As a result, most secondary schools hold annual prize-giving days during which teachers are given incentives in the hope of motivating them to work harder and post better results. Most of the schools in the area are funded by the Constituency Development Fund (CDF). As such, they lack basic facilities like learning resources, library-rooms, adequate classrooms, incentives to reward hard working teachers and students. There is evidence to suggest that the initiative may not be bearing the desired results over the years as demonstrated in Table 1.1.

Table 1.1: Busia County Public Secondary Schools KCSE analysis

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
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<tr>
<td>Mean Score</td>
<td>5.28</td>
<td>5.35</td>
<td>4.933</td>
<td>4.4</td>
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Table 1.1 shows that Busia County has been registering poor performance results for the last four years. This study therefore sought to investigate the influence of Board of Managements’ Practices on students’ performance at Kenya Certificate of Secondary Education in Busia County Kenya.
1.3 **Purpose of the Study**

The study sought to investigate influence of Board of Management practices on students’ performance at Kenya Certificate of Secondary Education in Busia County, Kenya.

1.4 **Research Objectives**

i. To determine how Board of Managements’ provision of teaching-learning resources influence students’ academic performance in Kenya Certificate of Secondary Education in Busia County, Kenya.

ii. To examine how the Board of Managements’ involvement in the recruitment of teaching staff influence students’ academic performance in Kenya Certificate of Secondary Education.

iii. To assess the Board of Managements’ involvement in disciplining of students affect their performance in Kenya Certificate of Secondary Education.

iv. To determine how the Board of Managements’ use of incentives influence students’ academic performance in Kenya Certificate of Secondary Education.
1.5 Research Questions

i. To what extent does Board of Managements’ provision of teaching-learning resources influence students’ academic performance in Kenya Certificate of Secondary Education?

ii. How does Board of Management’s involvement in the recruitment of teaching staff influence students’ academic performance in Kenya Certificate of Secondary Education?

iii. How does Board of Management’s involvement in disciplining of students affect their performance in Kenya Certificate of Secondary Education?

iv. To what extent does Board of Management’s use of incentives influence students’ academic performance in Kenya Certificate of Secondary Education?

1.6 Significance of the Study

Policy makers may benefit from this research findings since the study has provided them with information on how BOM practices influence school performance. This may help in policy formulation guiding the practices of BOM. To other government institutions, the study findings may provide information on how BOM practices can be used to influence performance.
To donors, the study findings may give them insights on how they can measure BOM practices before they invest in any school projects. By examining the structure of secondary school boards, how they work in facilitating smooth running of schools.

1.7 Limitations of the Study

According to Mutai (2010), limitation refers to the limiting conditions or restrictive weaknesses beyond the control of the researcher, and could place restrictions on the conclusions of the study and their applications to other situations. In this study, the researcher was not able to control the respondents’ unwillingness to respond to research questions which may be a major limitation.

1.8 Delimitations of the Study

According to Mutai (2000) delimitations address how the study could be narrowed in scope. The term applies to the boundaries of the study. In this research, the study was delimited to Busia County, Kenya, students’ academic performance at KCSE. The study was restricted to 95 secondary schools which have 95 principals, 950 members of Board of Management and 1425 teachers.

1.9 Basic Assumptions of the Study

The main assumption of the study was that the respondents cooperated and gave the correct information that contributed in coming up with credible findings and conclusions.
1.10 Definition of Significant Terms

The following were the significant terms used in the study:

**Board Composition** referred to the balance of executive and non-executive directors such that no individual or small group of individuals could dominate the board’s decision taking.

**Board of management** referred to the body of persons comprising of parents and other members of the community to play a central role in the administration of schools and had been given authority to influence and control important issues such as school budget, discipline, and appointment and promotion of teaching and administrative staff (The Education Act Cap. 211, 2012).

**CEO – Board Relationship** referred to a clear division of responsibilities at the head of the school between the running of the board and the executive responsibility for the running of the school’s business.

**Classrooms** referred to rooms where classes were taught in a school.

**Corporate Governance** referred to the system concerned with holding the balance between economic and social goals and between individual and communal goals with the aim of aligning as nearly as possible the interests of the school, individuals and the society.
Disciplinary measures refer to a step-by-step process which a school commits itself to follow in every case where a student or an employee has to be warned, reprimanded or dismissed.

Governance referred to the traditions and institutions by which authority in an institution was exercised for the common good, which usually include the process of selecting those in authority and the capacity of those selected in institution to manage with utmost accountability.

Recruitment referred to the overall process of attracting, selecting and appointing suitable candidates for jobs within schools.

Remuneration referred to the amount of money paid to teaching stuff for the work that they had done.

1.11 Organization of the Study

The study was organized under five chapters. The first chapter is on introduction. This chapter covers the background to the study, statement of the problem and the purpose of the study has been given. The chapter also gives the significance of the study as well as the limitation, delimitation, assumptions of the study and definition of terms.

The second chapter is on literature review. This chapter discusses available literature about the influence of board management on academic performance. It covers the concept of board management, influence of board of management
practices, summary of literature review, the importance of school board management, conceptual framework and theoretical framework.

The third chapter presents the methodology. The chapter covers the research design, target population, sample size and sampling procedures, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis technique. The fourth chapter covers data analysis, interpretation and discussions. The last chapter covers summary, conclusions and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses available literature about the influence of board of management on academic performance. It covers the concept of board of management, theoretical literature and empirical literature.

2.2 Concept of Board of Management and Students’ Performance

The connection between governance and organizational performance is not a common sense. Boards in the profit, non-profit and government sectors can all have varying degrees of engagement with the organization they are charged with overseeing (Hermalin and Weisbach, 1991). The connection between school board of management and school performance is arguably even less inherent given the limitations on school board action and the lack of a clear set of specific tasks, as explained in the preceding chapter. But even with the discussed limitations there is good reason to think school boards can and do impact on students’ outcome. School board members do not directly educate students, but they do govern the entire process, and do influence the results of this process.

