

**INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE
GOVERNANCE PRACTICES ON PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN GILGIL SUB
COUNTY, KENYA**

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

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DECLARATION

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

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

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DEDICATION

This work is dedicated to my children; Sammy, Faith Ann and Kevin Paul who sacrificed their time and were very understanding and patient with me during the study period. May God Almighty bless them abundantly.

ACKNOWLEDGEMENT

I would like to thank the almighty God for giving me sufficient grace to travail.

Appreciation and gratitude to my Supervisors; Dr. Ursulla Okoth and Mr. Edward Kanori for their tireless assistance and support in enriching and completing this research project.

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My fellow course mates and colleagues at work are highly regarded for their invaluable assistance. Respondents who participated by filling in the questionnaires are equally highly regarded. Assistance from the librarians the University of Nairobi is highly acknowledged.

ABSTRACT

The study sought to find out the influence of corporate governance practices by BOM on pupils KCPE performance in Gilgil sub county, Kenya. The objectives that guided the study were stakeholder participation, BOM competence, financial Management and monitoring of teaching and learning by BOM on academic performance. The study employed the descriptive survey research design and the target population comprised of all the 69 head teachers, 69 public primary schools BOM chairs and 211 class six, seven and eight class teachers in the 69 primary schools in Gilgil Sub-county and the Sub County Education Officer. The stratified random sampling method was used for segmenting the respondents in the different strata because the target population was heterogeneous. Fifty percent of the population in all the strata's was considered for the study .The researcher used questionnaires and an interview guide as the instruments for data collection. The questionnaires were administered on the teachers, head teachers and BOM chairs while the interview guide on the Sub County Education Officer. The study found out that: Most of the respondents deemed their schools as having enhanced capacities to engage parents in the activities carried out the schools had suffered situations of disharmony attributed to feelings of non-involvement in the decision making processes. The ability of the schools to adhere to the provisions put in place for financial audit requirements were confirmed to have been fair. Most of the respondents identified with the ideals of putting in place the BOMs in their schools and were of the view that the procedures conformed to the standards of the Ministry of Education but despite the stringent conditions the schools still faced inadequacies accruing from the processes. Most of the respondents deemed the monitoring activities carried out by the BOM in the schools to be average. The study recommends that the Ministry of Education should put in place measures to ensure the governance systems in the public primary schools instill the essence of democratic governance. It should also empower the BOMs by way of facilitating training on financial management as a measure of arming them with the requisite skills enough to enable them exercise their mandate effectively. The establishment of the BOMs in the respective schools should always be supervised by the Ministry of Education as a measure of ensuring that the ideals of the statutory provisions are realized in an effective manner. Capacity building should equally be done on the BOM as a measure of ensuring that they discharge their mandates of monitoring teaching and learning in the public primary schools in the required manner.

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ABBREVIATIONS AND ACRONYMS

BOM	Boards of Management
EFA	Education for All
KEMI	Kenya Education Management Institute
KICD	Kenya Institute Curriculum Development
MOEST	Ministry of Education Science and Technology
PA	Parents Association
PTA	Parents Teachers Association
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Corporate governance is the system of ensuring structured association between the management and shareholders with regard to corporate decision making and control in an organization (Hermes, 2012). Governance is dictated by the legal system and an agreed standard of systems of behaviour allowable within the membership of the institution. Corporate governance is generally concerned with conformance and performance. In conformance the issues of concern are compliance with legal requirements, industry standards and accountability to relevant stakeholders (Hermes, 2012).

The linkage between corporate governance and performance lies in the multi-dimensional nature of institutional governance whereby there are internal and external environments (Jensen, 2013). Corporate governance aims at enhancing internal governance practices through structures and control mechanisms that result in efficient and effective operations (Higgs, 2014). Primarily, good governance practices demand a separation of roles between boards of directors and the management to strengthen adequate oversight and supervision, critical in avoiding conflict and ensuring clear accountability. Poor governance renders an organization an underperformer which fails to accomplish stated goals, and stands to lose the backing and goodwill of various stakeholders (Mace, 2012).

The practice of corporate governance in institutions of learning is gradually evolving owing to the high demands with regard to social accountability (Shreetal, 2013). The institutions of learning are charged with the responsibility of ensuring accountability to the membership and thus ought to exercise the ideal standards of corporate governance. Guidelines given by UNESCO, as regards the envisaged standards of corporate

governance show that many schools globally in varied jurisdictions do not adhere to the expected standards (UNESCO, 2014).

In the United States of America the individual states are charged with the mandate of continuous supervision to ensure that the prescribed standards are actualized as pertains to governance in the institutions (Slarhabi, 2011). The task of running the institutions is charged on the individual administrators but they also work in harmony with the boards of management mandated to oversee the institutions. Instances of failure to have harmonious coexistence within the schools are minimized.

In many Asian countries the local communities are obligated to provide responsible persons who assist the school administrators in running and overseeing the schools (Mushar, 2011). This infuses a sense of ownership of the administrative programmes in place and forces the institutions to adopt consultative approaches as regards the issue of running the institutions. It confers an element of inclusivity in the administrative programmes (Burke, 2013).

In Africa the challenge of day to day administration in the institutions of learning is charged to the authorities who exercise delegated power by virtue of statutory obligation (Wanzare, 2008). Governments are obligated to ensure that the academic programmes run efficiently and different jurisdictions have their own systems of running the academic programs. The schools in concert with local communities ensure that the obligation to parents and learners are met.

In Kenya the Basic Education Act 2014 has provisions for greater scrutiny in the running and management of public institutions of learning (GoK, 2014). The Act specifies the need for the invocation of stakeholder participation by virtue of constituting Boards of

Management. It ensures inclusivity in the management programmes and demystifies the administrative programs.

The enactment of the Public Procurement and Disposal Act has provisions for general financial management of public institutions (GoK, 2005). The Public Finance Management Act 2012 equally has stipulated standards as regards the conduct of public institutions in the wake of running and managing their fiscal operations (GoK, 2012). The Ministry of Education has made efforts to ensure training of the head teachers in public finance administration and management as a measure of instituting the requisite corporate governance standards (GoK, 2012).

The practice of ensuring continuous teaching and learning supervision is equally core to the management of public primary schools as a measure of seeking to have conformity to the expected standards. Surveys carried out by the World Bank (2015) showed that teacher's absenteeism was a factor which negatively impacted on the academic performance of pupils in public primary schools (World Bank, 2015).

Table 1.1: Comparison of KCPE results for Nakuru County and Gilgil Sub-County with mean scores out of 500 marks

Year	2010	2011	2012	2013	2014	2015
Gilgil Sub County	258.7 51.7%	262.9 52.58%	263.42 52.84%	254.5 50.9%	251.9 50.38%	249.7 49.96%
Nakuru county	263.4 52.6%	267.2 53.4%	269.1 53.82%	269.9 53.9%	271.2 54.225	269.3 53.86%

Source: Nakuru County Education Office: 2016

Table 1.1 shows the mean scores for KCPE from 2010- 2015 depicting results for Gilgil Sub County and overall results for Nakuru County. The sub county had previously posted very good performance in KCPE in comparison to the other sub counties (Nakuru County Education Office, 2016). The trends depicted declining performance from the year 2012 to 2015 in Gilgil Sub County which is a contrast to the overall performance of Nakuru County which was fairly stable. Gilgil also showed lower mean scores from 2010-2015. The researcher sought to find out whether the previous situation whereby the schools operated without due checks and balances as pertains corporate governance is a factor that had contributed to the declining performance.

1.2 Statement of the problem

Corporate governance is an emerging field of management and it has been adopted in the education sector (Namisi, 2012). The need to ensure optimal academic performance is essential. Stakeholder inclusivity in the systems of administration has been encouraged by MOEST through BOM, PTA/ PA and school sponsors as well as corporate bodies (Metrick, & Ishii, 2012). Previous studies on management have focused on financial management skills of head teachers of secondary schools (Irungu, 2013) while studies on corporate governance practices have emphasized on institutional performance as a measure of achievement (Kabaiya, 2012).

Kenya Certificate of Primary Education performance in Gilgil Sub County has been declining as evidenced in Table 1.1. There is little literature on the influence of corporate governance practices on pupils academic performance in public primary schools in Gilgil Sub County despite the interventions made to ensure improved academic performance. The study thus sought to fill this gap by investigating the influence of corporate

governance practices on pupils' academic performance in public primary schools in Gilgil sub county, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of corporate governance practices on pupils' academic performance in public primary schools in Gilgil sub county, Kenya

1.4 Research objectives

This study was guided by the following objectives:

- a) To determine the extent to which stakeholder involvement by BOM's in decision making influence pupils' academic performance in public primary schools in Gilgil sub county, Kenya.
- b) To establish the extent to which BOM members competence affects pupils academic performance in public primary schools in Gilgil sub county, Kenya.
- c) To determine how financial management by the BOM members affects pupils academic performance in public primary schools in Gilgil sub county, Kenya.
- d) To examine the extent to which monitoring of teaching and learning by BOM influence pupils academic performance in public primary schools in Gilgil sub county, Kenya.

1.5 Research questions

The following research questions guided the study:

How does stakeholder involvement by BOM's in decision making influence pupils' academic performance in public primary schools in Gilgil sub county, Kenya?

To what extent does the BOM competence influence pupils' academic performance in public primary schools in Gilgil sub county, Kenya?

How does financial management by the BOM influence pupils' academic performance in public primary schools in Gilgil sub county, Kenya?

To what extent does supervision of teaching and learning by BOM influence pupils' academic performance in public primary schools in Gilgil sub county, Kenya?

1.6 Significance of the study

These study findings may be of benefit to public primary schools in terms of motivating improved KCPE performance. This is as entails the management practices in the schools after the inception of governance practices. It may improve the corporate governance standards and stimulate improved academic performance.

The corporate governance information generated may be of great importance in terms of facilitating policy formulation by government. This may help institutions like the TSC, Ministry of education and other public sector players in the public primary schools. This is with regards to the adoption of corporate governance practices. It may ultimately enhance the management practices in the schools and facilitate improved academic performance.

The study will contribute to the body of scholarly works on corporate governance practices. The information generated that may be of value to future researchers. This may positively affect the schools ability to assure better management and results in the national examinations.

1.7 Limitations of the study

Public institutions have high standards of confidentiality in their spectrums. This curtailed access to research information. The researcher overcame the challenge way of producing an introductory letter and permit from NACOSTI. She also assured the

respondents of anonymity. Respondents' attitudes and individual preferences were overcome by way of imploring on the respondents to be as honest as possible. This is because their identities were treated in confidence. This enhanced the probability of the respondents giving objective answers. The corporate governance practices pertinent to the small study area did not apply to others countrywide. The challenge made generalizations of the study findings difficult. The study overcame the challenge by making comparisons to other studies carried out in other areas.

1.8 Delimitations of the study

The study was conducted in the public primary schools in Gilgil Sub County. It sought to find out the effects of corporate governance practices in public primary schools on the pupils academic performance. The target respondents were the head teachers, teachers and BOM chairs in public primary schools in the sub county because they are the people on the ground and may have important information about the area. The head teachers were considered to have the information pertinent to the study thus best placed owing to their positions.

1.9 Basic assumptions of the study

The study was based on the assumptions that:

- a) Stakeholder involvement by BOM's in decision making influences pupils' academic performance in public primary schools
- b) The BOM competence influences pupils' academic performance in public primary schools
- c) Financial management by the BOM influences pupils' academic performance in public primary schools

- d) Supervision of teaching and learning by BOM influences pupils' academic performance in public primary schools

1.10 Definition of significant terms

The following are the significant terms found in the study:

Academic performance refers to the results from examinations done by pupils in the Kenya certificate of primary education.

Corporate governance refers to processes and controls which can allow performance improvement and long term sustainability ensuring improved academic performance in public schools (Hermes, 2012).

Financial management refers to the process of appropriation and utilization of monetary resources in an institution by the BOM's of public schools.

Stakeholder involvement refers to the involvement of individuals who have interests in the activities carried out by the public primary schools like parents and sponsors.

1.11 Organization of the study

The study comprised of five chapters. Chapter one entails the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definition of significant terms. Chapter two encompasses the literature review which had the empirical literature review emanating from the objectives, the summary and gaps to be filled by the study, the theoretical and conceptual frameworks.

Chapter three has the research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four comprises of the data analysis, interpretation and presentation of findings and finally chapter five has the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter carries out a review of works carried out by other researchers in the field of corporate governance and its effects on the academic performance of public primary schools. The chapter was guided by the objectives of the study which entailed the following sub headings Concept of corporate governance practices by BOM, stakeholder participation in public primary schools on academic performance, BOM competence in public primary schools on pupils academic performance, financial Management by BOM on academic performance monitoring of teaching and learning by BOM on academic performance and the summary of the literature reviewed. The conceptual and theoretical frameworks fall in the section. It brought out the empirical review based on the works carried out by other researchers.

2.2 Concept of corporate governance practices by BOM

The establishment of BOM for public primary schools in the Republic of Kenya is guided by the Basic Education Act No.14 of the year 2013 (GoK, 2013). The essence of instituting corporate governance practices in public schools has been to ensure good academic performance. This is by way of reforming the schools administration systems and enhancing the governance structures (Namisi, 2012).

The Boards of Management entail diverse membership drawn the school communities of parents, sponsors, teachers and pupils (GoK, 2013). The essence of having diverse representation is to tap from the array of talents and enhance representation in the schools

thus enhancing academic performance (Kabaiya, 2014). This minimizes instances of conflict and strife in the public primary schools.

