

**INFLUENCE OF SCHOOL BOARDS OF MANAGERMENTS'
STRATEGIES ON STUDENTS' PERFORMANCE AT KENYA
CERTIFICATE OF SECONDARY EDUCATION IN SUNA WEST,
MIGORI COUNTY**

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for Award of Degree of Master of Education in Educational
Administration**

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DECLARATION

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

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This research is sincerely dedicated to my parents Mr. Michael Ogola and Mrs. Margaret Ogola, to my husband Joseph Airo, children Celestine Achieng, Angela Atieno and Victor Shammah.

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ABBREVIATIONS

BOM	Board of management
GAT II	Graduate teacher II
HSEB	High school education board.
INSET	In-service of teachers
ISS	In school suspension
LEA	Local education authority
LSB	Local school board
OSS	Out of school suspension
SMC	School management Committee
TSC	Teachers service commission
UFT	United federation of teachers

ABSTRACT

The purpose of this study was to investigate the influence of Boards of Management's (BoM) strategies on secondary students' performance at the Kenya Certificate of Secondary Education in Suna-West, Migori County. The objectives were to establish the influence of BoMs' provision of teachers' monetary incentives, assess the influence of BOMs students discipline measure, determine the influence of BOMs' provision of physical facilities and to assess the extent to which BoMs' administration of budget as strategies that influence secondary students' performance at KCSE in Suna West Migori County. The study adopted descriptive research design in which the target population was all the 10 public secondary schools in Suna West Migori County. The target population was 10 principals, 140 school BoM members and 300 teachers. The sample of 110 respondents comprised of 10 principals, 90 teachers and 10 BoM chairpersons selected by purposive sampling for BoMs and principals and simple random sampling for teachers. Data was collected using questionnaires and interview schedules. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using content analysis. The study established that monetary incentives, provision of physical facilities and budget administration improved performance of students in KCSE. However, disciplinary measures negatively affected students' performance in KCSE. Recommendations were that, the BOMs and principal should strengthen this strategy by rewarding performing teachers with monetary incentives, should double their efforts of providing the physical facilities in the schools, the management should employ only those disciplinary measures that will enhance students' performance such as the guidance and counseling and involving the parents and BOM should give more allocation to books and activities such as symposia to improve the students' performance in KCSE.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Management is the process undertaken by individual/individuals to coordinate the activities of others in order to achieve predetermined organizational goals. Management consists of planning, staffing, organizing and directing. It also comprises of leading and controlling of one or more people or entities with the aim of accomplishing a particular goal (Kipsoi & Sang, 2008). Management aims at determining the long term goals of an organization, and further designing and developing the objectives thereby determining both the human and material resources required for the attainment of the predetermined goals. In a nut shell, it sets both the ‘means’ and the ‘ends’ in an organization (Ibrahim & Orodho, 2014).

School governing bodies are known by different phrases or names in various countries. In Kenya they are known as Board of Management (BoM); in South Africa, the School Governing Bodies (SGB), in Nigeria they are known as School Boards and in the United Kingdom (UK) they are known as School Governors (Maswela, 2007; Okendu, 2012.). Regardless of what they are called, their roles are more or less similar and that is to contribute to the child’s education. It is important to point out that school boards of management (BoM) and parents teachers association (PTA) are all volunteers and through various education Acts they have statutory responsibilities (Wilson, 2001).

School management boards (BoM) play a very important role as they determine the goals and develop the strategic plans of the schools all aimed at achieving high academic performance. The school boards also charged with the responsibility of procuring both the human and material resources which are very vital in the curriculum implementation process. They also create a link between the local communities and the schools hence conducive atmosphere for learning (Okendu, 2012). The BoMs help to enforce discipline in pupils and teachers which is a key factor to better academic performance of students (James, 2010).

The participation of the BoMs in the school activities is widely acknowledged in developed and developing countries. The general responsibilities of the school governors in Britain include the establishment of the educational needs and priorities of the school, allocation of funds to meet educational needs, the detailed deployment of resources, monitoring of the impact of decisions taken and evaluation of the effectiveness of programs undertaken (Cave and Wilkinson, 2010).

Public education in the United States is a state responsibility. According to Dupuis, Musial, and Hall (2008) public schools are organized into direct schools which have similar purposes. However, community participation has been achieved under state law of locally elected school boards. These boards have been charged with the responsibility of managing the schools in a district subject in accordance with the state laws and regulations. The functions of school boards in the United States include employing and paying teachers, providing revenue for

schools, determining educational programs and levying taxes in support of education.

In Nigeria parents and communities play a vital role in education through their support for construction, maintenance and management of schools. The mobilization and management of these resources is a complex challenge that requires collaboration of many partners among them community leaders which compose school management. Each school in Nigeria has a management board made up of representative of the community and parents with the school principal as the secretary. These members' participation is aimed at boosting a positive academic performance of the school (Okendu, 2012).

In Kenya role of managing secondary schools through the Boards of Management (BOMs) is as old as independence through the recommendation by the Kenya education commission report of Ominde (Republic of Kenya, 1964). The commission recommended that each school be given its own personality. It was also meant to decentralize the authority for effectiveness. The Basic Education Act Cap 211(2013) also mandated the establishment of board of management comprising of parents and other community members. The BoM are mandated to work together in the management of the schools without prejudice or influence whether from the people who elected them or even for their own interest in order to achieve the school development.