Corporate governance has attracted various definitions reflecting its importance and enormous studies done on it. Metrick and Ishii (2002) define corporate governance from the perspective of the investor as “both the promise to repay a
fair return on capital invested and the commitment to operate a firm efficiently given investment”. Metrick and Ishii argue that firm level governance may be more important in developing markets with weaker institutions as it helps to distinguish firms. Cadbury Committee (1992) defines corporate governance as ‘‘the system by which companies are directed and controlled’’.

School boards should ensure that they borrow from Frederick Herzberg hygiene factors in order to create the necessary pre-conditions for their districts to deliver a quality education (Herzberg et. al., 1993). The hygiene factors generally can be directly manipulated by school board action. The inside black box activities often cannot be important as the actions necessary to manipulate them indirectly are situation dependent. In this study, the researcher investigates the governance practices that influence secondary school students’ performance in Busia County.

2.3 Provision of Teaching Learning Resources and Students’ Academic Performance

Maicibi (2003) defines teaching learning resources as a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans. Availability of teaching/learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students. Examples of teaching learning materials include books, conducive classrooms, modern library and laboratories.
Momoh (2011) carried out a research on the effects of instructional resources on students’ performances in West African Senior School Certificate (WASC) examination in Kwara State, Western Nigeria. He correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in WASC examinations for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on students’ achievement in each of the subjects.

In the same manner, Moronlola (2002) carried out a research in Ghanaian local government. She also used questionnaires to tap information on the material resources available for the teaching of ten subjects in ten secondary schools. She collected examination results for the past five years and related these to students’ achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She also reported a significant effect of material resources on the academic achievements of students in each of the subjects.

In the same vein, Popoola (2000) investigated the effect of instructional resources on the academic achievements of students in Oyugis, Homabay County. Five secondary schools were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected
examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students.

Akolo (2008) conducted a survey of audio-visual materials for eight Teacher Training Colleges and for twelve Teachers’ Colleges. His study considered such elements as equipment and materials owned by each of the selected teachers colleges, utilization of equipment’s and materials owned, and the number of teachers that had some measure of audio-visual related training. The study revealed that there was under-utilization of instructional equipment’s in some areas and non-utilization in other areas where the research was conducted. The researcher intends to investigate how Board of Managements provision of learning resources influences students’ academic performance in Kenya Certificate of Secondary Education in Busia County, Kenya.

2.4 Influence of BOM Recruitment of Teaching Staff on Academic Performance

According to Birgen (2005), recruitment of teaching staff is a process of finding and hiring the best-qualified teachers (from within or outside) for a job opening, in a timely and cost effective manner. Recruitment of competent teachers to improve teacher-student ratio is a necessary measure in improving performance of students in mathematics. The government of Kenya should give adequate
attention to training of teachers to enhance performance of students. Examples include getting trained and qualified teachers instead of form four leavers.

Ukeje (1970) and Fafunwa (1969) have written extensively on the prime importance of teachers to the educational development of any nation be it simple, complex, developed or developing. From the writings of these educators, one can infer that whatever facilities are available, whatever content is taught, whichever environment the school is situated and whatever kind of pupils are given to teach, the important and vital role of the teacher cannot be over-emphasized. Assuming that necessary facilities are adequately provided for, the environment is conducive to learning, the curriculum satisfies the needs of the students and the students themselves have interest in learning, learning cannot take place without the presence of the teacher.

Wakiso (2002) indicated that most secondary schools in Uganda could hardly pass on average 10 students in first grade in each of the schools. A highly motivated teacher who has been recruited is not a burden of cost and inefficiency to secondary school. If unqualified teacher is recruited, student performance particularly in schools where the turnover rate is consistently high will be affected. According to Gerald (2002), recruiting qualified school staffs are considered perfectly satisfactory by most schools. He suggested that for academic performance, recruitment should be done in a way that staffs are guaranteed and open up promotion channels for longer-serving employees and enable schools to
shed off more easily when redundancies are realized. The researcher intends to examine how the Board of Managements’ involvement in the recruitment of teaching staff influences students’ academic performance in KCSE in Busia County, Kenya.

2.5 Influence of BOM Disciplining of Students on Academic Performance

Gawe, Murila and Musa (2001) define discipline as a process of controlling students’ behavior and actions, either through self-motivation or through teaching and punishment. Students should develop education discipline and develop moral aesthetic, physical and practical capacities not just cognitive knowledge organized in academic disciplines. Examples of discipline include suspensions, sweeping, picking litter around the compound and prohibition from school activities like sports.

Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students’ academic and social success globally. A good academic qualification without a good foundation of discipline of the individuals is of no use to the individuals, their families and the society. The society invests heavily in the education of its citizens. A positive correlation between student discipline and academic performance was found in this study showing that students that are well disciplined perform well academically.
According to the Akala (2002), students in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterizes the aftermath of students’ unrest strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in various reports discussed so far. Akala suggested that there would be need for training of students in conflict management as opposed to use of force, which brings anger and resentment.

Omanga and Omar (1994) in their study stated that good disciplinary measure helps to develop a desirable student behavior. If a school has effective disciplinary measures, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. The researcher intends to assess how the Board of Managements’ involvement in disciplining of students affect their performance at KCSE in Busia County, Kenya.

2.6 Influence of BOM’s use of Incentives and Students’ Academic Performance

An incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation (Heery & Noon, 2001). According to Nzuve (2010) nonfinancial incentives psychologically influence the behavior and attitude of workers toward their work, colleagues and the organization. Nzuve (2010) further notes that incentives provide lucrative conditions and terms of employment.
Examples of incentives used to motivate teachers include tokens of appreciation and school trips.

According to Applegate (2013) knowing how to reward employees without spending a lot is crucial. Researchers have shown that introducing incentives can enhance performance. Incentives can serve several functions such as initiating action, changing or suggesting goals and intentions, and ensuring commitment (Angrist and Lavy, 2009).

Studies from Canada and the US show mixed results on the effects of merit based financial aid on academic outcomes of secondary students (Angrist et al., 2006; Cornwell et al., 2003; Cornwell et al., 2006). A survey that was done by Hahn et al., (1994) in US used the Quantum Opportunity Program (QOP) and Ohio’s Learning, Earning, and Parenting (LEAP) program as examples of large scale initiatives for high risk youth in the US who improved graduation rates, academic achievement, and other behavioral outcomes as a result of incentives to teachers.