2.3 Stakeholder participation in decision making in public primary schools and pupils academic performance

Good administration and governance programmes may translate into goodwill stimulating improved pupil academic performance. This can only be achieved at the advent of ideal participation by parents, sponsors and adjoining communities around the public institutions of learning (EFA, 2012). Participation by local communities in the school activities provides goodwill in the academic programmes. This enhances the governance prism owing to collective responsibility that spurs improved academic performance (EFA, 2012).

Parental involvement enhances the management of public learning institutions. The leadership in the schools assures the ability to have optimal parental participation in the schools governance (UNESCO, 2011). Sound structures in the administrative systems assure public institutions the ability to realize the value of inclusivity. Consultative leadership enhances the participation of communities around the schools entailing the parents to assure the success of the programmes in place (UNESCO, 2011). This gives the school communities leverage as pertains to decision making.

Involvement of the parents and sponsors of the schools can be key to assuring and enhancing the quality of teaching and learning. A study carried out in Australia showed that the ability to ensure mutual participation by parents and community stakeholders enabled delivery of the envisaged ideals by the schools (Fitzgerald, 2011). The study found out that in schools whereby the local community leadership was directly involved in decision making, the capacity to post good academic performance was assured.

Failure to involve the parents and local administrative leadership in decision making negatively affects management of public institutions in African countries. This occasion's lack of goodwill and failure to appreciate the decisions made (Matt, & Matt, 2010). The prevailing situation can be attributed to the failure to synchronize community aspirations with the leadership systems employed. It is also a pointer to shortcomings in the governance structures in place. The underlying factor contributed to poor academic performance in the public schools.

The need to realign the organizational systems and structures in the leadership of public schools in Kenya has been vouched for. This is evidenced by the leadership systems in many schools which do not conform to organizational ethos and practices. The challenge of poor leadership owing to the failure to ensure consultative decision making was evident in many schools too, Keter, Kosgei, (2012). This caused frosty relations accrued from misgivings occasioned by the aggrieved parties.

2.4 BOM competence in public primary schools and pupils' academic performance

Schools boards of management in the United States of America play a great role in the provision of a conducive environment for carrying out activities. The boards play an active managerial role of augmenting programmes carried out by the school administration (Rice, 2013). The Boards of Management are positioned as the interface between the schools and the larger community in terms of outreach and academic programme wellness.

The ideals of institutionalizing management via the boards are a tool of ensuring good governance. It is thus incumbent on the positions of responsibility in the boards to be accorded to persons who merit them. The constitution of the boards should equally be anchored in law as a premise for statutory safeguards (UNESCO, 2012). This equally

invokes the essence of integrity and individual probity on the persons sitting on the boards.

A study carried out in Kasarani Sub-county found out that the school boards of management played a very big role on the inter-community relations. The boards facilitated fundraising activities and provision of amiable environments conducive for the actualization of academic programs. This positively impacted on pupils' academic performance owing to the administrative and managerial skills exhibited (Bundi, 2012).

2.5 Financial Management by BOM and pupils' academic performance

Financial management is a key tenet of corporate governance in public schools. Modules of financial management for public schools show that giving attention to training on the skills facilitates safeguarding institutional resources (Clarke, 2009). Conferment of autonomy to the bodies charged with the mandate of governance to the public institutions in the United States of America has been the forte of their success. Nomination into the boards of management confers utmost responsibility and honour to the membership (Blank, 2012). This infuses integrity and systems which can stand the test of time with regard to structures of management. It gives the benefits of the responsibility in terms of acclaim and honour (Mushar, 2011).

In Europe, having in place knowledgeable persons in positions of responsibility has been the norm (Gronn, 2012). This infuses a sense of passion in the officials' undertaking supervision in the schools. It deters inefficiency in the financial management practices within the schools (Gronn, 2012).

Many public primary schools in Kenya have inefficiency in the financial management function. A survey undertaken in Makuyu Sub County in head teachers caused them to fail in the function of effective mandate execution (Mukundi, 2013). This caused the

schools to suffer the pain of lack of the required provisions when they needed them in the carrying out of the day to day teaching and learning activities. The study sought to find out the extent to which financial management in public primary schools influenced KCPE performance.

2.6 Monitoring of teaching and learning by BOM and academic performance

Monitoring of teaching and learning is the practice geared to improvement of classroom performance. The events which take place in the classroom highly influence the levels of monitoring undertaken (Sullivan and Glanz, 2011). The relationship between the teachers and members of the school community undertaking monitoring activities is the basis of appraisal of the quality of teaching and learning in the schools. This shows the levels of maturity of the governance spectrums within the institutions as pertains to the ability to foster good relations between the teachers and their supervisors as regards the objectivity (Slarhabi, 2011).

The essence of supervision is ensuring the effectiveness of the teachers in carrying out their duties is enhanced. The head teachers and the boards of management have the task of teacher supervision (Fitzgerald, 2011). The practice of supervision should be a continuous process for enhanced effectiveness. This forces the institutions to ensure that the teachers being supervised and the supervisors forge a good relationship for mutual engagement.

It is thus incumbent on the supervisors to practice good leadership be role models to the teachers (Glanz, 2009). This inculcates a culture of hard work within the schools and enhances the governance structures owing to the mutualism. The ultimate is bettering the quality of instruction and improving the learner outcomes (Glanz, 2009). The high pedestal accruing from the supervision prism thus motivates harmonious relations and

good governance in the schools. The study sought to find out the quality of teaching and learning monitoring by BOM and its influence on the learners' academic performance in the sub county.

2.7 Summary of the literature reviewed

The study sought to find out the influence of corporate governance practices on the academic performance of public primary schools in Gilgil Sub County. A previous study carried out by the World Bank in 2015 found out that the tenets of corporate governance had not been enforced in the requisite manner in public institutions of learning. This had occasioned loss of good will and trust from the populace in the affected institutions. This was despite statutory provisions to ensure public trust in the management of schools by institution of Boards of Management. The study sought to find out what the situation in Gilgil Sub County portends.

In Europe, having in place knowledgeable persons in positions of responsibility has been the norm (Gronn, 2012). This infuses a sense of passion in the officials' undertaking supervision in the schools. It deters inefficiency in the financial management practices within the schools (Gronn, 2012).

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2.8 Theoretical framework

The study was premised on the Stewardship Theory as postulated by Donaldson and Davis (1991). The theory is based on the human relations perspective. In the context of the study, it takes charge of the internal relations in the public schools as motivated by the influence of the association between the Board of Management and the head teachers. The theory is premised on the aspect of stewardship which places the burden of guidance provision on the managers and prods them as effective stewards of the organizations resources (Pastoriza, 1991).

The Boards of Management are charged with the responsibility of ensuring that the resources of the organization are protected and safeguarded. This fulfills the provisions of corporate governance tenets (Arino, 1991). The premise of Boards of Management ensures that board members are selected on the basis of their expertise and previous wealth of experience. The theory has an emphasis on provision of guidance and leadership which are key tenets of corporate governance. The theory identified with the provisions for the tenets employed by the individual schools gradually translating to the requisite goodwill which motivates improved academic performance. This may ensure that they get to realize good academic performance. In the event of having a Board of Management constituted in line with the dictates of the requisite provisions, the schools may enjoy the right leadership standards and have the same translate to good academic performance. Prudent financial management may ensure that the schools have the best as

regards supplies of teaching and learning materials. Ideal monitoring of the teaching and learning carried out in the schools also ensures that the learners acquire the benefits associated with apt supervision.

2.9 Conceptual framework

The following diagram presents the interrelationship between the independent variables and the dependent variable. The independent variables are stakeholders' involvement, BOM competence, financial management and monitoring of teaching and learning.

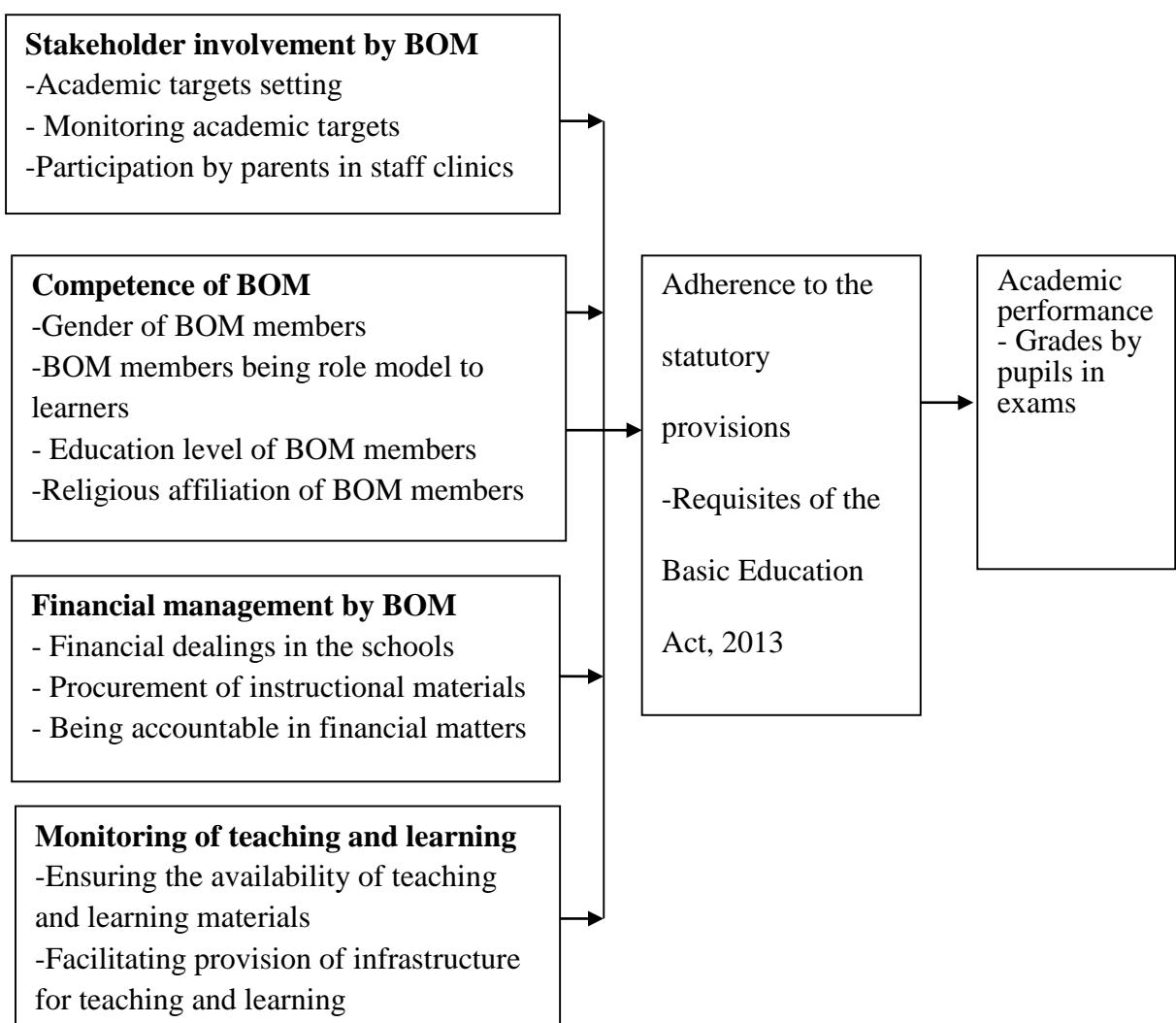


Figure 2.1: Conceptual framework on variables in the study

Stakeholder involvement by the BOM in decision making processes may play a big role in the creation of good working environments within the institutions. Competence of the BOMs in manners that are agreeable to all the membership of the schools wider communities gives the boards the requisite goodwill. Sound assurance of financial management by the BOMs gives the schools comfort and the realization that the financial planning and allied attributes conform to the expected standards. Monitoring of teaching and learning by the BOMs sees to it that the cardinal purpose of the pupils attending school is realized.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology. It entails the research design, target population, sample size and sampling procedures, the research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The study employed the descriptive survey research design. Mugenda & Mugenda (2009) asserted that the descriptive research design describes such things as possible behaviour, attitude, values and characteristics. The design was considered appropriate. This is because it can be used to gather primary data through the administration of questionnaires without any manipulation of the variables. The design is appropriate for the study because it sought to find out the influence of corporate governance practices by BOM on pupils KCPE performance in Gilgil sub county, Kenya.

3.3 Target population

The target population comprised of all the 69 head teachers, the public primary schools 69 BOM chairs, 211 class six, seven and eight class teachers in the 69 primary schools in Gilgil Sub-county and the Sub County Education Officer. The schools were distributed in the three zones of Elementaita (25), Karunga(22) and Mbaruk (22).

3.4 Sample size and sampling procedure

The stratified random sampling method was used for segmenting the respondents in the different strata. This is because the target population was heterogeneous and the study had

an emphasis of avoiding bias in the data collection exercise. This ensured that there was an equal representation across the three zones which acted as the strata.

The study sought to take fifty percent of the population in all the strata's as postulated by Komboand Tromp (2006) who opined that ten percent or more of large populations is adequate to give a reflection of the position on the ground. The sample entails Elementaita 13, Mbaruk 11 and Karunga11 head teachers, 35 BOM chairs and 105 class teachers for standard six, seven and eight which is 50% of the respondents in every stratum. The study thus had a sample size of 141 respondents who were the head teachers, BOM chairs and the sub county education officer. The head teachers, teachers and BOM chairs were picked by way of simple random sampling method from each stratum.