The significant contribution of the BoM to the teaching and the learning process of the secondary schools are enormous. They provide very important

interface between the school and the community (Onderi and Makori, 2013). The Boards of Management also of management of the human resource and other resource hence contributing and facilitating the smooth operations of the schools infrastructural development and provision of learning materials and resources (World Bank, 2008, Bush and Heystek, 2003).

According to Ong’enge (2016), school boards are aware of the importance of improvement of student achievement as central to their role in governing public schools. The success of a BoMs’ functions therefore, is portrayed through good academic performance, high discipline among staff and students, proper financial management and adherence to the educational policies and guidelines. Table 1.1 shows the average performance in KCSE of two neighboring sub counties of Suna West and Awendo.

Table 1.1: Suna West sub County Public Secondary Schools KCSE Mean Score

Year		2012	2013	2014	2015
Mean score	Suna West	4.445	4.236	5.1621	4.44
	Awendo	5.012	5.231	5.512	5.612

Source: County Education Office of Migori (2016)

Statistics from the County Education Office in Migori (see Table 1.1) show that the students’ performance in KCSE of Suna West sub County has been low compared to those of surrounding sub counties whose average annual performance has been a mean score of 5.5 in KCSE.

1.2 Statement of the problem

Every country's foundation and destiny lies with the people being given quality education. The management of schools in Kenya has been left in the hands of the school principals and the Board of Management. The BoM in secondary schools in Suna West have made several attempts to improve students' academic performance in KCSE. These include establishment of in-service training centers for teachers and centres for academic excellence. Some BOMs though not all have a joint education day during which teachers and students are appreciated with monetary incentives with hope of motivating them to work hard and post better results. Besides, most secondary schools in Suna West are funded by Constituency Development Fund (CDF) to aid in the construction of classrooms and other physical facilities. However, this is not adequate as many schools still lack essential learning facilities. Some schools do not have enough resources to appreciate their teachers and students with monetary incentives for hard work (Osero & Orodho, 2015).

There has been rampant student indiscipline in the region as in the year 2016, more than four schools were closed due to student riots. These may be attributed to the lackluster performance in the region as shown in Table 1.1. There is therefore need to investigate the influence of BOMs strategies on the secondary school performance in national examinations in Suna West. This study sought to investigate the BOMs' strategies influence on students' performance at KCSE in Suna West, Migori County Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of Boards of Management's strategies on secondary students' performance at the Kenya Certificate of Secondary Education in Suna-West, Migori County.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To establish the influence of BoMs' provision of teachers' monetary incentives as a strategy on secondary students' performance in Kenya certificate of Secondary Education in Suna -West Migori County.
- ii. To assess the influence of BoMs' student discipline measure on secondary students' performance in Kenya Certificate of Secondary Education in Suna -West Migori County.
- iii. To determine the influence of BoMs' provision of physical facilities on Secondary students' performance in Kenya Certificate of Secondary Education in Suna- West Migori County.
- iv. To assess the extent to which BoMs' administration of budget influences secondary students' performance in Kenya certificate of secondary Education in Suna West Migori County.

1.5 Research Questions

The following were the research questions:

- i. To what extent do BoMs' provision of teachers' monetary incentives influence students' academic performance in Kenya certificate of

secondary education in Suna-West Migori County?

- ii. How do BoMs' provision of physical facilities influence students' academic performance in Kenya Certificate of Secondary Education in Suna-West Migori County?
- iii. To what extent do BOMs' discipline measure influence students' academic performance in Kenya certificate of secondary Education in Suna-West, Migori County?
- iv. How do boards of management administration of school budget influence secondary students' academic performance in Kenya certificate of secondary Education in Suna -West Migori County?

1.6 Significance of the Study

The findings may assist the ministry of education on strengthening the existing policies with regard to Board of Management selection. The study findings may assist Teachers Service Commission to develop strategies that may be used in developing team work between the principals and the Board of Management. The principals may use the findings of the study as they may gain understanding of the importance and role of BoM in enhancing student performance in KCSE. The study findings may be of importance to the body of knowledge as it will contribute to the existing literature on the influence of BoM strategies on students' performance in KCSE in Suna West sub County.

1.7 Limitations of the Study

The study was carried out in public secondary schools in Suna-West only and as such the findings may not be generalized in schools in other parts of the country. Some respondents may have declined to respond honestly to the questions while others may have given incorrect answers thereby depriving the study of the much needed information. The researcher assured the respondents of the confidentiality of identity and that no name of the respondent or institution would appear in the report.

1.8 Delimitation of the Study

The term delimitation refers to the boundaries of the study. The study was delimited to public secondary school students' academic performance at national examinations in Suna West sub-County, Migori County. The study was also delimited to provision of monetary incentive, physical facilities, discipline measures and administration of schools budget strategies by the BoM. The respondents were the principals, the BoM and teachers.

1.9 Basic assumptions of the Study

The main assumptions of the study were:

- i) All sampled schools had functional BOMs.
- ii) All Boards of Management members played significant role in school management of academic performance.

1.10 Definition of Significant Terms

Board of management refers to a body of fourteen members approved to manage secondary schools on behalf of the ministry of education.

Budget administration Is the process of sourcing and spending the school financial resources to help achieve its goals and objectives.

Discipline measure is the practice of imposing fair rules on students' behavior to help them work in a controlled manner.

Monetary incentives refers to money separate from salaries that is given to the teachers as result of extra performance or an encouragement.

Motivation refers to the process of arousing, directing and maintaining a behavior towards a particular goal.