Conditional cash transfer programs in developing countries have increased school enrollment rates, but have had little or no impact on academic outcomes (Ponce and Bedi, 2008). Student learning has improved due to institutional reforms like school voucher programs in Colombia (Angrist et al., 2006), incentives for high school matriculation in Israel (Angrist and Lavy, 2009) and girls’ scholarship programs in Kenya (Kremer et al., 2009). The researcher intends to investigate
how the Board of Managements’ uses of incentives influence students’ academic performance at KCSE in Busia County, Kenya.

2.7 Summary of Literature Review

From the literature, it can be summarized that Akintayo (2013) did a survey of the learning and teaching problems of history in the secondary schools in Ekiti central local government area of Ondo State. He did not link the study to students’ academic performance. Momoh (2011) carried out a research on the effects of instructional resources on students’ performances in West African School Certificate examination in Kwara State. He did not find out the influence instructional resources has on students’ performances. Gerald (2002) found that recruiting qualified school staffs are considered perfectly satisfactory by most schools. The study did not find out how recruiting qualified school staffs influence students’ performances.

Wakiso (2002) found that in Uganda, A highly motivated teacher who has been recruited is not a burden of cost and inefficiency to secondary school. He did not assess the influence it has on students’ academic performance. Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students’ academic and social success globally. The context of this study is different from the current study. A survey that was done by Hahn et al., (1994) found that incentives improved graduation rates, academic
achievement, and other behavioral outcomes as a result of incentives to teachers. Similar study needs to be done on Kenyan Schools.

2.8 Theoretical Framework

The theory used identifies all the variables in this study which are provision of teaching learning resources, recruitment of teachers, discipline and use of incentives. This study will borrow from Jerisn and Mackling (1976) agency theory who defines it in the following words; “A contract under which one or more persons (the principal) engage another person (agent) to perform some service on their behalf which involves delegating some decision-making authority to the agent”.

Basing on this theory, Moe (1984), Waterman and Mailer (1998) states that there is a set relationship between the principal and agent(s) through which the agent(s) take the necessary actions to produce outcomes expected by the principal. The contract is based on the premise that the agent(s) possesses the skills, information, qualification, experience and abilities to perform the outlined tasks and produce good outcomes for the principal (Bendor Alazer and Hammond, 2001; Kivisto 2008).

For example, The Ministry of Education and The Ministry of Education, Science and Technology (MOEST) may jointly control public secondary schools, albeit in
different aspects of its operation relevant to their teacher’s principals and members of Board of Management specializations and jurisdictions.

This theory could be applied in this study to assess the difficulties associated with the interaction among principals, teachers and Board of Management’s members to accomplish a specific task of quality performance of students in secondary schools in Busia County, Kenya.

2.9 Conceptual Framework

Influence of Board of Management Practices on Students’ Academic Performance at Kenya Certificate of Secondary Education in Busia County, Kenya

<table>
<thead>
<tr>
<th>Independent Variables</th>
<th>Intervening Variables</th>
<th>Dependent Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of learning resources</td>
<td>Implementation of agreed upon practices for enhancing students’ academic performance at KCSE</td>
<td>Students’ academic performance at Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>Recruitment of teaching staff</td>
<td></td>
<td>• Mean grades</td>
</tr>
<tr>
<td>Disciplinary of students</td>
<td></td>
<td>• School position in the county</td>
</tr>
<tr>
<td>Use of incentives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1.1: Conceptual Framework
The figure shows the roles of the Board of Management focusing on the variables under study. The Board of Management is in charge of classroom construction, recruitment of teaching staff, discipline of students and staff remuneration. Construction of classrooms provides good environment for learning hence enhance students’ academic performance. Recruitment of qualified teaching staff provides quality education to students hence enhance students’ academic performance. Disciplinary of students makes students disciplined and concentrate on learning while stuff remuneration provides morale to teachers hence academic performance.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

The study adopted descriptive survey design. According to Kothari, (2004) research design must make enough provision for protection against bias and must maximize reliability, with due concern for the economical completion on the research study. Descriptive survey design is known to be appropriate for studies that seek to describe the characteristics of certain groups estimating their proportions and making predictions (Churchill, 1991). In this study the researcher was interested in establishing the influence of Board of Management’s practices on students’ academic performance at KCSE in Busia County, Kenya.

3.3 Target Population

Mugenda, (2003) describes the target population as a group or category of animals or human beings or objects which have one or more characteristics in
common and have been selected as a focus of the study. This study targeted 95 secondary schools in Busia County, Kenya. The study therefore targeted 95 principals, 1450 teachers and 950 members of the Board of Management. The target population was expected to have information on the influence of Board of Managements’ practices on students’ academic performance at Kenya Certificate of Secondary Education in Busia County, Kenya.

3.4 Sample Size and Sampling Procedure

A sample refers to that process of selecting a sample from a defined population with the intention that the sample accurately represents that population (Kothri, 2004). Mugenda and Mugenda (1991) suggests that one may use a sample size of between 10 to 30 percent but for better, more representative results, a higher percentage is better. This study therefore adopted an optimum sample size of 10 percent. The sample size consisted of 10 secondary school principals, 145 teachers and 95 members of Board of Management in Busia County, Kenya. This made a total sample size of 250 respondents as shown in Table 3.1 below.
Table 3.1: Target Population and Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>95</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>1450</td>
<td>145</td>
</tr>
<tr>
<td>Board of Management</td>
<td>950</td>
<td>95</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2495</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

The study adopted purposive sampling technique. Purposive sampling is a non-probability sampling technique that conforms to certain criteria set by a researcher (Mbwesa, 2006) in such a setup, elements to be included in the sample are processed on the basis of the researcher’s judgment.