3.5 Research instruments

The researcher used questionnaires and an interview guide as the instruments for data collection. Questionnaires were considered appropriate because they could be used to gather data from a large population (Mugenda & Mugenda, 2009). They equally allowed for collection of primary data after mutual interaction between the respondents and the person administering them. They minimized costs owing to elimination of the need for many research assistants as in the case with oral interviews. They were economical because they could serve large populations. The questionnaires were administered on the teachers, head teachers and BOM chairs. They had five sections entailing the socio-demographics section and the others were guided by the four objectives which were stakeholder involvement, BOM establishment, supervision of teaching and learning and financial management. Questionnaires were equally administered on the BOM members to gather information.

The interview guide allowed gathering information from the sub county education officer. The researcher deemed it appropriate to use it in the conduct of a structured interview session with the key informant (Orodho, 2009). This allowed in depth interrogation for the clarification of issues in the collection of primary data.

3.6 Validity of the instruments

Validity is the degree to which a test measures what it implies to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Orodho, 2005). The researcher tested the face and content validity of the questionnaire by pre-testing the questionnaires in using primary schools in the study area that were not included in the actual research. Alterations were made on the questions where appropriate after the pilot study.

Content validity refers to the ability of the instrument to provide adequate coverage of a topic. Preparation of the instruments under the tutelage of the supervisors, and pre-testing of the open-ended questions helped establish the content validity (Borg & Gall, 2005).

3.7 Reliability of the instrument

Mugenda & Mugenda (2009) posited that reliability is the capacity of the instruments to yield consistent result after being subjected to the respondents. The instruments were subjected to a pilot study in two primary schools which did not participate in the actual study. The study used the Pearson product moment correlation for reliability confirmation. The procedure was deemed appropriate for determining the reliability coefficient of the pretesting exercise. A coefficient of 0.7 or more is considered adequate (Tavakol, 2011). In the case of the study a reliability coefficient of 0.83 was realized.

Table 3.1: Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Stakeholders involvement	0.814	5
BOM members competence	0.815	5
Financial management	0.862	5
Monitoring of teaching and learning	0.829	5
Average	0.830	5

3.8 Data collection procedures

The researcher sought a permit from the National Commission for Science, Technology and Innovation (NACOSTI). On the strength of the permit, authority was sought from the County Educational Officer and the Deputy County Commissioner. Introductory letters were written to the primary school head teachers of the selected schools as a measure of introducing the researcher to them. The researcher booked appointments through the sub county director of education and forged a rapport with the head teachers to facilitate the actual data collection exercise. The researcher used different questionnaires on the different respondents. She also used assistants who had been prior guided in dispatching the questionnaires in some areas. The respondents were allowed a day or two to fill the questionnaires depending on agreement. The same questionnaires were collected from the respective respondents for analysis.

3.9 Data analysis techniques

Data analysis entailed both quantitative and qualitative procedures. Quantitative data analysis entailed descriptive and inferential statistics. The descriptive statistics entailed mean, mode and percentages. Inferential statistics entailed the chi-square tests, Spearman

Rank Order. Statistical Package for Social Sciences (SPSS) was used. The study used version 21 of SPSS. Martin and Acuna, (2002) attested that the SPSS package is able to handle enormous volumes of data. After all the data had been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data for the purpose of improving on quality through correction of detected errors and omissions. Coding of the data thereafter followed and the codes were entered into a computer for the purpose of analysis. Qualitative data analysis involved understanding the content from the open ended questions and relating it to previous works carried out in the field of corporate governance in public primary schools.

3.10 Ethical considerations

The researcher sought the consent of the identified respondents before administering them with the questionnaires. The researcher also assured them that the study was purely academic and their identities would be treated in confidence. This enhanced the respondents' participation rates.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The study sought to find out the influence of corporate governance practices by BOM on pupils performance in Gilgil Sub County, Kenya. All analysis used descriptive statistics and inferential statistics. Frequencies were obtained and expressed in percentage form and varying statistical tests employed. The opinions were interpreted and their content analyzed and described. The objectives that guided the study were stakeholder involvement, financial management by BOM, BOM competence and monitoring of teaching and learning on pupils academic performance.

4.2 Response rate

The study sought to gather primary data from the head teachers and teachers and the response rate was as captured in Table 4.1

Table 4.1: Response rate

Responses	Frequency	Percentage
Questionnaires returned	151	85.8
Questionnaires not returned	25	14.2
Total issued out	176	100.0

The response rate as shown in table 4.1 reflects a situation whereby 85.8% of the respondents filled and returned the questionnaires. The response rate reflected good appreciation of the study in terms of the ability to comprehend the essence of the research

thus the optimal participation. It was equally confirmation of the ability to have the respondents identify with the thrust of the research and comprehend the subject of the tool thus their willing participation.

The head teachers' gender was as captured in Figure 4.1.

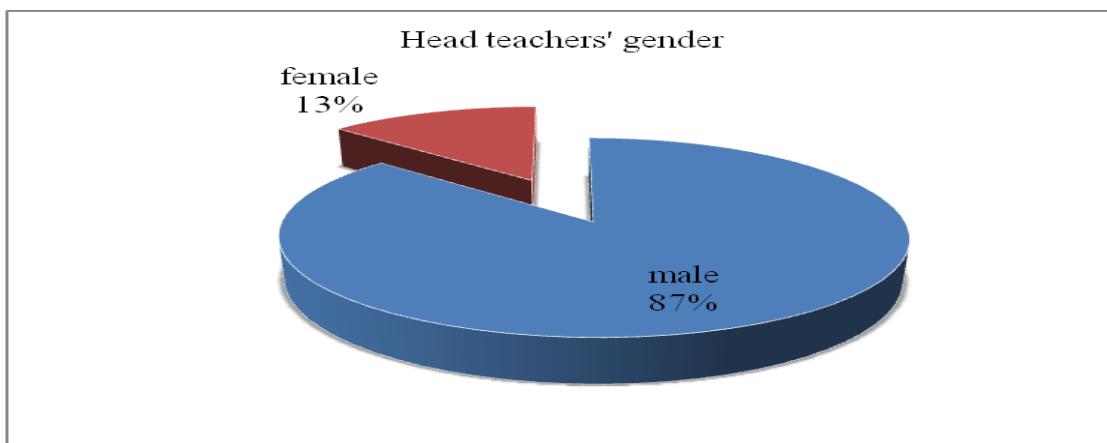


Figure 4.1: Head teachers' gender

The responses as shown in Figure 4.1 reflected a situation whereby the male head teachers (87%) were more than the female (13%). This can be interpreted to mean a more willing participation by the male respondents than the female. It was also an indication of a higher population of male head teachers within the sub-county.

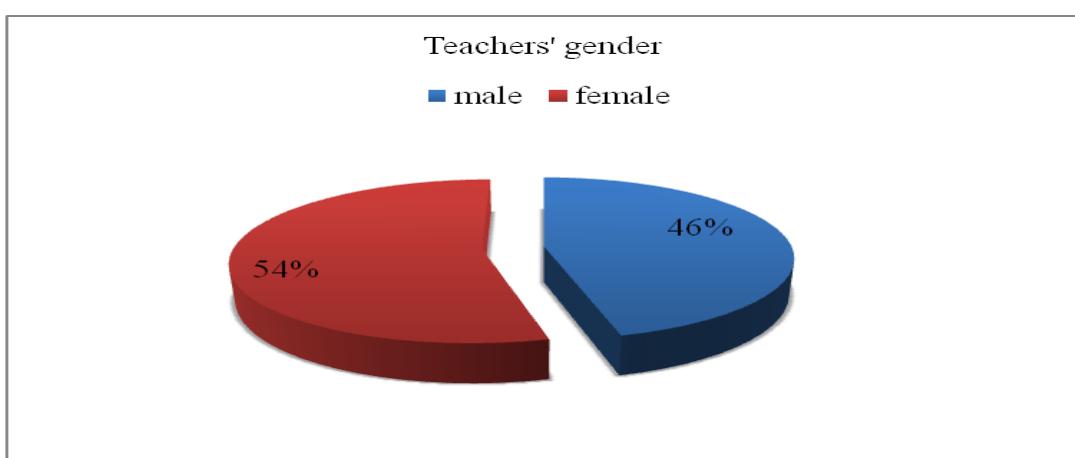


Figure 4.2: Teachers' gender

The responses as shown in table 4.3 reflected a situation whereby the female teachers (54%) were more than the male (46 %). This can be interpreted to mean a more willing participation by the female teachers than the male. It was also an indication of a higher population of female teachers within the sub-county.

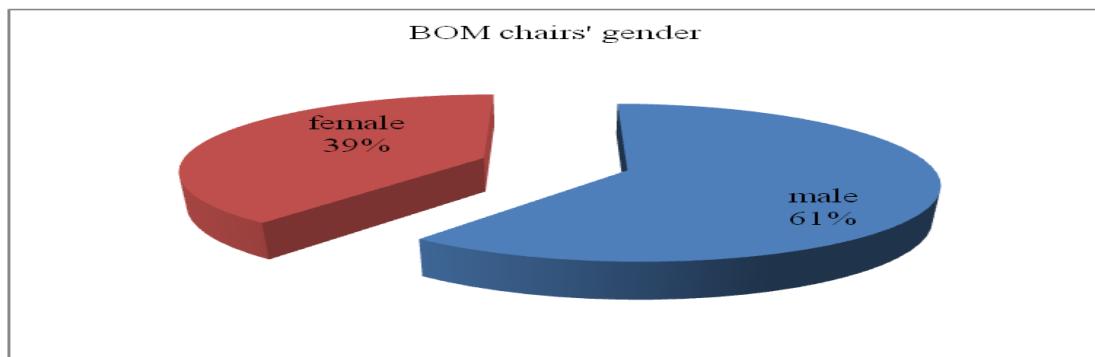


Figure 4.3: BOM chairs' gender

The responses as shown in Figure 4.3 shows that there were 61% male BOM chairs while the female BOM chairs were 39%. This shows that male BOM chairs were willing to participate and also mean that there was a higher male population than that of the female members.

The teachers' academic qualifications were as shown in Figure 4.4.

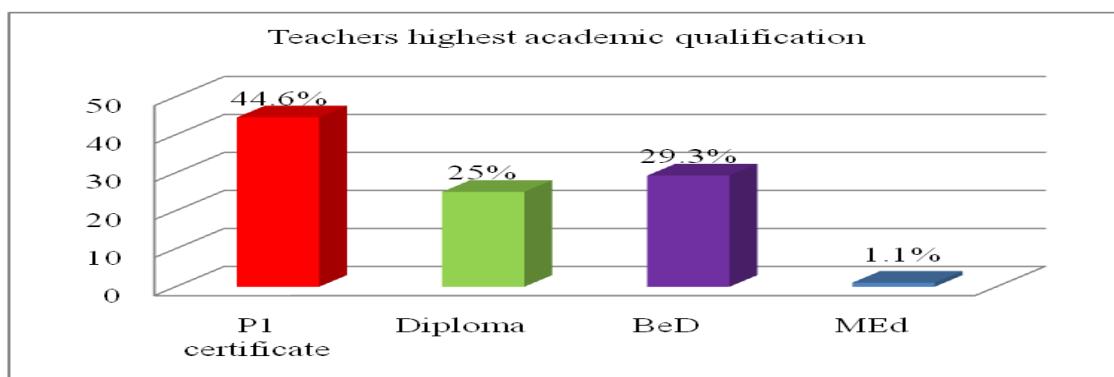


Figure 4.4: Teachers' Highest academic qualification

The responses reflected a situation whereby most of the teachers had P1 certificate academic qualifications (44.6%). A significant percentage had undergraduate qualifications (29.3%), followed by diploma (25%) and master of education. The responses showed that most of the teachers had strived to advance their academic qualifications from the entry point into the teaching profession which is usually the P1 certificate level. Thus evidence of an assertive workforce which was keen to grow its proficiency with regard to professional skills. This was an indication that the study had the benefit of interacting with a diverse population thus capacity to get responses from informed participants going by their individual proficiency.

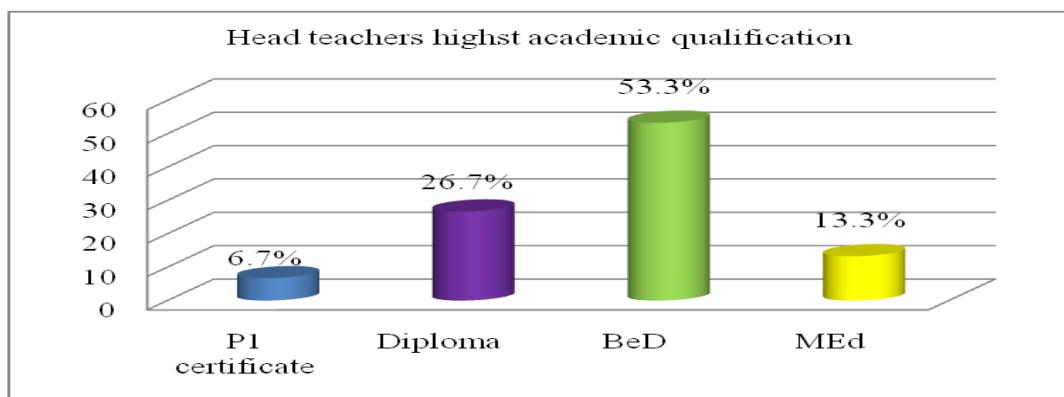


Figure 4.5: Head Teachers' highest academic qualification

The responses reveal that majority of the head teachers had BeD academic qualifications (53.3%). A significant percentage had Diploma qualifications (26.7%), followed by MEd (13.3%) and P1 certificate. This implies that the head teachers were educated to understand and respond to the questions asked by the study.