Strategies refer to methods or plans chosen by board of management to bring about desired future outcome for the learner and the school.

1.11 Organization of the Study

The study was organized in five chapters: chapter one focused on introduction based on the background, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation and delimitation of the study and definition of significant terms. Chapter two focused on review of related literature theoretical and conception framework. The review literature was on academic performance, BoMs strategies and academic

performance, teacher monetary incentive, students' discipline measures, provision of physical facilities and administration of budget students academic performance. Chapter three was research methodology including research design, target population, sample size and sampling procedure, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four covered data analysis and the study findings. Chapter five covered summary of research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITRATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature to the study on influence of Board of Management strategies on secondary school performance at national examination. The review focused on influence of teachers' monetary incentives, student discipline, provision of physical facilities and budget approval by board of management and their influence on students' performance at national examination, summary of literature review, theoretical framework and finally conceptual framework.

2.2 Board of managements' Strategies and Students' Performance

The correlation between governance and organizational performance is obvious. Whatever boards in whatever organization, whether profit or non-profit or even the government agencies have varying degrees of engagement with the organization they are overseeing (Hermalin and Weisbach, 1991 as cited in Ong'eng'e, 2016). The association thereof between school BoMs and school performance is arguably insignificant given the limitations on BoMs action and the lack of a clear set of specific tasks. However, the BOMs can and do impact on students' outcome. Even though the BoMs are not directly involved in educating the students, they have a role of governing the entire process thereby influencing the results of this process.

Cooperate governance refers to the practice of transparency,

accountability, efficiency and effectiveness in the management of organizations including public secondary schools (Bush & Heystek, 2003). The Education Act 2012 places management of public secondary schools in the hands of board of management. The duties of the board are subject to Education act, Teachers service Commission Act and any other regulation made under the Education Act. The BOMs constitute a very important part of secondary school management. The boards have significant contribution to the teaching and learning process as they create a connection between the community and the schools.

2.3 Teachers' Monetary Incentive and Students' Performance

An incentive refers to psychological process that influences an individual behavior with respect to attainment of set institutional goals and objectives Bennel (2007). An incentive can be a cash reward or any other reward that is offered to an employee conditioned on improvement in performance. The purpose of incentives is to induce motivation (Henry and Noon, 2001). According to Nzuve (2010), financial incentives psychologically influence the behavior and attitude of employees towards their performance. He found out that incentives provide lucrative conditions and terms of employment.

Monetary incentives are used by the board of management in secondary schools as a motivation and reward for hard work towards the achievement of the institutional goals. Monetary incentives can be destined to attract current teachers to remain teaching in specific schools or to motivate and reward their good performance. Okumbe (cited in Ong'enge, 2016) believes that monetary

incentives can be used as a form of motivation to the teachers to take action or application of additional input that shapes the instructional process to achieve desired school performance. Monetary incentives that are commonly used to attract teachers and retaining them in secondary schools include cash reward, bonus, and piece rate pay.

Monetary incentives have a long history in education throughout the world and the United States of America in particular (Owen 2003). The reward system is guided by the integrated policies, process and practices for rewarding teachers in accordance with their contributions, skills competence and market worth Harvey–Beavies (2003). A study in rural India by Duflo and Hannah (2005) randomly sampled 60 schools where the teachers were provided with financial incentives to reduce absenteeism. The incentives scheme was simple. Teachers pay was linear in their attendance at the rate of Rs 50 per day after the first ten days each month.

Kirunda (2007) noted that teachers have been put to work in institutions that were unsuitably equipped with limited benefits and no motivation yet expected to give results. He noted that the low status of motivation led to majority of teachers leaving teaching profession to seek for better paying jobs. According to Onyango (2001) it is the responsibility of the boards of management to lead and motivate the teaching staffs of their respective schools through monetary incentives.

Glewwe et al. (2010) report that results from randomized evaluation that provide the 4th grade through 8th grade teachers in Kenya with monetary

incentives based on test score .The evaluation report indicated that test scores increased in programmed schools for a short while for the duration that the rewards were being given. In a study carried out by Njue (2003) on use of monetary incentives and job satisfaction among secondary school teachers in Nairobi, Teachers were found to be highly demotivated by poor uncomfortable staffrooms which were not spacious enough and lack of monetary incentives from the board of management.

2.4 Students' discipline Measures and Academic Performance

One of the important roles of the BoMs is the development of an effective disciplinary system in a school as this is likely to influence the academic performance of students' in secondary education. Discipline in school context means a state of order in the classroom that permits learning to proceed smoothly and productively. Treffy (1997) defines discipline as practice of imposing strict rules of behavior of people on other people. It also means the ability by an individual of a group of individuals to behave and work in a controlled manner.

Schools have many strategies and policies that are used for stopping and preventing students' bad behavior. Some of these strategies include picking litters in the school compound, sweeping, suspension and prohibition from participating in some school activities. Mumo (2004) believes that discipline may be considered to be an important gradient for the students' academic and social success in the society. Even though an excellent academic qualification is important for the student, the absence of good foundation of discipline will water

down such achievements. Students who are in schools affected by unrest and indiscipline find it difficult to restore working relationship after the riots in their schools. The psychological and emotional trauma that comes after the students' unrest strains the interaction among the students and the society.