3.5 Data Collection Instruments

The main instruments for the study were the questionnaires. They were administered to principals, teachers, and members of BOM. The questionnaires were designed to collect data among other general information on the school and respondents. The questionnaires for principals were divided into two parts: part A and B respectively. Part A captured demographic data and part B governance practices for the respondents. The questionnaire for Board of Management
consisted of two parts. Part A captured respondents’ demographic data and part B; respondent’s governance practices respectively and notably the teachers’ questionnaire had also two parts. Part A; captured teachers’ demographic data and part B, had governance practices for teachers. The questionnaires were preferred because they ensured anonymity and confidentiality (Frankfort and Nachmias1996).

3.6 Instrument Validity

Validity refers to the extent to which a test or instrument measures what it is intended to measure (Mbwea 2008). The researcher used supervisors and defense panel who assisted in reviewing the instrument to address its content and face validity. The supervisors and defense panel defined the extent of the specific content of the tool and determined how well this extent sampled its items in determining its content validity.

3.7 Instrument Reliability

An instrument is considered reliable when it can measure a variable accurately and consistently and obtains the same results under the same conditions (Orodho 2004). To ensure a high degree of reliability of instruments in this study, the researcher collected the data personally and only in a few cases where assistance was sought from well trained and motivated research assistants. According to Orodho (2004) the number of pre-test should be 10 percent of the entire sample.
Thus, out of 95 schools, 9 schools were selected. The instruments were also important because it identified vague questions, unclear instructions and insufficient space to write responses.

3.8 Data Collection Procedures

A Research Permit was obtained from National Commission for Science and Technology and Innovation (NCSTI) Ministry of Education, Science and Technology. The researcher visited the TSC County Commissioner, Busia County and the County Director of Education where the principals of the participating schools were contacted through a letter by the County Director of Education where the instruments were administered personally by the researcher to ensure the sampled respondents were the ones supplying the data and provide any clarification. The respondents were required not to consult each other but to give their own personal opinion from the questions raised in the questionnaire. They were given a few minutes to fill them and the researcher picked them immediately they were through.

3.9 Data Analysis Techniques

The data collected was analyzed both qualitatively and quantitatively by use of a Statistical Package for the Social Sciences (SPSS). Data was coded in the software and then edited for inconsistency before analyzing. Frequencies and percentages for responses from the structured items in the questionnaire were
computed in order to establish relationships. Qualitative data from responses in the semi-structured items in the questionnaire and unstructured interviews were subjected to content analysis in which patterns were identified based on research variables, analyzed and presented following rationality with research questions. SPSS software package was used to derive tables, frequencies and correlation analysis.

3.10 Ethical Considerations

In order to ensure that ethical considerations are put in place, there was informed consent from participants before they took part. The participants knew exactly what they were being asked to do and what the risks are, before they agree to take part in the research.

The researcher also ensured that there is no pressure through incentives provided to participate in the research. If an incentive were used, it was only a token and not enough to encourage others to participate who would really prefer not to take part in the study.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretations of the data collected. The research was conducted on a sample of 250 respondents which comprised of 95 Board of Managers, 10 Principals and 145 teachers to which questionnaires were administered (Researcher, 2015). However, out of the issued questionnaires, 164 were returned duly filled in making a response rate of 66%, which was sufficient for statistical reporting.

4.2 Questionnaire Response Rate

The researcher sought to find out the response rate and the findings are indicated in the table below.

Table 4.1: Questionnaire Response Rate

<table>
<thead>
<tr>
<th></th>
<th>Administered</th>
<th>Returned</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>10</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Teachers</td>
<td>145</td>
<td>110</td>
<td>76%</td>
</tr>
<tr>
<td>Board of Management</td>
<td>95</td>
<td>47</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>164</strong></td>
<td><strong>66%</strong></td>
</tr>
</tbody>
</table>
4.3 Demographic Characteristics of Respondents

4.3.1 Gender

The study sought to ascertain the information on the respondents involved in the study concerning their gender. The findings are indicated in Table 4.2.

Table 4.2: Gender of the Respondents

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Principals</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Teachers</td>
<td>86</td>
<td>78</td>
</tr>
<tr>
<td>Board of Management</td>
<td>27</td>
<td>58</td>
</tr>
</tbody>
</table>

Table 4.2 indicates that 78% of the teachers in secondary school in Busia County were male. Then 58% of the BOM were male. And finally male principals’ respondents were represented by 57%. The findings imply that men are dominant among the teachers, principals and BOM in Secondary schools in Busia County, Kenya.

4.3.2 Age

The respondents were requested to state their ages. Table 4.3 presents the findings.
Table 4.3: Distribution of Respondents by Age

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29 years</td>
<td>1</td>
<td>14.3</td>
<td>32</td>
<td>29</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>30-39 years</td>
<td>3</td>
<td>43</td>
<td>45</td>
<td>41</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>40-49 years</td>
<td>2</td>
<td>29</td>
<td>27</td>
<td>25</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Above 49 years</td>
<td>49</td>
<td>14.3</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 4.3 indicates that 43% of the principals, 41% of the teachers and 38% of the BOM in the selected schools were between 30-39 years of age. The findings imply that the teachers, principals and BOM members were all of mature age and likely to have enough experience to run the affairs of the schools appropriately.

4.3.3 Duration of Service

The respondents were requested to indicate the duration of service in their respective posts. The findings were recorded in Table 4.4.
Table 4.4: Duration of Service

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Board of Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>1</td>
<td>14.3</td>
<td>21</td>
<td>19</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>4-6 years</td>
<td>3</td>
<td>43</td>
<td>49</td>
<td>45</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>7-9 years</td>
<td>2</td>
<td>29</td>
<td>23</td>
<td>21</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Above 9 years</td>
<td>1</td>
<td>14.3</td>
<td>17</td>
<td>16</td>
<td>7</td>
<td>15</td>
</tr>
</tbody>
</table>

The data on table 4.4 above shows that 43% of the principals, 45% of the teachers and 28% of the BOM have worked for 4-6 years. This implies the majority of the respondents had gained enough experience in accordance with the part 1 of the fourth schedule of the basic education Act (2013) which stipulates that the BOM should hold office for at most six years.