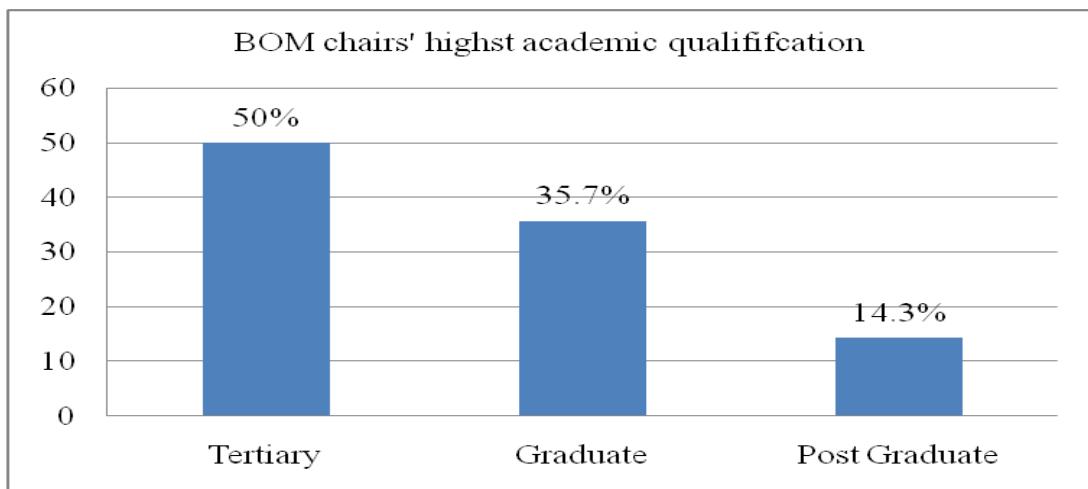


Figure 4.6: BOM chairs' highest academic qualification

The responses reveal that majority of the BOM chairs had tertiary academic qualification (50%), 35.7% were graduates while 14.3% were postgraduates. This implies that the BOM chairs were well educated to understand the questions and respond with ease. This also implies that the Boards of management are chaired by educated people.

The length of service of the head teachers who participated in the study was as captured in Figure 4.7

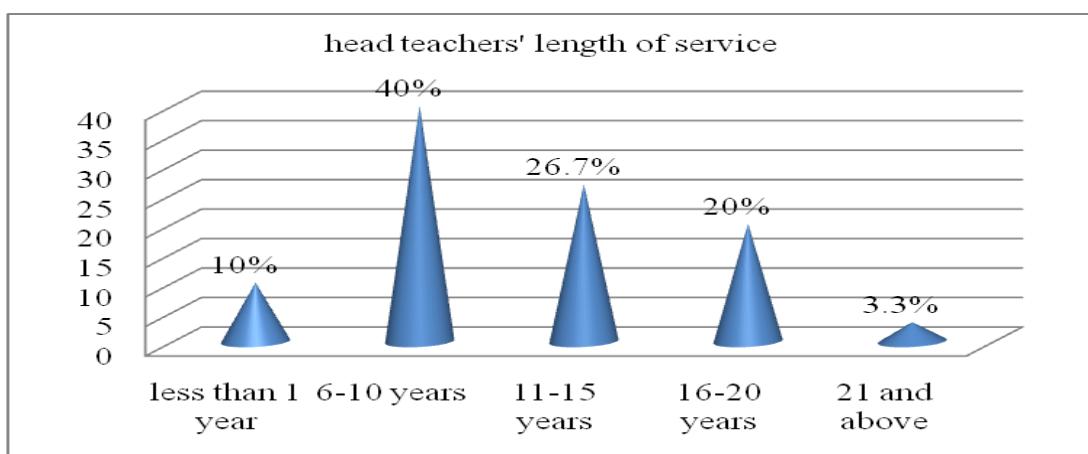


Figure 4.7: Head Teachers' length of service in current institution

The study findings showed that most of the head teachers (40%) had worked in their current institution for periods of between 6-10 years. This was an indication that they had served in the stations for long enough to be able to effectively understand the pertinent on goings within the institutions as regards to the governance practices employed. This was an indication that the study had the opportunity of interacting with informed respondents as confirmed by their length of service. It also reflected the ability of the teachers service commission to enforce the policy of not overstaying in specific workstations for long attributed to the reduced numbers of respondents who had overstayed in their work stations.

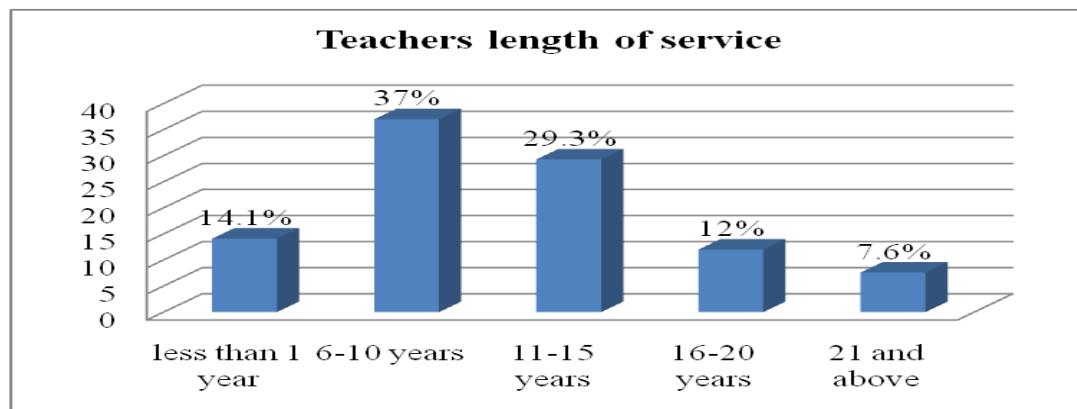


Figure 4.8: Teachers period of service in the institution

From the study findings most of the teachers (37%) had worked in their current institution for periods of between 6-10 years. This was an indication that they had served in the stations for long enough to be able to effectively understand and respond to the questions of the study. This was an indication that the study had the opportunity of interacting with informed respondents as confirmed by their length of service.

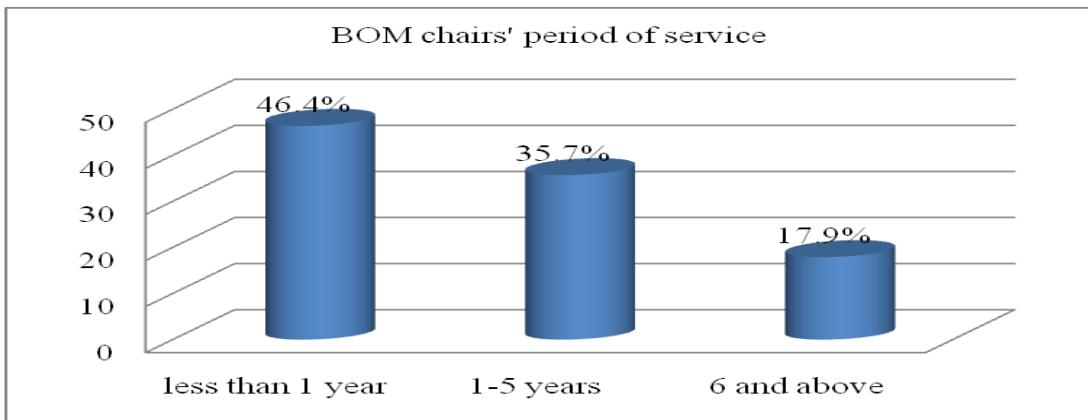


Figure 4.9: BOM chairs period of service in the institution

The study requested the BOM chairs to indicate the period of service in the institution. From the findings, most of the BOM chairs had served for a period of less than one year (46.4), 35.7% had served for 1-5 years whereas 17.9% had served for 6 years and above. This implies that the BOM chairs had served in the schools for an adequate period to enable them understand and respond to the questions of the study.

The study requested the Sub county Director of education to state his period of service as the sub county director of education. The Director of education had served as the sub county director of education for a period of 4 years. This implies that the sub county director of education understood a lot on corporate governance practices on pupils' performance.

Head Teachers' awareness of the corporate governance practices used by the BOM in school administration was as shown in table 4.2

Table 4.2: Head Teachers awareness of corporate governance practices

Responses	Frequency	Percentage
High degree	9	30
Fair Degree	17	56.7
Low degree	4	13.3
Total	30	100

The study requested the head teachers to indicate whether they were aware of corporate governance practices used by the BOM in school administration. The study findings reveal that majority of the head teachers (56.7%) were aware of corporate governance practices used by the BOM in school administration to a fair degree, 30% to a high degree and 13.3% to a low degree. This implies that the head teachers had knowledge of corporate governance practices used by the BOM in school administration.

Teachers' awareness of the corporate governance practices used by the BOM in school administration was as shown in table 4.3

Table 4.3: Teachers awareness of corporate governance practices

Responses	Frequency	Percentage
High degree	29	31.5
Fair Degree	51	55.4
Low degree	12	13.0
Total	92	100

The study requested the teachers to indicate whether they were aware of corporate governance practices used by the BOM in school administration. The study findings reveal that majority of the teachers (55.4%) were aware of corporate governance practices used by the BOM in school administration to a fair degree, 31.5% to a high degree and 13% to a low degree. This implies that the teachers had a relatively knowledge of corporate governance practices used by the BOM in school administration. This was a reflection of the situation of failure to whole heartedly embrace the corporate governance practices by the institutions and make them fully known the membership to the extent of having them internalizing and appreciating them in totality.

4.3 Stakeholder involvement by BOM and academic performance

Good administration and governance programmes may translate into goodwill stimulating improved pupil academic performance. This can only be achieved at the advent of ideal participation by parents, sponsors and adjoining communities around the public institutions of learning (EFA, 2012). Participation by local communities in the school activities provides goodwill in the academic programmes. This enhances the governance prism owing to collective responsibility that spurs improved academic performance (EFA, 2012). The study sought to find out how the stakeholder involvement affected pupils academic performance in the study area.

The respondents were asked to rate their schools in terms of their abilities to engage parents in the activities carried out. The responses were as shown in Table 4.4.

Table 4.4: Head teachers and teachers' responses on their schools' ability to engage parents

Responses	Frequency	Percentage
High degree	59	48.4
Fair degree	51	41.8
Low degree	12	9.8
Total	122	100

The responses showed that most of the respondents (48.4%) deemed their schools having enhanced capacities to engage parents in the activities carried out. This was attributed to the responses proffered whereby they deemed the engagement between the parents and the schools to have been to a high degree. This was an indication that the schools strived to ensure that the parents were involved in the pertinent activities undertaken in the realms of ensuring optimal academic performance by the pupils.

Table 4.5: BOM chairs responses on how BOM in the school was established

Responses	Frequency	Percentage
Selection	21	75.0
Nomination	4	14.3
Election	3	10.7
Total	28	100

The study sought to find out how the BOMs in the schools were established. From the study findings majority of the BOM chairs indicated that BOM in their school was established through selection (75%).This implies that the BOM in the primary schools were established through selection.

The requested the BOM chairs to indicate whether parents' involvement in setting academic targets. The findings were as shown in Table 4.6.

Table 4.6: BOM chairs responses on parents' involvement in setting academic targets

Responses	Frequency	Percentage
Yes	26	92.9
No	2	7.1
Total	28	100

The BOM chairs shared similar sentiments as the head teachers and teachers. Majority of the BOM chairs (92.9%) were of the view that their schools ensured that the parents fully participated in different activities that were undertaken with an aim of enhancing the academic performances of the pupils. It can be interpreted to mean that the schools strived to ensure that the pupils perform well in the academic activities and parental involvement was a key imitative undertaken to enhance pupils academic outcomes.

The study findings confirmed previous works by (UNESCO, 2011) which called for parental involvement to enhance the management of public learning institutions. The leadership in the schools assures the ability to have optimal parental participation in the schools governance. Sound structures in the administrative systems assure public institutions the ability to realize the value of inclusivity. Consultative leadership enhances the participation of communities around the schools entailing the parents to assure the success of the programmes in place (UNESCO, 2011). This gives the school communities leverage as pertains to decision making.

Table 4.7: BOM chairs responses on teachers' involvement in setting academic targets

Responses	Frequency	Percentage
Yes	28	100
Total	28	100

All the BOM chairs shared similar sentiments that BOM involve teachers in setting academic targets (100%). It can be interpreted to mean that the schools strived to ensure that the pupils perform well in the academic activities and teachers involvement was a key imitative undertaken to enhance pupils academic outcomes.

Table 4.8: BOM chairs responses on effect of Practice of setting targets on the pupils' performance

Responses	frequency	Percentage
High degree	18	64.3
Fair degree	8	28.6
Low degree	2	7.1
Total	28	100

From the study findings, majority of the BOM chairs indicated that the practice of setting targets for academic improvement has affected the pupils' performance (64.3%). This implies that indeed practice of setting targets for academic improvement has affected the pupils' performance.

Responses on the instances of failure by some members of the school communities to appreciate the activities carried out were as shown in Table 4.9.