2.5 Provision of Physical Facilities and Students' Academic Performance

Growing body of research contributes to the belief that school facilities design and provision of physical facilities influence students' achievement, behavior, attendance and teacher retention (Onell, 2003). Physical facilities in any school system ranges from school plants, that is the school buildings, classrooms, libraries, laboratories, toilets facilities and other infrastructure that would motivate learners towards learning. Experience has shown that most of physical facilities needed for students' academics performances appear not to be sufficient in public secondary schools. A study by the American society of the civil engineering report that 75% of the nations' buildings are inadequate (Kerr, 2003). This has occurred while students' performance in many of the American schools have remained stagnant. The decline in quality of education is reflected by increased instances of class repetition and higher dropout rate in secondary school. The problem may be due to shortage of qualified teachers and lack of physical facilities.

Ayayi and Ayodole (2001) emphasize that the availability of physical facilities are quite important in achieving effectiveness in instructional delivery

and supervision at school. In support of their opinion, Muthamia (2009) states that teachers can be more effective and productive in their work if they have relevant and adequate facilities. Salliss (2002) indicates that the secondary school programs cannot be effectively implemented using only policy guidelines even if the teachers are trained and committed without adequate and appropriate physical facilities.

Decent teacher housing, quality and adequate facility are very important determinants of teacher performance. Chandran *et al.* (2005) observed that teachers not housed in school have great impact on teacher's motivation both in rural and town secondary school. The high cost of commuting to work station is believed to contribute to teacher's absenteeism and lateness which ultimately lower the teacher performance which will eventually translate to students' performance.

According to Mungunju (2008), findings revealed that the physical facilities were inadequate; teachers were dissatisfied with the high teacher pupil ratio which made the teachers not to prepare adequately and teach effectively in Embakasi, Nairobi County. Hyde (2005) also noted that teachers are demotivated as they strive to cope up with the indecent housing and work over load with no change in the work environment. Orina (2008) found out that physical facilities were sensitive factors needed to be addressed in order to improve teachers' performance in Nyamusi Division.

2.6 Administration of Budget and Academic Performance

In spite of lack of universal agreement as to whether money itself makes difference in students' achievement, most researchers agree that school spent money on student learning. Exploring how resources are allocated and spend is of importance if high quality education for all students is to be achieved. All stake holders in education demand accountability of the school funds collected and spend by the schools principals. Budget administration is very critical activity in school financial management. It is centrally placed among the management tools employed to direct and control the affairs of the school (Burker and Modarresi 2000). Budget as a basic tool in management serves as planning and controlling tool in the use of scarce financial resources in accomplishment of the institutional goals and objectives.

Budget administration influences students' performance and achievement in that, the budget provides the needed program to increase students' achievement and in absence of funding these improvements cannot occur. The budget drawn is based on thoroughly investigated educational requirement of the school and be in accordance with the school financial regulations .To guide secondary schools financial management the ministry of education has provided a manual on financial accounting instruction and guidelines (MOEST, 2005). The guide lines states that once the budget is prepared it is tabled before the board of management and parents for deliberation and approval after thorough analysis. The board of management is required to monitor expenditure and approve accounting

documents at every financial year.

Budget administration determines how well the funds an institution raises are spent. Through budgeting the desired educational program is translated into fiscal terms. Ngigi (2007) in a study of effectiveness of board of management in Kericho district found out that where there is prudent budget management there are better teaching and learning materials. The study also found out that the board of management members were involved in approving of school budgets even though some participated in the approval process just as a formality.

2.7 Summary of Literature Review

The literature review has shown the importance of the BOM functions of provision of physical facilities, budget administration, discipline measures and incentive to the teachers and how they are beneficial in enhancing the school performance in the national examinations. These studies were however done either in other nations in the developed nations and some countries like West Africa. However, little has been done on the subject of the study in Kenya hence a knowledge gap.

2.8 Theoretical Framework

The study was anchored on Robert House's path-goal leadership theory proposed by Okumbe (2001). This theory postulates that leaders are effective as a result of their impact on their subordinates' motivation, ability to perform effectively and lastly, their satisfactions. The theory derives its name from the fact that it is mainly concerned with how the leaders through various strategies

influence their subordinates' perceptions of work goals, personal goals and paths to goal attainment. According to the theory, the leader's behavior is either motivating or satisfying to the level that it influenced the behavior of his/her subordinate to goal attainment and clarifies the paths to these goals (Mgani, 2013).

Path-Goal Theory emphasizes on how a leader can champion a task performance by leading his/her subordinates on the importance of performance in achieving rewards. According to the theory, people are always satisfied with their work and will work even hard knowing that work will lead to things that are highly valued. The theory further points out what action should the leaders take to motivate and inspire people to perform well. According to this theory, the leader's role includes clarifying and setting goals with subordinates and helping them to find the best path of achieving their goals and remove obstacles.

This theory is relevant to this study because the effectiveness of Board of Management are affected by situational factors like inadequate classrooms, dormitories, teaching/learning resources and financial resources, and student indiscipline. These act as barriers to the achievement of the goal by the Board of Management. However, through their strategies, the BOM may influence the academic performance of the students by providing teaching and learning materials, motivating teachers through monetary incentives, enforcing disciplinary measures and providing infrastructure to motivate both the teachers and learners and create a conducive learning environment in order to achieve academic performance.