4.3.4 Level of Education

The respondents were requested to indicate their highest level of education. The findings were recorded in Table 4.5 below.
Table 4.5: Level of Education

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
<th>Board of Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters’ degree</td>
<td>4</td>
<td>57</td>
<td>32</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>2</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
<td>14.3</td>
<td>23</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Others (specify)</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

The data on table 4.5 shows that 57% of the principals had a masters level of education, 35% of the teachers and 26% of the Board of Management had bachelors degree of education. This implies that the teachers and the principals were qualified to handle their positions and therefore form the right respondents for practices influencing students’ performance.

4.3.5 Duration of Service of BOM in the Current Schools

The study sought to determine respondents’ duration of service of BOM in the current school. The findings are presented in Table 4.6.
Table 4.6: Duration of Service of BOM in the Current School

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2 years</td>
<td>30</td>
</tr>
<tr>
<td>3-4 years</td>
<td>10</td>
</tr>
<tr>
<td>5 and above years</td>
<td>7</td>
</tr>
</tbody>
</table>

From Table 4.6, 64% of the BOM had served for 1 -2 years at their current school. It therefore implies that longer service delivery in their current schools jobs affects the performance of the students negatively.

4.3.6 Board of Management Training on Governance Practices in the Current School

The study sought to determine respondents’ duration of service of BOM in the current school. The findings are presented in Table 4.7.

Table 4.7: Board of Management Training on Governance Practices in the Current School

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
</tr>
</tbody>
</table>
From table 4.7 above, it was found out that 79% of the BOM conducted training on governance in their current schools. Training had a positive impact in the performance of students in these schools compared to those that did not conduct training on governance in their schools.

4.3.7 Board of Management Regular Meetings with Principals

The study sought to establish the extent to which the BOMs held regular meeting with Principals to discuss governance issues. This was an important question because it is during BOM meetings that major decisions concerning the day-to-day running of the schools are made. The findings are presented in Table 4.8.

Table 4.8: Board of Management Regular Meetings with Principals

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>68</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>32</td>
</tr>
</tbody>
</table>

In table 4.8 above majority of the respondents (68%) accepted that they conducted regular meeting with their principals to discuss school governance issues. It was hence established that regular meetings with the principals improved management of the school therefore influencing academic performance of the students.
4.4 Provision of Teaching Materials/Resources

The principals and teachers were asked to indicate whether the BOMs were providing teaching and learning resources in the schools. The findings were as follows.

4.4.1 Board of Management Provision of Enough Learning Resources

The principals and teachers were asked to indicate whether the BOMs were providing enough teaching and learning resources in their schools. The findings were as follows.

Table 4.9: Board of Management Provision of Enough Learning Resources

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>43</td>
</tr>
</tbody>
</table>

The results show that the majority of the principals (57%) and 78% of the teachers agreed that the BOM provided teaching and learning resources in the schools. This implies that the BOM was involved in the provision of teaching and learning activities in secondary schools in Busia County.
4.4.2 Board of Management Involvement in Provision of Teaching and Learning Resources

The BOM were asked to state the extent to which they are involved in the provision of teaching and learning resources. The findings were as follows.

Table 4.10: Board of Management Involvement in Provision of Teaching and Learning Resources

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>92</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

The results show that the majority of the BOM members (92%) indicated that they were involved in the provision of teaching and learning resources. The findings therefore mean that the BOMs were involved in influencing the academic performance of the students through being involved in the provision of teaching and learning resources.
4.4.3 Provision of Teaching Resources to Teachers and Principals Influence to Academic Performance

Principals were asked to state how the provision of learning and teaching resources influenced performance. Principals indicated that the learning took place in an environment that was conducive. The Principals further stated that the learning facilities were readily available which made the learning very enjoyable. The findings mean that the provision of the teaching and learning resources by the BOM enhanced the learning condition in the schools in Busia County. These findings of the study agree with the views of Monly (2003) that the BOMs were perceived by majority of the respondents to be effective in the provision of the teaching and learning resources.

4.4.4 School Library Condition

The principals and teachers were asked to indicate if the school library was well equipped. The results were as follows.

Table 4.11: School Library Condition

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>
The results show that the majority of the principals (71%) and 86% of the teachers agreed that their libraries were well equipped. This implies that since the library were well equipped the performance of the students was influenced thus excellent performance by the students.

4.5 Board of Management Staff Recruitment

This section sought to investigate the involvement of BOM in staff recruitment process. The findings are presented below.

4.5.1 Board of Management Recruiting Committee

The principals and teachers were asked to indicate if the schools had a recruiting committee. The findings were coded as below.

Table 4.12: Board of Management Recruiting Committee

<table>
<thead>
<tr>
<th></th>
<th>Principals</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>57</td>
</tr>
</tbody>
</table>
The results showed that majority of the principals (57%) and (69%) of the teachers disputed that their schools had recruiting committees. The findings therefore imply that the absence of recruiting committee lead to hiring of incompetent staff that leads to poor performance of the schools in Busia County.

**4.5.2 Mode of Staff Recruitment**

The findings indicated that BOM use staff retention, equity in staff distribution and efficiency in staff recruitment as some of the staff recruitment practices in public secondary schools, as they assisted the BOM to improve the delivery of services to schools. Guidelines in the TSC policy on teacher and principal recruitment and selection, The BOM has provided scoring guide to the interviews. Under the new teacher dispensation, BOM and the principal as the secretary constitute the selection and recruitment interview panel. Therefore BOMs are involved in delegated roles provided for by the TSC Act (1967) and the Education Act 1980. Also under this new arrangement, all vacancies for secondary schools were advertised by TSC and interested candidates applied to respective schools Board of Management and all eligible candidates were shortlisted for interviews.

**4.5.3 Independence of the BOM Recruiting Committee**

The teachers and principals were asked to indicate if the BOM had an independent recruiting committee. The results were as follows.
Table 4.13: Independence of the BOM Recruiting Committee

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freq</td>
<td>perc</td>
<td>freq</td>
<td>perc</td>
</tr>
<tr>
<td>Yes</td>
<td>98</td>
<td>99</td>
<td>6</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The results show that the majority of the teachers (99%) and (86%) of the principals agreed that their schools did have an independent recruiting committee while the rest disputed. The findings imply that an independent management actions, such as setting and clearly communicating high expectations for all students, supervising teachers’ instructional performance can lead to hiring of the competent and qualified staff that led to improved performance of secondary schools in Busia County.