Table 4.9: Teachers and head teachers' responses on the Failure to appreciate activities carried out

Responses	frequency	Percentage
Often	94	77.0
not at all	18	14.8
Never	10	8.2
Total	122	100

Responses in table 4.9 show that there were many instances whereby the members of the school communities had not appreciated the activities carried out within the institutions 77%. The responses proffered by the teachers and head teachers were a reflection of instances of discontent by the school communities as regards the activities undertaken within them. This was an indication that in some situations certain decisions and programs of events did not go down well with some stakeholders thus their misgivings about them. This was an indication that situation whereby the stakeholders felt that they had not been fully involved in particular events and activities sufficed in the schools leading to their non-appreciation.

The responses confirmed previous works by Fitzgerald, (2011) who called for involvement of the parents and sponsors of the schools can be key to assuring and enhancing the quality of teaching and learning. A study carried out in Australia showed that the ability to ensure mutual participation by parents and community stakeholders enabled delivery of the envisaged ideals by the schools. The study found out that in schools whereby the local community leadership was directly involved decision making, the capacity to post good academic performance was assured.

4.3.1 Instances of disharmony from non-involvement of stakeholders in school activities

The teachers and head teachers confirmed that their individual schools had suffered situation of disharmony attributed to feelings of noninvolvement in the decision making processes and the conduct of school activities. The responses were an indication that the schools had instances whereby engagement between them and all the stakeholders had been compromised to the situations of creating disharmony. This was an indication that there was breakdown in the internal communication processes occasioning feelings of alienation in some stakeholders when certain decisions did not go down well with them. It can be interpreted to mean that the situation of stakeholder participation and involvement in the school activities had been compromised in some institutions leading to resentment in the stakeholders within the institutions thus impairing the organizational order.

The study findings identified with the position of Matt, & Matt, (2010) who were of the view that failure to involve the parents and local administrative leadership in decision making negatively affects management of public institutions in African countries. This occasion's lack of goodwill and failure to appreciate the decisions made. The prevailing situation can be attributed to the failure to synchronize community aspirations with the leadership systems employed. It is also a pointer to shortcomings in the governance structures in place. The underlying factor contributed to poor academic performance in the public schools.

Table 4.10: Likert scale on stakeholder involvement in the school activities

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Deviation
Our school has made provisions for democratic systems of governance to ensure ownership of the decisions made	1	4	21	56	40	4.07	0.193
The school administration and teachers agree on academic targets	0	1	6	79	36	4.23	0.278
• The parents are involved in monitoring the achievement of academic targets	2	3	14	71	32	4.05	0.235
• The pupils appreciate provisions for parental involvement in meeting academic targets	1	4	16	72	29	4.02	0.236
Mutual relations between the wider community and the school ensures achievement of academic targets	0	2	4	76	40	4.26	0.272
• Parents are involved in the employment of extra teachers	4	23	47	33	15	3.26	0.135

Most of the respondents had the view that their schools had made provisions for democratic systems of governance to ensure ownership of the decisions made. This was an indication of the fact that the schools appreciated ideal systems of governance whereby the contributions of all the pertinent stakeholders in the decisions made mattered. This was a reflection of situations whereby respect for different shades of opinion and participation in the decision making processes was taken care of as a measure of ensuring

inclusivity hence ownership of the decisions. It can be interpreted to mean that the institutions had strived to employee stakeholder involvement as a measure of allowing the appreciation of individual positions and the ultimate collective ownership of the decisions made. Instances whereby democratic systems of governance had not been embraced sufficed in some institutions. This was a pointer to situation of entrenched positions by the leadership which were forced on the membership with no option for recourse. This may portend danger to the institutions with regard to capacity to fully undertake their internal programs cohesively.

The capacity of the school administration and teachers agree on academic targets was confirmed by most of the respondents. This was an indication that the schools administration and teachers had mutualism to the extent of agreeing on the targets for the academic performance envisaged. This was an indication of collective ownership of the school programs thus the mutualism in terms of setting the performance targets in the schools. The responses equally reflected synergy between the schools administration and the teachers in terms of having a sense of purpose and clarity of vision in the envisaged ideals of improved academic performance. It can be interpreted to mean that the responsibility of setting academic targets was a collective initiative between the administration and the teachers and it confirmed the inclusivity with regards to stakeholder participation in the academic programs in the institutions. Dissent as regards the capacity of the school administration and teachers to agree on academic targets reflected instances of failure to have good working relationships. In some cases as pertains to the setting of academic targets. This was a pointer to disharmony in the affected institutions.

Most of the respondents' affirmed that the parents were involved in monitoring the achievement of academic targets in the schools. This was confirmation that academic target setting was a collective initiative between the schools teachers, administrators and parents. The responses brought to the fore the ability of all the critical stakeholders in the school fraternities to forge common positions as pertains to the academic performance of the pupils' involved. This confirmed the singular focus by the different stakeholders who worked towards a common goal which was enhanced academic performance by the pupils in the schools. The responses were a reflection of the ability of the stakeholders to have harmonious relations enough to agree on common positions and purposes. It can be interpreted to mean that the schools had appreciated the roles played by the different stakeholders in the academic performance of the pupils thus the mutual engagement and synergy towards the common purpose.

Most of the respondents confirmed that the pupils appreciated provisions for parental involvement in meeting academic targets. The responses denoted enhanced capacities with regards to the ability to have mutual relations between the parents and the schools. The relations had assured the involvement of parents in monitoring the pupils' academic performance in collaboration with the schools. The measures in place were reflective of the capacities of the schools to have integrated performance measurement procedures in place which ensured the participation of teachers and parents. The responses confirmed that the essence of each stakeholder had been identified and the schools had realized the importance of collaboration and mutual activities between the parents and teachers in the quest of ensuring the improved academic performance of the pupils. It can be interpreted to mean that measures had been put in place to ensure collaborative practices between the teachers and parents with an aim of improving pupils' academic performance.

Most of the respondents confirmed that mutual relations between the wider communities and the schools ensured achievement of academic targets. The responses denoted the essence of harmonious coexistence between the schools and the wider communities which served as their catchment areas. The responses were confirmation that the schools worked towards ensuring inclusivity as a measure of having the goodwill cascading to the level of assuring them harmonious interaction with the communities. Harmonious interaction was a feat which assured the schools non-disruptive activities and the ability to ensure that the pupils benefitted from the resultant goodwill. The responses brought to the fore the essence of having the schools relate well with the communities around them as a measure of ensuring a good environment for the pupils enough to have them attain improved academic performance.

Most of the respondents were undecided to the premise of parents being involved in the employment of extra teachers in their schools. The responses showed that the schools had suffered the dearth of inadequacies in terms of staffing deficits which the parents had not managed to meet. The responses showed that despite the essence of schools being aware that parental involvement was a great measure in ensuring inclusivity, the parents were limited in the aspect of teacher employment. This was a response which showed that the involvement of the parents in activities of assuring teacher employment to bridge deficits was limited by the resources that they could access. It can be interpreted to mean that the ideals of involvement of the parents in activities geared towards performance enhancement were at times limited by the capacity to access the requisite resources.

The sub county director of education confirmed that his office strive to ensure that the schools involve parents, community leaders and sponsors in decision making and that the Involvement of parents, community members and sponsors in decision making by the

BOM affected relations within the schools. However the parents' involvement was noted not to be successful as parents are left out in some of the decision making processes. He added that his office enforce provisions for establishment of the BOMs within the set guidelines specified by the Ministry of Education and that all the schools in the area ensured that the requirements for gender, special interest groups and community involvement in the constitution of BOMs.

The study findings confirmed the position taken by Too, Keter, Kosgei, (2012) who argued that the need to realign the organizational systems and structures in the leadership of public schools in Kenya has been vouched for. This is evidenced by the leadership systems in many schools which do not conform to organizational ethos and practices. The challenge of poor leadership owing to the failure to ensure consultative decision making was evident in some schools. This caused frosty relations accrued from misgivings occasioned by the aggrieved parties.

Table 4.11: Teachers and head teachers responses on Stakeholder involvement by BOM has affected pupils' academic performance

Responses	Frequency	Percentage
Yes	113	92.6
No	9	7.4
Total	122	100

From the study findings, majority of the teachers and head teachers (92.6%) indicated stakeholder involvement by BOM affected the pupils' academic performance while only 7.4% were of the contrary opinion. This implies that stakeholder involvement by BOM affected the pupils' academic performance.

Table 4.12: Chi-Square Tests on relationship between stakeholder involvement by BOM's in decision making and pupils' academic performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.845(a)	121	.044

The Pearson Chi-square Value was 7.845 and the associated P- value (Asymptote Significant Value) was 0.044. This value is less than 0.05 indicating that there is evidence against the null hypotheses and therefore we reject it. A conclusion can therefore be drawn that there is significant relationship between stakeholders' involvement and pupils' academic performance in public primary schools.

4.4 Financial management by BOM on academic performance

Financial management is a key tenet of corporate governance in public schools. Modules of financial management for public schools show that giving attention to training on the skills facilitates safeguarding institutional resources (Clarke, 2009). Conferment of autonomy to the bodies charged with the mandate of governance to the public institutions in the United States of America has been the forte of their success. The study sought to find out the financial management practices in use and how they affected the pupils' academic performance.

The responses on the capacity of the schools to adhere to the financial audit provisions were as shown in Table 4.13.

Table 4.13: Head teachers and teachers' responses on schools adherence to the financial audit provisions

Responses	Frequency	Percentage
very much	40	32.8
fairly	72	59.0
not at all	10	8.2
Total	122	100

The ability of the schools to adhere to the provisions put in place for financial audit requirements were confirmed by majority of the respondents to have been fair (59%). The responses were an indication that despite the schools striving to adhere to the requisites stipulated for them with regards to the financial audit provisions their capacity did not meet the expectations of the stakeholders thus the perception of the provision to have been fairly achieved. It can be interpreted to mean that the schools did not meet the standards expected by the respondents thus the misgivings about their capacity to achieve the thresholds expected in terms of the audit provisions.

The study findings were in conformity to the position of Blank, (2012) who deemed nomination into the boards of management as conferring utmost responsibility and honour to the membership. This infused integrity and systems which can stand the test of time with regard to structures of management. It gives the benefits of the responsibility in terms of acclaim and honour (Mushar, 2011). This forced the membership to exercise integrity in the provisions of management.

The ability of the financial management systems put in place by the regulatory requirements to affect the operations of the schools was as shown in table 4.14.

Table 4.14: Head teachers' and teachers' responses on schools financial management systems in place

Responses	Frequency	Percentage
high degree	37	30.3
fair degree	68	55.7
Low degree	17	13.9
Total	122	100

Majority of the respondents deemed the influence of the financial management systems in place over the operations of the schools as fair (55.7%) the responses depicted a situation whereby the ability of the financial management systems to affect the operations of the schools to have been fair thus not very greatly affected. this was an indication that the ability of the financial management systems impacting on the schools operations was not very profound. It can be interpreted to mean that despite the provisions in place the schools had just been fairly affected with regard to the activities that they undertook to manage their financial programs.

The study findings contrasted with the position in Europe where by having in place knowledgeable persons in positions of responsibility has been the norm (Gronn, 2012). This infuses a sense of passion in the officials' undertaking supervision in the schools. It deters inefficiency in the financial management practices within the schools (Gronn, 2012).

Table 4.15: Likert on school financial management and its influence on the pupils' academic performance

The financial management programmes	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Deviation
Ensure conformity to the budgeting requirements put in place by the ministry of education	0	2	12	67	41	4.20	0.237
Allow the school to make detailed procurement plans which are consultative and encompass input from all stakeholders	2	4	9	65	42	4.16	0.229
Ensures BOM regular supplies of teaching and learning materials	3	6	14	62	37	4.02	0.204
Enhance traceability of all the transactions and ease the audit requirements	1	4	17	68	32	4.03	0.224
Ensure conformity to the audit provisions creating good relations with the wider school community	1	3	11	66	41	4.17	0.232

Most of the respondents confirmed that the financial management programs in place ensured conformity to the budgeting requirements put in place by the ministry of education. The responses were an indication that the schools had strived to play by the rules required by the ministry of education in the wake of doing their budgetary

appropriations. This was an indication that the spending plans within the schools were scrutinized to make sure that they conformed to the requirements provided for by statute in the basic education Act, 2013. The responses depicted a situation whereby conformity to the requisites of the law was a key imperative for the schools as a measure of ensuring that the provisions for financial management were in sync with the law. Instances whereby the respondents were undecided and having contrary views with regards to the ability of the schools to conform to the ideal standards were profound. This was an indication that a very significant percentage of the schools did not play by the roles envisaged by the Basic Education Act, 2013 with regards to financial management practices by the public primary schools.

The ability of the financial management programs in place to allow the schools to make detailed procurement plans which were consultative and encompassing input from all stakeholders was dissented to by most of the respondents. This was an indication that the schools did not engage all stakeholders in the wake of formulating procurement plans with a view of ensuring optimal consultations and capacity to infuse the input of all stakeholders. This was a pointer to the risk of the schools acting in isolation and negating the import of collective responsibility which is an integral measure in financial management in public institutions. The schools equally failed with regard to ensuring stakeholder participation with a view of having procurement activities which factor in the input of critical aspects of the school running and management programs. This exposed the schools to the failure to acquire academic implements and accessories for some sections owing to lack of optimal consultations. Some of the schools however had mechanisms which ensured that the procurement plans were consultative and input from all stakeholders was taken care of. This was an indicator of the fact that they had placed

emphasis towards undertaking balanced procurement activities which served the institutions well. It can thus be interpreted to mean that the essence of ensuring stakeholder participation in the procurement plans had not been embraced wholly by most of the schools thus exposing them to the risk of making budgets which did not encompass the input of the stakeholders.