2.9 Conceptual Framework

The conceptual framework shows the relationship between the study variables. The following is a conceptual framework of the proposed study

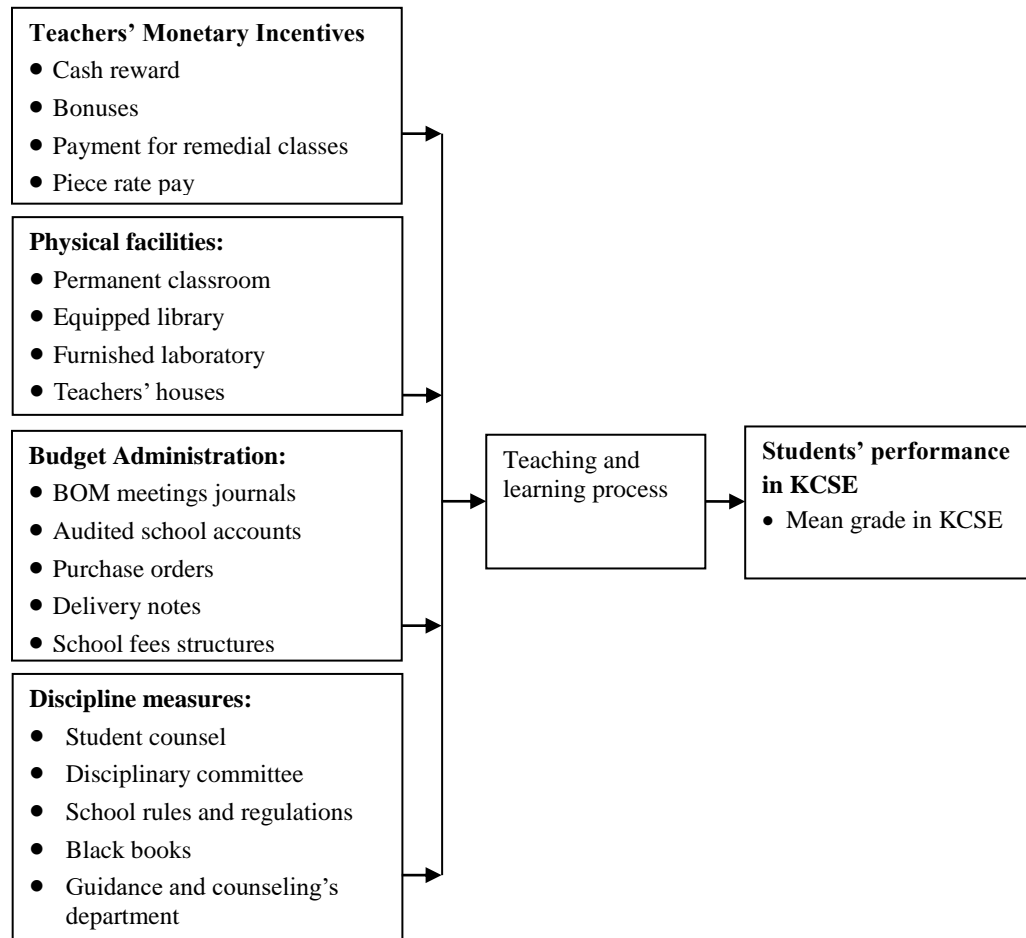


Figure 2.1: How BOMs' Strategies Influence Students' Performance

The study was based on the concept that the BOMs' strategies will have an influence on the secondary school students' performance at the national examinations. The BOMs strategies including the monetary incentive to teachers, provision of physical facilities such as permanent classrooms, equipped library and furnished laboratory among others, budget administration such as meeting

journals, audit of school accounts among others, and disciplinary measures which includes the student counsel, disciplinary committee, the school rules and regulations among others. These would enhance the teaching and learning process in the school and hence enhanced students' performance in the national examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on research design to be adopted in the study, target population, sample size and sampling techniques, research instruments, instruments validity and reliability, data collection procedures, data analysis techniques and ethical consideration.

3.2 Research Design

The descriptive survey design was used in the study. Descriptive research design determines and reports the way things are (Mugenda & Mugenda, 2003). This approach was appropriate for this study because it involves fact finding and enquiries from the principals, teachers and BOMs about the BOMs strategies influence of the performance in KCSE in Suna West. The design explored and evaluated in details the relationship between the variables (for this matter the relationship between independent variables; monetary incentive to teachers, physical facilities, budget administration and disciplinary measures, and dependent variable; students' performance in KCSE). Descriptive survey can also be used to investigate a population by collecting sample to analyze and discover occurrences.

3.3 Target Population

The target population refers to that population the researcher intends to generalize the results of the study (Mugenda & Mugenda, 2003). The target

population was the 10 public secondary schools in Suna-West. The study targeted all principals, board of management members and teachers in the sub county. According to the County Education Office, there were 10 principals, 140 school management board members and 300 teachers in Suna West.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003), a sample size of 30% of the target population is representative enough and can be used for generalization of the findings. The study sampled 110 respondents from the target population comprising of 10 principals, 90 teachers and 10 BOM chairpersons as shown in Table 3.1.

Table 3.1: Sample size

Targeted population	Number of schools	Member per school	Total sample
Principal	10	1	10
Teachers	10	9	90
BOM chair	10	1	10
Total	10	11	110

Purposive sampling technique was used to sample BOM chair and the secretary to the board who is the principal of the sampled schools while simple random sampling technique was used to sample teachers. Purposive sampling technique was deemed appropriate as it helped the researcher to sample only those perceived to have more information required for the study. On the other hand, simple random sampling technique gave equal chances to teachers to participate in the

study. Out of 10 schools in the sub county 2 schools were used for piloting while the remaining 8 were used in actual study. A total of 9 teachers were randomly sampled from each of the 10 schools which is 30% of the teachers' population in the sub county.