4.6 Board Disciplinary Action

The study investigated whether there were a fair code of discipline programs in the public secondary schools for the students’ performance in Busia County. Views were sought from principals, teacher and BOM members.
4.6.1 Fair Code of Discipline

The respondents to indicate whether there were Fair code of discipline programs which influenced the academic performance of students. The responses were as shown in the Table below.

Table 4.14: Fair Code of Discipline

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Principals</th>
<th>BOM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freq</td>
<td>perc</td>
<td>freq</td>
</tr>
<tr>
<td>Yes</td>
<td>77</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

The study findings show that (70%) of the teachers, (71%) of the principals and (75%) of the BOM agreed that there was a fair conduct of discipline in their schools while the rest disagreed. The findings show that there was even code of discipline which foster the performance of the students.

4.6.2 Delegation of Disciplinary Issues

The teachers suggested that student leaders, motivational peers, counselor, church elders, parents and principals play part in students’ academic performance because of their closeness to other students. It was found that when faculty and
staff members actively teach using modeling and the role playing and reward positive behaviors related to compliance with adult request, academic effort and safe behavior, the proposition of students with mild and serious behavior problems will be reduced and the school overall climate will improve the students’ performance.

The principals suggested peer counselors, motivational speakers since motivational talks programs imparts discipline and exposes students to ways of handling the challenges and obligations of living and keeps individuals with personal strength needs to meet the demand imposed to them by the school and later adult responsibility.

The BOM members suggested peer counselor, student leader, teachers /principals and any other motivational speakers which they said that had great influence on student discipline in secondary schools. Thus the responsibility of BOM members to promote the spirit of cohesion, integration, peace, tolerance, inclusion, elimination of speech and elimination of tribalism at the institution.

4.6.3 Ways in Which Disciplinary Board Influences Performance

From the findings it was established that both the BOM, principals and teachers should hold motivational talks on disciplinary issues, rewarding disciplinary students. Students should be allowed to give suggestions on issues concerning their discipline and peers counseling services. The counseling programs bring
about self-awareness, self-management, social awareness relationship skills and responsible decision making, which in terms of discipline provides a foundation for the positive social behavior and fewer conduct problems and improve academic performance.

4.7 Use of Incentives

4.7.1 Provision of Motivational Incentives

The respondents were asked to state if there was use of incentives to motivate performing teachers and students. The findings are presented below

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th></th>
<th>Principals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>Perce</td>
<td>Freq</td>
<td>Perce</td>
</tr>
<tr>
<td>Yes</td>
<td>98</td>
<td>89</td>
<td>6</td>
<td>86</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>11</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The study findings show that (89%) of the teachers, (86%) of principals agreed that there was use of incentives to motivate performing teachers and students in their schools.
4.7.2 Incentives Motivates Performance

The BOM believed that motivational incentives could be used explicitly to motivate teachers and students. Some heads believed that teachers were not motivated by financial rewards. BOMs of these schools had, nonetheless, in the past given staff financial rewards which they viewed as a means of redressing unfairness or of recognizing effort, as indirect means of motivating teachers and students.

The teachers and the principals pointed out that the motivational incentives make the students learn the benefit of good performance. Majority of the teachers and the principals suggested that the BOM should be involved and support motivational incentives in secondary schools which would have a positive influence on students’ performance.

4.8 Academic Performance of Schools

This section sought to determine the academic performance of schools as a result of the influence of BOM in students’ academic performance. The findings are presented below.

4.8.1 Improved Student Academic Performance Mean Scores

The study sought to find out if there were improved student academic performance mean scores. Table 4.16 presents the findings.
Table 4.16: Improve Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>freq</td>
<td>perc</td>
</tr>
<tr>
<td>Yes</td>
<td>105</td>
<td>96</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

The results show that majority of the teachers (96%) and 86% of the principals agreed that there were improved mean scores in their school while 4% of the teachers and 14% of the principals disagreed that there were improved mean scores in their school. The findings therefore indicated that there was improved performance in schools in Busia County.

4.8.2 Discipline in Schools

It can be concluded that the students discipline is affected by many factors that include: the school type variables such as lack of support services and guidance and counseling, poor food quality, lack of enough learning materials, poor teacher student relationship, ignoring students complains, and unresponsive administration. The societal variables also affected the students discipline and they include: peer pressure drug abuse and lack of role models. It can also be concluded that indiscipline in schools negatively affects learning, leads to time
wastage for both the indisciplined and disciplined students, affects the teacher-student relationship, and disrupts learning environment and the overall effectiveness of the school and the education system.

Indiscipline was also found to lead to poor academic results in schools, to the students causing it and the resultant ripple effect affects the innocent students learning and the overall academic performance. Finally discipline is a vital ingredient for the success of students’ academic performance, both in and after school. However, the major challenge to indiscipline problems lies in the hands of the school management, the students and the parents. The vice of indiscipline extends its effects to even the innocent and disciplined students in the schools and affects the overall academic performance. It is important to implement the necessary guidelines and policies that can effectively handle most of indiscipline cases, dealing with the original causes of the actions.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at establishing the influence of Board of Management practices on students’ performance in Kenya Certificate of Secondary Education in Busia county Kenya. This chapter, therefore, provides a summary of the study, conclusions and recommendations. The chapter offers suggestions for further research too.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of Board of Management practices on students’ performance in Kenya Certificate of Secondary Education in Busia county Kenya. The objectives of the study were: to determine how Board of Managements’ provision of teaching-learning resources influence students’ academic performance; to examine how the Board of Managements’ involvement in the recruitment of teaching staff influence students’ academic performance; to assess the Board of Managements’ involvement in disciplining of students affect their performance; and finally to determine how the Board of Managements’ use of incentives influence students’ academic performance in Kenya Certificate of Secondary Education in Busia County, Kenya.
The literature review in the study provided more information from empirical documents to enhance knowledge and clarity of the research questions formulated. The study ideas were anchored on agency theory (Nzuve, 2012). The study was of descriptive survey design. Purposive sampling was used to select 145 teachers and 60 BoM members as respondents from 10 public secondary schools in Busia County.