The ability to have financial management programs ensure regular supplies of teaching and learning materials in the schools was confirmed by most of the respondents. The responses were confirmation that the financial management programs in place had a positive impact on the ability of the schools to have regular provision of teaching and instruction materials. This was conformation that the provisions put in place after the enactment of the basic education Act had streamlined the procurement procedures in the schools to the level whereby acquisition of teaching and learning materials had become more enhanced unlike before. The responses brought to the fore the ability of the provisions in place to positively impact on the learning programs undertaken in the schools. This was a reflection of the positive influence that the provisions in place had on the academic performance of the affected pupils. It can be interpreted to mean that the financial management programs in use after the enactment of the Basic Education Act, 2013 had the ability to positively affect pupils' academic performance. Some schools however had the unfortunate instance of not accessing regular supplies of teaching and learning materials despite the financial management programs in place. This denoted inefficiency on the part of the affected schools owing to the failure to exploit the prevailing regulatory environment and exploit it for the benefit.

The ability of the financial management programs in place to enhance the traceability of all the transactions and ease the audit requirements was dissented to by most of the

respondents. The responses depicted a situation whereby the capacity to acknowledge and appreciate the paper trail in all the financial transaction carried out in the institutions was in dispute. This was an indication that despite the provisions put in place by way of statutes the schools still failed in the required positions which stipulate the essence of documenting all financial transactions for ease of the audit programs. This was an indication that the requisite training for the school managers with regard to financial reporting and books of accounts keeping was not to the expected levels. It can be interpreted to mean that the essence of record keeping for traceability and ease of the audit function had not been performed by the institutions to the required standards despite the provisions of the law. Instances of schools which kept good records easing the audit requirements owing to the enhanced traceability of all transactions were confirmed in some few schools. This was an indication that some school managers had the right disposition with regards to knowledge of how to keep their books of accounts for enhanced audit purposes.

The capacity of the financial management programs in place to ensure conformity to the audit provisions to the extent of creating good relations with the wider school community were dissented to by most of the respondents. The responses showed that the respondents did not identify with the audit practices carried out within the schools with regard to their capacity to ensure good relations with the community. This was an indication that they had misgivings and did not wholly appreciate the practices undertaken by the schools as pertains to their ability to meet the requisite thresholds with regards to provisions of current best practices. It can be interpreted to mean that most of the schools did not meet stakeholder expectation as pertains to adhering to the provisions of audit standards as stipulated in the Basic Education Act, 2013.

The study requested the BOM chairs to indicate three ways in which the BOM is involved in financial management programmes. The chairs of the BOM confirmed that they were involved in financial management programs which entailed the procurement of goods and services for the institutions. Involvement in the procurement value chain with activities ranging from planning, budgeting, execution of the budgets and auditing of the processes ensured that they were at par with all the activities undertaken in the schools which required finances. This potentiated them to effectively play their watchdog and oversight functions effectively.

The study further asked the BOM chairs to explain how the financial management activities listed affected the academic performance. The BOM chairs further confirmed that the activities carried out positively affected the pupils' academic performance because of enhanced scrutiny to ensure optimal resource utilization in the quest of the provision of teaching and learning materials thus continuity of programs.

The sub county director of education confirmed that his office had put in place modalities to ensure that the provisions requisite for financial management in the schools were adhered to in conformity to the Basic Education Act, 2013. He was of the view that enforcement of the financial management provisions had ensured optimal resource utilization and regular supply of teaching and learning materials in the public schools within the sub county.

The study sought to interrogate and confirm the extent to which the position in the study area was different from results of the works carried out by Mukundi, (2013) who was of the view that many public primary schools in Kenya have inefficiency in the financial management function. A survey undertaken in Makuyu Sub County in head teachers caused them to fail in the function of effective mandate execution. This caused the

schools to suffer the pain of lack of the required provisions when they needed them in the carrying out of the day to day teaching and learning activities. The study sought to find out the extent to which financial management in public primary schools influenced KCPE performance.

Table 4.16: Head teachers and teachers' responses on financial management programmes affected pupils' academic performance

Responses	Frequency	Percentage
Yes	115	94.3
No	7	5.7
Total	122	100

From the study findings, majority of the teachers and head teachers (94.3%) indicated financial management programmes in place affected the pupils' academic performance while only 5.7% were of the contrary opinion. This implies that financial management programmes in place affected the pupils' academic performance.

The sub county director of education as well confirmed that financial management provisions in place affected pupils' academic performance to a great extent. He noted that financial management guide the availability of resources and infrastructure that are used in teaching and learning in the schools and thus is key in influencing the academic performance of the pupils.

Table 4.17: Chi-Square Tests relationship between financial management by BOM and pupils' academic performance

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.745(a)	121	.027

The Pearson Chi-square Value was 3.745 and the associated P- value (Asymptote Significant Value) was 0.027. This value is less than 0.05 indicating that there is evidence against the null hypotheses and therefore we reject it. A conclusion can therefore be drawn that financial management by BOM influences pupils' academic performance in public primary schools.

4.5 BOM competence and pupils academic performance

Schools boards of management in the United States of America play a great role in the provision of a conducive environment for carrying out activities. The boards play an active managerial role of augmenting programmes carried out by the school administration (Rice, 2013). The Boards of Management are positioned as the interface between the schools and the larger community in terms of outreach and academic programme wellness. The study sought to compare the situation to that of other jurisdictions with an aim of finding out the contrasts.

The respondents were asked to indicate the extent to which they considered the modalities in place for establishing the BOMs as ideal and inconformity to the guidelines set by the Ministry of Education.

Table 4.18: Head teachers' and teachers' responses on Modalities of putting in place the BOM in your school

Responses	Frequency	Percentage
To a great extent	71	58.2
To a fair extent	44	36.1
Not at all	7	5.7
Total	122	100

The responses as shown in Table 4.18 reflected a situation whereby most of the respondents (58.2%) identified with the ideals of putting in place the BOMs in their schools and were of the view that the procedures conformed to the ideals of the ministry of education. The responses denoted enhanced capacity with regards to the ability to appreciate the procedures in place and identify with them as meeting the expectations of the statutory provisions. This was confirmation that most of the schools conformed to the set guidelines of the ministry of education as pertains to establishment of the BOMs within the provisions stipulated in the Basic Education Act, 2013.

The study findings confirmed the ideals of institutionalizing management via the boards as a tool of ensuring good governance as premised by UNESCO, (2012). It is thus incumbent on the positions of responsibility in the boards to be accorded to persons who merit them. The constitution of the boards should equally be anchored in law as a premise for statutory safeguards; this equally invokes the essence of integrity and individual probity on the persons sitting on the boards.

Responses on the instances of inadequacies in the BOM which could be attributed to the establishment process were as shown in Table 4.19.

Table 4.19: Inadequacies in the BOM attributed to the establishment process

Responses	Frequency	Percentage
To a high degree	33	27.0
to a fair degree	64	52.5
to a low degree	25	20.5
Total	122	100

The responses shown in Table 4.19 shows that majority of the respondents 52.5% were of the opinion that there had been fair incidences of inadequacies in the BOMs which could be attributed to the establishment process. The responses were an indication that shortcomings in the bodies constituted to run and manage the activities in the public primary schools were vividly evident. This is despite the Ministry of Education striving to enforce the provisions of the basic education Act to ensure that the aspirations of the statutes which are enhancing the capacities in terms of proficiency of the persons sitting in the organs of management. It can be interpreted to mean that despite the stringent conditions put in place by the ministry of education to assure good governance by getting competent persons in office the schools still faced inadequacies accruing from the processes.

Table 4.20: Likert scale on BOM establishment and its effects on the pupils' academic performance

BOM members:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Deviation
Are constituted within the set guidelines of the Ministry of Education	0	0	3	75	44	4.34	0.278
Merit their positions by virtue of the academic qualifications	3	8	21	55	35	3.91	0.173
Has approval owing to their high levels of integrity	2	4	13	64	39	4.10	0.218
Engage in continuous consultations with the parent community thus approval of the decisions made	1	2	12	73	34	4.12	0.248
Plays its role in line with the set down regulations thus adhering to the requisites of the Ministry of Education	2	2	10	75	33	4.11	0.254
Has a good gender composition	1	3	8	73	37	4.16	0.252

Most of the respondents confirmed that the BOMs were constituted within the set guidelines of the Ministry of Education. This was an indication that the requisite provisions in line with the demands of statutes were readily adhered to by the institutions. The responses denoted the acceptance of the BOMs by the respondents which was an indication of the goodwill accruing from the process of constituting them. It was an

affirmation of the ability of the BOMs to effectively achieve their mandates owing to their capacity to identify with the statutory requirements in their establishment. It can thus be interpreted to mean that the BOMs establishment process was within the spectrums set by the law in many of the institutions and this was a factor which enhanced the goodwill and positive sentiments towards them. A significant percentage of the respondents confirmed that the BOM establishment process was not within the set guidelines thus reflecting the situation of the inherent risks of some BOMs not meeting the requisite thresholds in terms of stakeholder expectations.

Most of the respondents confirmed that the BOM members merited their positions by virtue of the academic qualifications. This was an indication that they were satisfied with the caliber of the persons in office owing to their academic proficiency. This was confirmation that the persons in the organs of management had been acknowledged by the respondents as having attained the academic qualifications necessary and this was a factor that had assured them the ability to sit in the offices. The responses confirmed that the requirement for academic proficiency was a factor which the respondents had readily identified with as a provision encouraging enhanced capacity to assure delivery of optimal results in terms of pupil academic performance. It can be interpreted to mean that the provisions for academic attainment as a measure of consideration for membership in the BOM had been positively embraced by the membership of the study community. Some of the respondents however dissented to the position which was an indication that some of the BOM members were not proficient to the expected levels with regard to academic qualifications.

The ability of the BOM members to have high approval ratings owing to their high levels of integrity were however dissented to by most of the respondents. This was an indication

that the integrity of most of the BOM members was in question and this was a factor that had cast them in negative light. The responses were an indication that there were instances that the BOM members had failed to live up to their expectations in the course of discharging their duties. This had negatively affected the way the local community perceived them. This is with regard to the expectations that the local community had on the members of the office of the BOM. It was a pointer to the element of negative sentiments owing to the aspersions casted on their persons and character. It can be interpreted to mean that the failure to meet the expectations of the community with regard to the character dispositions of the BOM members had cast them in negative light as pertains to the levels of integrity expected of them.

The ability of the BOM to engage in continuous consultations with the parent community thus approval of the decisions made was confirmed by most of the respondents. This was an indication that the BOMs employed a consultative approach in their interactions with parents who are critical stakeholders of the schools. This was an indication that the BOMs approved and respected the opinions of the parents thus their involvement in the decision making processes in the governance practices employed. It was also an attestation to the democratic systems of governance employed within the schools as a premise of ownership of the decisions made. The responses can be interpreted to mean that the schools had strived to ensure that the BOMs employed a participatory approach in the governance programmes upon which consultations was a key premise.

Most of the respondents confirmed that the BOMs played their roles in line with the set down regulations adhering to the requisites of the Ministry of Education. The responses confirmed that the schools had strived to ensure that the activities carried out conformed to the regulatory provisions and were within the set guidelines. This was an indication

that the schools had aligned their activities to the provisions of the law as enshrined in the basic education Act, 2013. This had made the BOMs to effectively achieve their mandates and meet the expectations of all the critical stakeholders in the school communities. Instances whereby the BOMs did not meet the expectations in terms of adhering to the set down regulations were equally cited. This was a factor which showed that in some schools the ability to enforce the provisions of the statutory requirements were not emphasized on. This exposed the schools to the risk of not meeting the set standards and it ran the risk of impairing their academic performance.

Table 4.21: Head teachers and teachers' responses on BOM competence affects the pupils' academic performance

Responses	Frequency	Percentage
Yes	109	89.3
No	13	10.7
Total	122	100

From the study findings, majority of the teachers and head teachers (89.3%) indicated that BOM competence affected the pupils' academic performance while only 10.7% were of the contrary opinion. This implies that financial management programmes in place affected the pupils' academic performance.

Table 4.22 BOM chairs responses on parents, members of the local community and sponsors involvement in establishing the BOMs

Responses	Frequency	Percentage
Yes	28	100
Total	28	100

From the study findings, all the BOM chairs agreed that the parents, members of the local communities and sponsors were involved in establishing the BOMs (100%). This was by way of participating in the elections of the members in a democratic manner and proposing names of suitable candidates to be voted for. The responses confirmed that the BOM members appreciated the processes that were involved in constituting the organs of management. They went further to explain that the involvement of all the critical stakeholders positively affected the interrelations within the schools by virtue of the stakeholder participation and ownership of the process.

Table 4.23: BOM chairs responses on effects of involvement of the parents, community leaders and sponsors

Responses	Frequency	Percentage
High degree	16	57.1
Fair degree	10	35.7
Low degree	2	7.1
Total	28	100

The study further requested the BOM chairs to indicate whether involvement of the parents, community leaders and sponsors in establishment of the BOM affected interrelations within the schools. Majority of the BOM chairs were of the opinion that involvement of the parents, community leaders and sponsors in establishment of the BOM affected interrelations within the schools to a high degree (57.1%). This implies that involvement of the parents, community leaders and sponsors in establishment of the BOM affected interrelations within the schools.

The Sub County Director of Education confirmed that the activity of constituting the BOMs was supervised by his office to ensure conformity to the provisions of the law. He was of the view that most of the schools had strived to ensure that they played by the rules and conformed to the statutory provisions as a measure of enhancing their capacities in relation to the governance standards within the institutions. This was confirmation that efforts had been made to ensure adherence and conformity to statutory provisions as a measure of assuring improved academic performance.