3.5 Research Instrument

The study used both questionnaire and interview schedules as the instrument for collecting data. According to Orodho (2004), a questionnaire is simply an instrument for gathering data that allows a measurement for or against a particular viewpoint. He also notes that a questionnaire has the capability of gathering a large amount of information in a reasonably quick space of time. Through a questionnaire, the person administering is able to explain the purpose of the study and further give meaning of the items where necessary to the respondents. The researcher used questionnaires to collect data from principals, teachers and members of BOM. The instruments are divided into two sections. The first section contains items to collect personal data and second section on the study objectives.

According to William (2006), interview is an alternative method of collecting data survey. The method is a useful in obtaining information and opinions especially from experts during the early stages of a research project. One of the strengths of interviews is their personal nature. If respondents relate to the interviewer, they are more likely to be willing to share personal opinion and yields data in quantity quickly (Mugenda and Mugenda, 2003). Interview also

provide in depth information and feelings obtained from the respondent. The researcher interviewed the principals as the key informants as they are the secretaries to the boards, hence custodians of management information.

3.6 Validity of Instruments

Validity refers to the degree to which the results obtained from the analysis of the data actually represent the phenomenon under study. Validity can also be defined as the accuracy of data obtained in the study in the variables of the study. To test the validity of the instruments, the researcher will conduct a pilot study using two schools from a district not part of the study (18 teachers, 2 principals and 2 BoM chairpersons) that were selected using random sampling (Mugenda & Mugenda 2003). The pilot study data was analyzed, interpreted and the instruments reviewed in readiness to the main data collection study. After scrutiny, the researcher amended the instruments according to the supervisors' comments.

3.7 Reliability of Instruments

Reliability is the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test retest method to obtain reliability of the instruments. This technique involved administering the same instrument twice in a span of two weeks to the same group. Scores from the two testing periods were correlated. The Pearson correlation co-efficient was used to estimate the correlation of the two tests using the formulae:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2]} \sqrt{[N \sum y^2 - (\sum y)^2]}}$$

Where;

N = the number of respondents

\sum = summation sign

x = score of the first test

y = score for second test

The study got a correlation coefficient of 0.81 fall within Gay (1992) recommendation that any research instrument with a correlation coefficient between 0.70 and 1.00 is accepted as being reliable enough.

3.8 Data Collection Procedure

The researcher obtained an introduction letter from the University of Nairobi, department of administration and planning which was used to apply for a research permit from National Council for Science, Technology and Innovation (NACOSTI). The researcher booked appointments with the principals of the sampled secondary schools and arranged for the date of actual data collection. The researcher administered the questionnaires personally to the sampled respondents and collected as soon as they filled. The researcher thereafter conducted interview with the principals.

3.9 Data Analysis Techniques

Data analysis is the process of interpreting the survey data. According to Mutai (2000), it involves computations to establish which variables should be examined and which relationships to be explored from the data. Coding was done

to translate question responses into specific categories as per the research questions. The coded numbers were assigned to each answer of survey question and from these a coding lists were obtained. The coded items were entered into the computer using Statistical Package for Social Sciences (SPSS) software version 21. Both qualitative and quantitative data analysis techniques were used to analyze the data. Quantitative data was analyzed using descriptive statistics such as means, standard deviation, frequencies and percentages while content analysis was used to analyze qualitative data collected using interview schedules, where data was analyzed using a system called coding schemes where the responses are organized into themes which form the codes for analysis (Mugenda & Mugenda, 2003). The purpose of coding schemes is to categorize the data into smaller clusters of similar content to allow simple analysis of the data thematically. The analyzed data was then presented in form of tables, pie-charts and bar-graphs as applicable while the qualitative data was presented in pros.

3.10 Ethical Consideration

The researcher sought consent of all participants before commencement of the data collection. The researcher met the participants in the selected schools and the BOMs to discuss the purpose of the research, the expected time, commitment and procedure for research activities. All participants were given guarantee of confidentiality and anonymity in reporting the information provided for the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the research findings. The chapter is organized as follows: response rate, demographic data, the extent to which BoMs' provision of teachers monetary incentives influences students' academic performance at Kenya Certificate of Secondary Education; the extent to which BoMs' provision of physical facilities influences students' performance at Kenya Certificate of Secondary Education, extent to which BoMs' discipline measure influences students' performance and how boards of managements' administration of budget influences students' academic performance at Kenya Certificate of Secondary Education.

4.2 Questionnaire Return Rate

Response rate is the proportion of the sample that participated in all the research procedures. According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent response rate is good and above 70 percent response rate very good. Table 4.1 gives a summary of the response rate:

Table 4.1: Questionnaire Return Rate

Target Respondents	Sample Size	Response	Return Rate
Teachers	90	81	90
Principals	10	9	90
Board Members	10	7	70

The data analyzed in this chapter was collected from 81 teachers, 9 principals and 7 members of the Boards of Management from ten secondary schools in Suna- West Migori County. The overall response rate was rated very good in line with Mugenda and Mugenda (2003) criterion explained earlier. The response rate for the teachers and the principals was equally very good especially bearing in mind that the principals are very busy with the day to day running of the school. The response rate from the Boards of Management was considered to be high especially when one bears in mind that most Chairmen of school Boards were busy professionals who at times had tight schedules.