The research instruments used were questionnaires and interview schedules. The instruments were validated by carrying out a pilot study and seeking expert advice from the supervisors. Test-retest method was used to determine the reliability of the instruments. Data collected were analyzed using descriptive statistics, particularly frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used for effective analysis of data.

5.3 Summary of the Study Findings

The study aimed at establishing how BOM’s provision of motivational incentives; provision of teaching/learning resources; involvement of teachers, principals and Board of Management in decision making influences students’ performance.

The respondents (both teachers and BOM members) approved by agreeing that provision of motivational incentives can be used as a motivational strategy to influence students’ performance. The findings also showed that most of the
incentives were given after an appraisal year. Concerning how provision of monetary incentives by BOMs influences students’ academic performance, findings indicated that provision of motivational incentives by BOMs improves/boosts students’ performance.

The findings to the research objective in this theme indicated that teachers and BoM members strongly agree that rewarding of the students code of discipline which can be used as a motivational strategy for student’s performance. Most of the teachers said that student’s discipline had been recognized by the BOMs as one of the factors that influenced the student’s performance. The most prominent form of recognition according to the findings was praise.

Provision of teaching/learning resources was approved by a majority of the teachers and most of the BOM members as a motivational strategy that can be used to influence teachers’ job performance. Textbooks were rated as the most important resources for efficient teaching/learning. Government provision of teaching/learning resources was rated insufficient. Findings on the influence of BOMs’ provision of teaching/learning resources on students’ performance indicated that provision of teaching/learning resources by board of managements improves the performance of the students.
5.4 Conclusions

The following conclusions were made from the findings of this study according to the research objectives. The study concluded that provision of teaching and learning resources is a motivational strategy that can be used to influence teachers’ job performance. Textbooks were rated as the most important resources for efficient teaching/learning. Government provision of teaching/learning resources was rated insufficient. The study concluded that the absence of recruiting committee lead to hiring of incompetent staff that leads to poor performance of the schools in Busia County. BOM and the principal as the secretary constitute the selection and recruitment interview panel. Therefore BOMs are involved in delegated roles provided for by the TSC Act (1967) and the Education Act 1980. Also under this new arrangement, all vacancies for secondary schools were advertised by TSC and interested candidates applied to respective schools Board of Management and all eligible candidates were shortlisted for interviews. The study concluded rewarding of the students code of discipline which can be used as a motivational strategy for student’s performance. Student’s discipline had been recognized by the BOMs as one of the factors that influenced the student’s performance. The most prominent form of recognition according to the findings was praise. The study concluded that most of the incentives were given after an appraisal year. Concerning how provision of monetary incentives by BOMs influences students’ performance, findings
indicated that provision of motivational incentives by BOMs improves/boosts students’ performance.

5.5 Recommendations of the Study

• The BOMs should collaborate with the teachers and principals in improving provision of text books by mobilizing parents and the community for book harvesting besides organizing for fundraisings to improve information communication technology facilities, build and equip laboratories.

• The BOMs should improve recognition of student’s performance by providing motivational tokens, awarding certificates of merit and tracking students to establish a database of their performance for appropriate rewarding. Excellently performing teachers should be sponsored by the BOM in collaboration with the community to take short courses such as KNEC examiners’ courses and management courses at the KEMI during school holidays. The BOMs should provide suggestion boxes in staff rooms or other strategic places for students to give suggestions on major decisions being made in the day-to-day running of the schools.

5.6 Suggestions for Further Research

The following are suggestions for further research.
1) A similar research can be done on the influence of other motivational strategies such as training and development, benchmarking, guidance and counselling on students’ academic performance.

2) This study can be replicated in other counties for purposes of comparison and making a conclusion about the influence of BOMs’ motivational strategies on students’ academic performance.

3) A more detailed research can be carried out on influence of intrinsic factors of motivation since these factors are believed to sustain performance more than the extrinsic factors.
REFERENCE


UK Delegation, (2013) UK Statement to the European Schools Board of Governors.

APPENDICES

Appendix I: Questionnaire for Principals

Instructions

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

Section I: Background Information

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

2. Which age group do you belong to?
   
   20-29 years [ ]  30-39 years [ ]  40-49 years [ ]

   Above 49 years [ ]

3. How many years have you served as a principal?

   Less than 3 years [ ]

   4-6 years [ ]

   7-9 years [ ]

   Above 9 years [ ]

4. What is your education level?

   Masters [ ]

   Bachelor’s degree [ ]

   Diploma [ ]
Certificate [ ]

Others (specify) ...........................................................................................................................................

Section II: Provision of teaching-learning resources

5. Does the BOM provide enough learning resources in your school?
   Yes [ ]  No [ ]

6. How does the provision of learning resources influence academic performance?
   ................................................................................................................................................................
   ................................................................................................................................................................

7. Is the library in your school well equipped?
   Yes [ ]  No [ ]

Section III: Board of Management Staff Recruitment

8. Does the BOM have a recruiting committee?
   Yes [ ]  No [ ]

9. How does the BOM recruit staff in your school?
   ................................................................................................................................................................
   ................................................................................................................................................................

10. Is the BOMs nominating committee (if available) independent?
    Yes [ ]  No [ ]
11. How does the BOM staff recruitment influence students’ academic performance?

________________________________________________________________________________________

________________________________________________________________________________________

Section IV: Board Disciplinary Action

12. Does the BOM ensure that a fair code of discipline applies in the school?
   Yes [  ] No [  ]
   Explain

________________________________________________________________________________________

13. Who does the BOM delegate disciplinary issues to?

________________________________________________________________________________________

________________________________________________________________________________________

14. How does BOM’s disciplinary action influence students’ academic performance in your school?

________________________________________________________________________________________

________________________________________________________________________________________

Section V: Use of incentives

15. Does the BOM provide incentives to performing teachers and students?
   Yes [  ] No [  ]
If yes, which one. If No, why?