The findings identified with previous surveys carried out in Kasarani Sub-county which found out that the school boards of management played a very big role on the inter-community relations. The boards facilitated fundraising activities and provision of amiable environments conducive for the actualization of academic programs. This positively impacted on pupils' academic performance owing to the administrative and managerial skills exhibited (Bundi, 2012).

Table 4.24: Chi-Square Tests relationship between BOM competence and pupils' academic performance

	Value	df	P-Value
Chi-square	2.734	121	0.023

The calculated Pearson Chi-Square value is 2.734. The associated P-Value (Asymptotic significance) is 0.023. This value is less than 0.05 (5% level of significance) indicating that there is evidence against the null hypotheses and therefore we reject it. A conclusion can be drawn from the study that there is significant relationship between BOM competence and pupils' academic performance.

4.6 Monitoring of teaching and learning by BOM

Monitoring of teaching and learning is the practice geared to improvement of classroom performance. The events which take place in the classroom highly influence the levels of monitoring undertaken (Sullivan and Glanz, 2011). The relationship between the teachers and members of the school community undertaking monitoring activities is the basis of appraisal of the quality of teaching and learning in the schools. This shows the levels of maturity of the governance spectrums within the institutions as pertains to the ability to foster good relations between the teachers and their supervisors as regards the objectivity (Slarhabi, 2011).

The respondents were asked to indicate the extent to which the BOM's engaged in monitoring of the teaching and learning programs in the schools. The responses were as shown in Table 4.25

Table 4.25: BOM monitoring teaching and learning programmes in your school

Responses	Frequency	Percentage
To a great extent	29	23.8
Average	54	44.3
Rare	28	23.0
Never	11	9.0
Total	122	100

The responses in Table 4.25 show that most of the respondents deemed the monitoring activities carried out by the BOM in the schools to be average (44.3%). This was an indication that they did appreciate the capacity of the BOM to engage in the monitoring activities very highly. This was an indication that despite the activities at hand by the

BOM, not major emphasis had accrued from them as regards the ability to meet the expectations of the stakeholders. It can thus be interpreted to mean that the BOM's had strived to ensure monitoring but not to the levels of earning the appreciation of the teachers and head teachers based on their ability to deliver on their mandates. The essence of supervision is ensuring the effectiveness of the teachers in carrying out their duties is enhanced. The head teachers and the boards of management have the task of teacher supervision (Fitzgerald, 2011). The practice of supervision should be a continuous process for enhanced effectiveness. This forces the institutions to ensure that the teachers being supervised and the supervisors forge a good relationship for mutual engagement.

The study findings confirmed the position taken by Glanz,(2009) who premised that it is thus incumbent on the supervisors to practice good leadership be role models to the teachers This inculcates a culture of hard work within the schools and enhances the governance structures owing to the mutualism. The ultimate is bettering the quality of instruction and improving the learner outcomes (Glanz, 2009). The high pedestal accruing from the supervision prism thus motivates harmonious relations and good governance in the schools. The study sought to find out the quality of teaching and learning monitoring by BOM and its influence on the learners' academic performance in the sub county.

Table 4.26: Likert on enforcement of the provisions for teaching and learning monitoring by BOM

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Std Deviation
The BOM ensures the provision of teaching and learning materials in the requisite manner	3	12	63	43	3	4.18	0.224
The BOM assures the provision of optimal physical infrastructure in the school	16	49	38	14	5	2.53	0.150
The BOM assures the provision of extra teachers in the event of staffing shortfalls	3	11	65	41	3	4.15	0.227
The BOM ensures harmonious relations between the teaching and administration staff for effective learning activities	18	54	31	16	3	2.44	0.158
The BOM enlists the support of parents and community stakeholders in assuring good environment for teaching and learning	3	10	73	35	3	4.13	0.249

The capacity of the BOM to ensure the provision of teaching and learning materials in the requisite manner was confirmed by most of the respondents. This was an indication that the BOMs had engaged in activities that were geared towards assuring the schools

capacity to access the teaching and learning materials requisite. This was by way of having them make follow ups and meet the envisaged targets in the schools as pertains to provision of the teaching and learning materials. It was also an indication of the fact that the schools had involved the BOMs in the procurement programs carried out with an aim of policing the process and equally ensure optimal provisions in the requisite manners. It can be interpreted to mean that most of the schools had BOMs which were assertive to the levels of having them play their mandates effectively in terms of ensuring that the teaching and learning materials were acquired in the right manner. Some of the schools however had the undoing of not being able to access teaching and learning materials in the expected manner. This could be a pointer to lethargy on the part of the affected BOMs and an indication of the failure to effectively discharge their mandates.

The ability of the BOMs to assure the provisions of optimal physical infrastructure in the schools were dissented to by most of the respondents. This was an indication that the function of physical infrastructure provision was not undertaken in the requisite manner. It was also a pointer to the inadequacy of resources that was experienced by the schools in the quest of having them access infrastructural requirements requisite in them as a measure of having them meet their mandates in the expected manner. The underlying dynamics could be attributed to the policy provisions outlawing the schools from the engagement of parents in activities geared towards the mobilization of funds for physical infrastructure and the capital intensive nature of the requisite facilities. It can be interpreted to mean that the BOMs did effectively meet the demands for physical infrastructure in the schools owing to the challenge of accessing the requisite resources. Some schools had the benefit of accessing BOMs which were up to the task of physical facilities provision. This was an indication that in some of the schools innovation was

employed as a measure of ensuring enhanced capacities in terms of physical infrastructure provision. This was a measure that assured them ability to sustainably grow their facilities.

The ability of the BOMs to assure the provision of extra teachers in the event of staffing shortfalls was confirmed by most of the respondents. This was an indication that they had appreciated the practices carried out by the BOMs in the event of meeting shortfalls in the staffing within the schools as a requisite measure of ensuring that the pupils had the adequate contact time with the teachers and the requisite ratios in terms of teacher pupil were achieved. The responses denoted the essence attached to the staffing requirements in the schools as a measure of ensuring that the pupils met the requirements as regards to academic performance. The responses were an indication that the BOMs appreciated the importance of teachers and their numbers in the quest of ensuring that the pupils got good grades with regard to academic performance.

The capacity of the BOMs to ensure harmonious relations between the teaching and administration staff for effective learning activities was dissented to by most of the respondents. The responses depicted a situation whereby the ability of the BOMs to act as the fulcrum between the administrative staff and the teaching staff was in question. This was an indication that the BOMs and the teaching and administrative fraternity did not interact in the required manner to the extent of ensuring harmonious relations between the two groups. This was an indication that the BOMs were not involved in the activities within the institutions which affected the internal relations between the teachers and administrators. This was a factor which may have impacted wrongly on the ability of the institutions to have an independent party which may serve the purpose of mediation in the event of the need for harmonious industrial relations creation. It can be interpreted to

mean that there is need to ensure enhanced capacities in the membership of the BOMs which can create mutual relations and integrate activities between the administration and teaching staff fraternity as a measure of enhancing industrial relations.

The capacity of the BOMs to enlist the support of the parents and community stakeholders in assuring good environments for teaching and learning was confirmed by most of the respondents. This as an indication that the BOMs effectively played their roles in terms of rallying the parents and community members in enhancing the environments within the schools as a measure of ensuring optimal teaching and learning was undertaken. This was an indication that there was good association that integration between the BOMs and the parents and local community stakeholders. It was also an indication that the BOMs enjoyed a good rapport with the different stakeholders with varied responsibilities in the mandate of delivery of teaching and learning programs. It was also an indication of the value attached to the integration activities whereby the BOMs recognized the stakes played by the different stakeholders including parents and community members in ensuring amiable environments for teaching and learning. It can be interpreted to mean that the BOMs appreciated the importance of mutual interactions between them, parents and community stakeholders as a measure of providing environments which encouraged effective teaching and learning programs.

Table 4.27: BOM chairs responses on activities carried out by BOMs in ensuring effective teaching and learning

Responses	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Provision of teaching and learning materials	26	92.9	2	7.1
Provision of infrastructure for the schools	27	96.4	1	3.6
Provision of extra teachers in cases of deficit	24	85.7	4	14.3
Total	28	100		

From the study findings, the chairs of the BOMs confirmed the BOMs provide teaching and learning materials 92.9%, Provide of infrastructure for the schools 96.4% as well as provide extra teachers in cases of deficit 85.7%. This implies that the BOM played effective roles in ensuring the provision of teaching and learning materials in their respective schools as a measure of guaranteeing improved academic performance.

Table 4.28: Head teachers and teachers' responses on effect of teaching and learning monitoring on pupils' academic performance

Responses	Frequency	Percentage
Yes	111	91.0
No	11	9.0
Total	122	100

From the study findings, majority of the teachers and head teachers (91%) indicated that teaching and learning monitoring affected the pupils' academic performance while only 9% were of the contrary opinion. This implies that teaching and learning monitoring affected the pupils' academic performance.

Table 4.29: Chi-Square Tests relationship between monitoring of teaching and learning by BOM and pupils' academic performance

	VALUE	df	P-VALUE
Chi-square	3.192	121	0.0159

The calculated Pearson Chi-Square value is 3.192. The associated P-Value (Asymptotic significance) is 0.0159. This value is less than 0.05 (5% level of significance) indicating that there is evidence against the null hypotheses and therefore we reject it. A conclusion can be drawn from the study that monitoring of teaching and learning sponsoring sports has significant effect on pupils' academic performance in public primary schools.

The teachers and head teachers suggested that to improve corporate governance standards in the public primary schools as a measure of ensuring better academic performance the Ministry of Education should put in place measures to ensure the governance systems in the public primary schools instill the essence of democratic governance. This is by way of stakeholder participation in the decision making processes with a view of ensuring that the decisions made are owned by all the stakeholders. They further suggested that Provisions should equally be made to ensure that school administration and teachers relate in a harmonious manner with a view of reducing incidences of strife within the institutions.

The BOM chairs suggested that governance practices be improved for better academic performance if the Ministry of Education empowers the BOMs by way of facilitating training on financial management as a measure of arming them with the requisite skills enough to enable them exercise their mandate effectively.

The sub county director of education suggested that corporate governance standards in the public primary schools can be improved as a measure of bettering learners' academic performance by having the establishment of the BOMs in the respective schools supervised by the Ministry of Education. He further suggested that Capacity building should equally be done on the BOM as a measure of ensuring that they discharge their mandates of monitoring teaching and learning in the public primary schools in the required manner.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, conclusions and recommendations drawn from the findings in connection with the corporate governance practices by BOM on pupils KCPE performance in Gilgil Sub County, Kenya.

5.2 Summary of findings

The study employed the descriptive survey research design which sought to find out the influence of corporate governance practices by BOM on pupils KCPE performance in Gilgil sub county, Kenya. The target population comprised of all the 69 head teachers, 69 public primary schools BOM chairs and 211 class teachers from class six, seven and eight in the 69 primary schools in Gilgil Sub-county and the Sub County Education Officer. The stratified random sampling method was used for segmenting the respondents in the different strata. This is because the target population was heterogeneous and the researcher took fifty percent of the population in all the strata's.

The researcher used questionnaires and an interview guide as the instruments for data collection. The questionnaires were administered on the teachers, head teachers and BOM chairs. The interview guide allowed gathering information from the sub county education officer. The instruments were subjected to a pilot study in two primary schools which did not participate in the actual study. The study used the Pearson product moment correlation for reliability confirmation which realized a reliability coefficient of 0.83.

The researcher sought a permit from the National Commission for Science, Technology and Innovation (NACOSTI). On the strength of the permit, authority was sought from the

County Educational Officer and the Deputy County Commissioner. Data analysis entailed both quantitative and qualitative procedures. Quantitative data analysis entailed descriptive and inferential statistics. The researcher sought the consent of the respondents before administering them with the questionnaires and assured them that the study was purely academic and their identities would be treated in confidence

The summary of findings as guided by the objectives of the study:

The study revealed that the schools had enhanced capacities to engage parents in the activities carried out. The BOM chairs were of the view that their schools ensured that the parents fully participated in different activities that were undertaken with an aim of enhancing the academic performance of the pupils. Teachers and head teachers confirmed that their individual schools had suffered situation of disharmony attributed to feelings of non-involvement in the decision making processes and the conduct of school activities.

The ability of the schools to adhere to the provisions put in place for financial audit requirements were confirmed by most of the respondents to have been fair. Most of the respondents deemed the influence of the financial management systems in place over the operations of the schools as fair. This reveals that the ability of the financial management systems to affect the operations of the schools have been not very greatly affected.

Most of the respondents identified with the ideals of putting in place the BOMs in their schools and were of the view that the procedures conformed to the standards of the Ministry of Education. There had been fair incidences of inadequacies in the BOMs which could be attributed to the establishment process. Despite the stringent conditions put in place by the ministry of education to assure good governance by getting competent persons in office the schools still faced inadequacies accruing from the processes.

The study revealed that the monitoring activities carried out by the BOM in the schools was average. Despite the activities at hand by the BOM, not major emphasis had accrued from them as regards the ability to meet the expectations of the stakeholders. The BOM's had engaged in activities that were geared towards assuring the schools capacity to access the teaching and learning materials requisite.

5.3 Conclusions of the study

The study drew the following conclusions:

Most of the schools had made provisions for democratic systems of governance to ensure ownership of the decisions made by employing stakeholder involvement. There was collective ownership of the school programs thus the mutualism in terms of setting the performance targets in the schools. The schools worked towards ensuring inclusivity as a measure of having the goodwill cascading to the level of assuring them harmonious interaction with the communities.