4.3 Demographic information

This section presents the demographic information of the respondents in the study. It provides a summary on gender, age, experience as a teacher, duration served as principal, number of years served as BOM and the level of education. The findings are presented in the subsequent sections.

4.3.1 Gender of Respondents

The study sought to determine the distribution of respondents by Gender.

The findings are presented in Table 4.2

Table 4.2: Gender of Respondents

	Principals		BOMs		Teachers	
	N	%	N	%	N	%
Male	9	100	5	71.4	60	74.1
Female			2	28.6	21	25.9
Total	9	100	7	100	81	100

Table 4.2 shows that all the principals were male. The findings further show that majority of the BOM members (71.4%) were also male. This indicates that most principals and BOM members are male.

4.3.2 Age of Respondents

The study sought to determine the age bracket to which the respondents belonged. The results are presented in Table 4.3.

Table 4.3: Age of Respondents

	Principals		BOMs		Teachers	
	N	%	N	%	N	%
20 - 29 years					52	64.2
30 - 39 years			3	42.9	19	23.5
40 - 49 years	6	66.7	3	42.9	8	9.9
Above 49 years	3	33.3	1	14.3	2	2.5
Total	9	100	7	100	81	100

According to the findings in Table 4.3 most principals (66.7%) were in the age bracket of between 40 to 49 years. The study findings further revealed that

42.9% of the BOM respondents were aged between 30 and 39 years. The same proportion was also aged between 40 and 49 years. (64.2%) of teachers were aged between 20 and 29 years. The results of the study means that while the principals were mainly those who are advanced in age (40 years and above), the teachers are mainly youthful (below 40 years).

4.3.3 Duration Served as Principal

The principals were asked to state how long they had been principals. The findings are presented in Table 4.4.

Table 4.4: Duration Served as Principal

	Frequency	Percent
Less than 3 years	3	33.3
4 - 6 years	2	22.2
Above 9 years	4	44.4
Total	9	100.0

The results show that 44.4% of the respondents have been principals for more than 9 years. The study findings mean most principals have served for long in administrative position

4.3.4 Number of Years Served as BOM

The Board of management was asked to state the number of years they had served as BOMs. The findings are presented in Table 4.5.

Table 4.5: Number of Years Served as BOM

	Frequency	Percent
Less than 3 years	4	57.1
4 - 6 years	2	28.6
7 - 9 years	1	14.3
Total	7	100.0

The findings in Table 4.5 show that most of the BOM members (57.1%) have served for less than 3 years. This means that most BOM members have not been in the school management position long enough and therefore their effect may not be fully felt.

4.3.5 Distribution by Number of Years Served as Teachers

The teacher respondents were asked to state the number of years they had served as teachers. The results are presented in Table 4.6.

Table 4.6: Distribution by Number of Years Served as Teachers

	Frequency	Percent
Less than 3 years	43	53.1
4 - 6 years	24	29.6
7 - 9 years	4	4.9
above 9 years	10	12.3
Total	81	100.0

The findings in Table 4.6 show that 53.1 percent of the teachers have served for less than three years. This indicates that they have not served long

enough in the teaching profession.

4.3.6 Distribution by Level of Education

The respondents were asked to state their levels of education. The findings are presented in Table 4.7.

Table 4.7: Distribution by Level of Education

	Principals		BOMs		Teachers	
	N	%	N	%	N	%
Masters	1	11.1			5	6.2
Bachelors	8	88.9	3	42.9	58	71.6
Diploma			1	14.2	8	9.9
Certificate			3	42.9	10	12.3
Total	9	100	7	100	81	100

The findings in Table 4.7 show that most of the principal (88.9%) have bachelor's degree. The findings also indicate that three (42.9%) BoM members have bachelor's degree while the same proportion have certificates. The results show that majority of the teachers (71.6%) had bachelor's degree. This shows that majority of the teachers, BOM members and principals are fairly educated to understand strategies applied in their schools.

4.3.7 Holding of Regular Meetings

The study was to determine whether the BoM held regular meetings. 100% of the BoM respondents acknowledged that they do hold regular meetings. This was evidenced by the BoM minutes and visitors book signed by them. The

parents were also given school newsletters reporting some of the resolutions passed during the BoM meetings.

4.4 Provision of Monetary Incentives by BOM

In this section the study sought to establish the influence of boards' of managements' provision of teachers' monetary incentives as a strategy on secondary students' performance in national examination (KCSE) which is the third objective of the study. The findings are presented in the following sections.

4.4.1 BOM Provide Monetary Incentive to Performing Teachers

The respondents were asked to state whether the BOM provided monetary incentive to performing teachers. The findings are presented in Table 4.8.

Table 4.8: BOM Provide Monetary Incentive to Performing Teachers

	Principals		BOMs		Teachers	
	N	%	N	%	N	%
Yes	3	33.3	7	100	18	22.2
No	6	66.7			63	77.8
Total	9	100	7	100	100	100

The results in Table 4.8 show that 100% of the BoM members agreed that performing teachers are given monetary incentives. The teachers are given cash rewards, bonuses during the school annual education day. The findings confirm the views on Onyango (2011) who noted that it was the responsibility of BoM to

lead and motivate the teaching staff through monetary incentives.

4.4.2 Extent Monetary Incentives Influenced Students' Performance

The principal and BOM members were asked to state the extent to which the monetary incentives influenced students' performance in the national examinations. The findings are presented in Table 4.9.