___________________________________________________

___________________________________________________

16. Do incentives motivate teachers and students to perform better in your school?

___________________________________________________

___________________________________________________

17. How do they (incentives) influence students’ academic performance in your school?

___________________________________________________

___________________________________________________

Section VI: Performance

18. Are there improved mean scores in your school?

Yes [ ] No [ ]

Explain

___________________________________________________

___________________________________________________

19. What can you say about the discipline status in your school?

___________________________________________________

___________________________________________________
20. How does previous performance of the school influence students’ academic performance in KCSE?

___________________________________________________

___________________________________________________
Appendix II: Questionnaire for Teachers

Instructions

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

Section I: Background Information

21. Please indicate your gender. Male [ ] Female [ ]

22. Please indicate your age bracket?
   20-29 years [ ]  30-39 years [ ]  40-49 years [ ]
   Above 49 years [ ]

23. Please state the number of years you have served as a teacher
   Less than 3 years [ ]
   4-6 years [ ]
   7-9 years [ ]
   Above 9 years [ ]

24. Please indicate your education level
   Masters [ ]
   Bachelor’s degree [ ]
   Diploma [ ]
   Certificate [ ]
Section II: Provision of teaching-learning resources

1. Does BOM provide enough learning resources in your school?
   Yes [  ]   No [  ]

2. How does the provision of learning resources influence academic performance?
   __________________________________________________________
   __________________________________________________________

3. Is the library in your school well equipped?
   Yes [  ]   No [  ]

Section III: Board of Management Staff Recruitment

4. Does the BOM have a recruiting committee?
   Yes [  ]   No [  ]

5. How does BOM recruit staff in your school?
   __________________________________________________________
   __________________________________________________________

6. Is the BOMs nominating committee (if available) independent?
   Yes [  ]   No [  ]
7. How does the board staff recruitment influence students’ academic performance?

__________________________
__________________________

Section IV: Board of Management Disciplinary Action

8. Does the board ensure that a fair code of discipline applies in the school?

Yes [   ] No [  ]

Explain

__________________________
__________________________

9. Who does the board delegate disciplinary issues to?

__________________________
__________________________

10. How does the board’s disciplinary action influence students’ academic performance in your school?

__________________________
__________________________

Section V: Use of incentives

11. Does the board provide incentives to performing teachers and students?

Yes [   ] No [  ]
If yes, which one? If No, why?

__________________________________________________________________
__________________________________________________________________

12. Do incentives motivate teachers and students to perform better in your school?

__________________________________________________________________
__________________________________________________________________

13. How do they (incentives) influence students’ academic performance in your school?

__________________________________________________________________
__________________________________________________________________

Section VI: Performance

14. Are there improved mean scores in your school?

Yes [ ] No [ ]

Explain
__________________________________________________________________
__________________________________________________________________

15. What can you say about the discipline status in your school?

__________________________________________________________________
__________________________________________________________________
16. How does previous performance of the school influence students’ academic performance in KCSE?
Appendix III: Questionnaire for Board Members

Instructions

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

Section I: Background Information

1. Please indicate your gender. Male [ ] Female [ ]

2. Please indicate your age bracket?
   20-29 years [ ] 30-39 years [ ] 40-49 years [ ] Above 49 years [ ]

3. Please state the number of years you have served as a BOM member.
   Less than 3 years [ ]
   4-6 years [ ]
   7-9 years [ ]
   Above 9 years [ ]

4. Please indicate your education level
   Masters [ ]
   Bachelor’s degree [ ]
   Diploma [ ]
   Certificate [ ]
Section II: Board of Management Practices

5. For how long have you been a member of this school BOM?
   1 - 2 years [ ]  3-4 years [ ]  5 and above years [ ]

6. Do you train governance practices in this school?
   Yes [ ]  No [ ]

7. Do you hold regular meetings with principals to discuss school governance issues?
   Yes [ ]  No [ ]

8. Are you involved in the provision of learning resources?
   Yes [ ]  No [ ]
   Explain
   ___________________________________________________________________
   ___________________________________________________________________

9. How do learning resources influence students’ academic performance in this school?
   ___________________________________________________________________
   ___________________________________________________________________

10. How do you recruit staff in this school?
    ___________________________________________________________________
11. How does the recruitment of staff influence students’ academic performance in this school?

________________________________________________________________________

________________________________________________________________________

12. Does this school apply fair code of discipline?

Yes [ ] No [ ]

13. How do you ensure that discipline influences students’ academic performance positively?

________________________________________________________________________

________________________________________________________________________

14. Do use incentives to motivate performing teachers and students?

Yes [ ] No [ ]

15. What incentives do you give that influences students’ academic performance?

________________________________________________________________________

________________________________________________________________________
Appendix IV: Research Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/16/32838/13011

Ongenge Denis Harrison
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 Management practices on students academic performance in Kenya Certificate of Secondary Education in Busia County Kenya,” I am pleased to inform you that you have been authorized to undertake research in Busia County for the period ending 5th August, 2017.

You are advised to report to the County Commissioner and the County Director of Education, Busia 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Busia County.

The County Director of Education
Busia County.
Appendix V: Research Permit

THIS IS TO CERTIFY THAT:

MR. ONGENGE DENIS HARRISON
of UNIVERSITY OF NAIROBI, 0-50406
FUNYULA, has been permitted to
conduct research in Busia County

on the topic: INFLUENCE OF BOARD OF
MANAGEMENT PRACTICES ON STUDENTS
ACADEMIC PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY
EDUCATION IN BUSIA COUNTY KENYA

for the period ending:
5th August, 2017

Applicant’s
Signature

Permit No: NACOSTIP/16/32838/13011
Date Of Issue: 5th August, 2016
Fee Received: Ksh 1000

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
   conducting your research. Failure to do that
   may lead to the cancellation of your permit.
2. Government Officer will not be interviewed
   without prior appointment.
3. No questionnaires 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.

RESEARCH CLEARANCE
PERMIT

Republic of Kenya
National Commission for Science,
Technology and Innovation

Serial No: A 10545

CONDITIONS: see back page
Appendix VI: Study Location

Map of Busia County and Its Neighbors

A map showing road network in Busia County.