The financial management programs in place ensured conformity to the budgeting requirements put in place by the ministry of education. The schools did not engage all stakeholders in the wake of formulating procurement plans with a view of ensuring optimal consultations and capacity to infuse the input of all stakeholders.

The BOM's were constituted within the set guidelines of the Ministry of Education. The BOM members merited their positions by virtue of the academic qualifications and engaged in continuous consultations with the parent community thus approval of the decisions made. The BOMs employed a consultative approach in their interactions with parents and respected their opinions in the decision making processes.

The capacity of the BOM to ensure the provision of teaching and learning materials in the requisite manner was confirmed. The schools had involved the BOM's in the procurement programs carried out with an aim of policing the process and equally ensure optimal provisions in the requisite manners. The BOM's did effectively meet the demands for physical infrastructure in the schools owing to the challenge of accessing the requisite resources.

5.4 Recommendations of the study

The study made the following recommendations:-

- i) The study recommends that the Ministry of Education should put in place measures to ensure the governance systems in the public primary schools instill the essence of democratic governance. This is by way of stakeholder participation in the decision making processes with a view of ensuring that the decisions made are owned by all the stakeholders. Provisions should equally be made to ensure that school administration and teachers relate in a harmonious manner with a view of reducing incidences of strife within the institutions. Emphasis should also be placed on enhancing the relations between the community members and the schools with a view of ensuring that the institutions achieve amiable environments enough to warrant the participation of the membership in all the activities that are called for.
- ii) The Ministry of Education should empower the BOMs by way of facilitating training on financial management as a measure of arming them with the requisite skills enough to enable them exercise their mandate effectively. The training should entail having the BOM members understand the intricacies of the public Procurement and Disposal Act with a view of making sure that all the activities carried out in the schools conform to the statutory provisions.

- iii) The establishment of the BOMs in the respective schools should always be supervised by the Ministry of Education as a measure of ensuring that the ideals of the statutory provisions are realized in an effective manner. This may assure the schools the ability to conform to the expected standards and align the programs carried out to the provisions of the law. It may guarantee the schools capacity to have competent persons in office with a view of having them carry out their roles effectively for the benefit of the pupils undertaking learning programs in the institutions.
- iv) The ministry of education should ensure that the provisions of statutes as enshrined in the Basic Education Act, 2013 are met in the constitution of BOMs. This is by way ensuring that the members of the BOM merit their positions by virtue of academic qualifications to effectively discharge their obligations. The BOMs should equally be enlightened by way of getting training on the best manner in which they should play their roles as regards to ensuring effective oversight activities in the running and management of schools.
- v) Capacity building should equally be done on the BOM as a measure of ensuring that they discharge their mandates of monitoring teaching and learning in the public primary schools in the required manner. This is by way of providing them with training on optimal ways of teaching and instructional materials acquisition and basic administrative skills with a view of having them interact with the other stakeholders in the public primary schools in an effective manner. This may assure the schools of the capacity to get the support of parents, community stakeholders and equally create a good environment enough to guarantee the schools capacity to post good academic performance.

5.5 Suggestion for further studies

The study suggests that similar research with a bigger scope like county wide should be done to confirm whether the situation in Gilgil identifies with other sub counties of the county.

The study equally suggests that research on the factors affecting implementation of the Basic Education Act, 2013 should be carried out with an aim of confirming the pertinent factors that influence its implementation.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi,
School of Education,
P.O Box 92,
Kikuyu
Date.....

The headteacher,

_____ Primary School

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a Student pursuing Master of Education Degree. I am currently undertaking a research on the **influence of corporate governance practices on pupils academic performance in Gilgil sub county, Kenya.** Your School has been selected to participate in the study. Your views will be useful in this study.

The findings of this study will be used purely for academic purposes and the identity of the respondents will be kept confidential.

Your cooperation and honesty will be highly appreciated.

Yours faithfully,

ShelmitWanjiru Maina

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

This questionnaire is designed to seek information on the **influence of corporate governance practices by BOM on pupils' academic performance in Gilgil Sub County, Kenya.** You are kindly requested to fill in this questionnaire to the best of your knowledge. Your identity will be treated with utmost confidentiality. The information you give is only required for research purpose. Please do not write your name or any form of identification.

Put a tick (✓) where appropriate

Demographic Information

1. What is your gender?

Male () Female ()

2. What is your highest academic qualification?

P1 certificate () Diploma () BEd () MEd ()

Any other_____

3. How long have you worked in your current institution?

Less than 1 year () 1-5yrs () 6-10yrs ()

11-15yrs () 16-20yrs ()

Any other_____

4. Are you aware of corporate governance practices used by the BOM in school administration?

To a high degree () To a fair degree () To a low degree ()

Stakeholder involvement by BOM and academic performance

5. Would you consider your school as having the ability to engage parents in school activities? To a high degree () To a fair degree () To a low degree ()

b) What activities has the school involved the parents in? Kindly indicate

6. Have there been situations when the activities carried out in the institution have not been appreciated by some members of the school community? Often () Never ()
Not at all ()

7. How were the situations of disharmony after the conduct of the activities handled? Kindly explain

8. Kindly rate the stakeholder involvement in school activities and its influence on the pupils' academic performance. The responses are ranked on a scale of 5 with 1. SA – Strongly Agree 5 A – Agree 4 U – Undecided 3 DA – Disagree 2 SDA – Strongly Disagree 1

	SA	A	U	DA	SDA	
i) Our school has made provisions for democratic systems of governance to ensure ownership of the decisions made	5	4	3	2	1	
ii) The school administration and teachers agree on academic targets	5	4	3	2	1	
iii) The parents are involved in monitoring the achievement of academic targets	5	4	3	2	1	
iv) The pupils appreciate provisions for parental involvement in meeting academic targets	5	4	3	2	1	
v) Mutual relations between the wider community and the school ensures achievement of academic targets	5	4	3	2	1	
vi) Parents are involved in the employment of extra teachers						

9. Has the stakeholder involvement by BOM affected the pupils' academic performance?

Yes () No ()

Financial management by BOM and KCPE performance

10. Does your school adhere to the financial audit provisions?

Very much () Fairly () Not at all ()

11. Has the financial management system in place affected the operations of the school?

To a high degree () To a fair degree () To a low degree ()

12. Kindly indicate your position as regards the schools financial management and its influence on the pupils' academic performance.

SA – Strongly Agree 5 A – Agree 4 U – Undecided 3

DA – Disagree2 SDA – Strongly Disagree 1

The financial management programmes	SA	A	U	DA	SDA
Ensure conformity to the budgeting requirements put in place by the ministry of education	5	4	3	2	1
Allow the school to make detailed procurement plans which are consultative and encompass input from all stakeholders	5	4	3	2	1
Ensures BOM regular supplies of teaching and learning materials	5	4	3	2	1
Enhance traceability of all the transactions and ease the audit requirements	5	4	3	2	1
Ensure conformity to the audit provisions creating good relations with the wider school community	5	4	3	2	1

13. Have the financial management programmes in place affected the pupils' academic performance? Yes () No ()

BOM competence and pupils' academic performance

14. Would you consider the modalities of putting in place the BOM in your school as ideal and in conformity to the guidelines set by the Ministry of Education? To a great extent ()
To a fair extent () Not at all ()

15. Have there been instances of inadequacies in the BOM which you would attribute to the establishment process? To a high degree () To a fair degree () To a low degree ()

16. Kindly indicate your position as regards the BOM establishment and its effects on the pupils' academic performance.

SA – Strongly Agree 5 A – Agree 4 U – Undecided 3 DA
– Disagree 2 SDA – Strongly Disagree 1

BOM members:	SA	A	U	DA	SDA
Are constituted within the set guidelines of the Ministry of Education	5	4	3	2	1
Merit their positions by virtue of the academic qualifications	5	4	3	2	1
Has approval owing to their high levels of integrity	5	4	3	2	1
Engage in continuous consultations with the parent community thus approval of the decisions made	5	4	3	2	1
Plays its role in line with the set down regulations thus adhering to the requisites of the Ministry of Education	5	4	3	2	1
Has a good gender composition					

17. Has the BOM competence affected the pupils' academic performance?

Yes () No ()

Monitoring of teaching and learning by BOM and pupils 'performance

18. To what extent does the BOM monitor teaching and learning programmes in your school?

To a great extent () Average () Rare () Never ()

19. Kindly indicate your position as regards enforcement of the provisions for teaching and

learning monitoring by BOM and its influence on the pupils' academic performance. SA

– Strongly Agree 5 A – Agree 4 U – Undecided 3 DA – Disagree 2 SDA –

Strongly Disagree 1

	SA	A	U	DA	SDA
The BOM ensures the provision of teaching and learning materials in the requisite manner	5	4	3	2	1
The BOM assures the provision of optimal physical infrastructure in the school	5	4	3	2	1
The BOM assures the provision of extra teachers in the event of staffing shortfalls	5	4	3	2	1
The BOM ensures harmonious relations between the teaching and administration staff for effective learning activities	5	4	3	2	1
The BOM enlists the support of parents and community stakeholders in assuring good environment for teaching and learning	5	4	3	2	1

20. Has the teaching and learning monitoring affected pupils' performance in examinations?

Yes () No ()

21. How can the corporate governance standards in the public primary schools be improved

on as a measure of ensuring better academic performance? Kindly indicate

Thank you for participating

APPENDIX III: INTERVIEW GUIDE FOR THE SUB COUNTY DIRECTOR OF EDUCATION

- a. How long have you served as the sub county director of education?
- b. Explain how your office monitors and assesses the conformity to the regulatory requirements of corporate governance standards within your jurisdiction?
- c. Does your office ensure that the schools involve parents, community leaders and sponsors in decision making?
- d. Has the involvement of parents, community members and sponsors in decision making by the BOM affected relations within the schools?
- e. Are the parents, sponsors and local school communities involved in the setting of targets, academic clinics and monitoring of the academic performance?
- f. Does your office enforce provisions for establishment of the BOMs within the set guidelines specified by the Ministry of Education?
- g. Have all the schools in your area ensured that the requirements for gender, special interest groups and community involvement in the constitution of BOMs?
- h. Have all the primary schools conformed to the laid down provisions as envisaged in the Basic Education Act, 2013 in the constitution of the BOMs?
- i. Are there provisions in place to ensure prudent financial management in the schools?
- j. How are the BOMs involved in the procurement activities carried out in the school?
- k. To what extent have the financial management provisions in place affected pupils' academic performance?
- l. Do the BOMs have provisions in place to ensure optimal supervision of teaching and learning in the schools?

- m. What are the provisions put in place by BOMs to ensure optimal teaching and learning materials delivery?
- n. How can the corporate governance standards in the public primary schools be improved on as a measure of bettering learners' academic performance?

Thank you for participation

APPENDIX IV: QUESTIONNAIRE FOR THE BOM CHAIRS

This questionnaire is designed to seek information on the **influence of corporate governance practices by BOM on pupils' academic performance in Gilgil Sub County, Kenya.** You are kindly requested to fill in this questionnaire to the best of your knowledge. Your identity will be treated with utmost confidentiality. The information you give is only required for research purpose. Please do not write your name or any form of identification.

1. What is your gender?

Male () Female ()

2. What is your highest academic qualification?

Form four certificate () Tertiary () Graduate () Post graduate ()

Any other_____

3. How long have you served as a member of BOM?

Less than 1 year () 1-5yrs () Any other_____

4. How was the BOM in your school established?

Selection () Nomination () Election ()

5. Does the BOM involve parents in setting academic targets?

Yes () No ()

6. Does the BOM involve teachers in setting academic targets?

Yes () No ()

7. Has the practice of setting targets for academic improvement affected the pupils' performance?

To a high degree () To a fair degree () To a low degree ()

8. Kindly list three ways that the BOM is involved in financial management programmes

- a) _____
- b) _____
- c) _____

9. How have the financial management activities listed above affected the academic performance? Kindly explain

10. Are the parents, members of the local community and sponsors involved in establishing the BOMs? Yes () No ()

- b) If yes kindly explain in what way
-

11. Has the involvement of the parents, community leaders and sponsors in establishment of the BOM affected interrelations within the schools?

To a high degree () To a fair degree () To a low degree ()

12. Does the BOM carry out the following activities in ensuring effective teaching and learning?

- a) Provision of teaching and learning materials
- b) Provision of infrastructure for the schools
- c) Provision of extra teachers in cases of deficit

13. How can governance practices be improved on for better academic performance? Kindly explain

Thank you for participating

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **MS. SHELMITH WANJIRU MAINA** of **UNIVERSITY OF NAIROBI, 0-20116** **GILGIL**, has been permitted to conduct research in **Nakuru County** on the topic: **INFLUENCE OF BOARDS OF MANAGEMENT CORPORATE GOVERNANCE PRACTICES ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN GILGIL SUB-COUNTY, KENYA** for the period ending: **23rd November, 2017**

Applicant's Signature

**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 Officer 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.

RESEARCH CLEARANCE PERMIT
Serial No. A2007

CONDITIONS: see back page

APPENDIX VI: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/16/68931/14861**

Date:

23rd November, 2016

Shelmith Wanjiru Maina
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of Boards of Management corporate governance practices on pupils' academic performance in public primary schools in Gilgil Sub County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **23rd November, 2017**.

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

A handwritten signature in black ink, appearing to read "M. K. Rugutt".

DR. M. K. RUGUTT, PhD, HSC.
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.