Table 4.9: Extent Monetary Incentives Influenced Student's Performance

	Principals		BOMs	
	N	%	N	%
Small extent	2	22.2		
Moderate extent	4	44.4	3	42.9
Great extent	3	33.3	4	57.1
Total	9	100	7	100

The findings in Table 4.9 revealed that principals (44.4%) indicated that monetary incentives for teachers moderately influenced student performance. 57.15 percent of the BOM indicated that the monetary incentives greatly influenced the students' academic performance. A lot of efforts were being put in during remedial classes to help students improve in their academic work. Majority of teachers reported that they are motivated to work for late hours when cash rewards are given. The findings concur with Glewwe et al (2010) who found that test score for students went up during program in which the teachers were given monetary incentives by the school management.

4.4.3 Extent Monetary Incentive Motivated Teachers to Perform

The principals and the BOMs were asked to state the extent to which the monetary incentives motivated teachers to perform better. The results are presented in table 4.10.

Table 4.10: Extent Monetary Incentive Motivated Teachers to Perform

	Principals		BOMs	
	N	%	N	%
Moderate extent	3	33.3	4	57.1
Great extent	6	66.7	3	42.9
Total	9	100	7	100

The findings in Table 4.10 show that most of the principals (66.7%) indicated that monetary incentives motivated the teachers to perform to a great extent. Asked to state how the monetary incentive motivated the teachers to perform better, most of the teacher respondents stated that the monetary incentives boosted the teachers' morale and they therefore put in more efforts in their work. The results revealed that six teacher respondents stated that the incentive being given to performing teachers created competition among the teachers on who will perform better to carry the cash home and in the end, better performance. The teachers are inspired to work harder in order to earn more money. The respondents also indicated that the monetary incentives encouraged teachers to work hard and hence complete the syllabus. The results show that four respondents stated that monetary incentive is a way of appreciating and encouraging teachers' efforts. The teachers thus feel that their contributions are

appreciated thus feel motivated.

These findings are in agreement with Ong'eng'e (2016) who observed that monetary incentives can be used as a form of motivation to the teachers to take action or application of additional input that shapes the institutional process to achieve desired school performance. The findings also supported the views of Nzuve (2010) who noted that financial incentives psychologically influenced the behavior and attitude of employees towards their performance.

4.5 BOMs' Provision of Physical Facilities on Secondary Students' performance

In this section the study sought to determine the BOMs' provision of physical facilities as a strategy on Secondary students' performance at KCSE which is the second objective. The findings are presented in the subsequent sections.

4.5.1 BOM Provides Adequate Physical Facilities

The principals and BOMs were asked to state the extent to which the BOM provided adequate physical facilities. The results were presented in Table 4.11.

Table 4.11: BOM Provides Adequate Physical Facilities

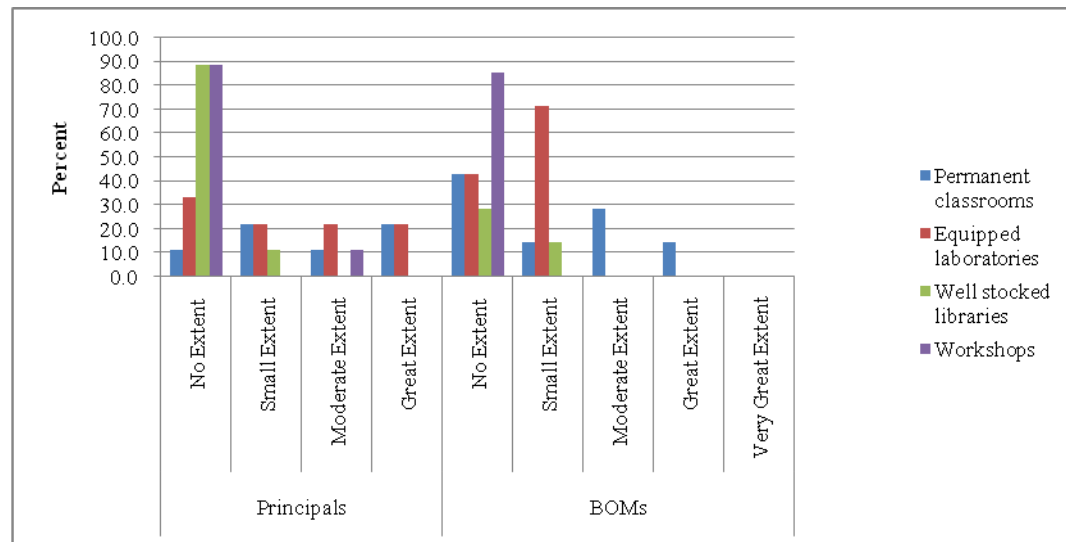
	Principals		BOMs	
	N	%	N	%
No extent	2	22.2	2	28.6
Moderate extent	7	77.8	2	28.6
Great extent			3	42.9
Total	9	100	7	100

The results in Table 4.11 show that 42.9 percent of the BOM indicate that the BOM provide physical facilities. The BOM in collaboration with the Suna-West Constituency Development Fund (CDF) have built permanent classrooms in most of the schools as reported by the principals during the interview. However, most of the schools lacked well stocked libraries. Only 2 out of the 10 schools have school libraries. The remaining schools had their books being kept in the Deputy Principals office and students and teachers are allowed to borrow for use.

4.5.2 Extent to which BOM Provide Physical Facilities

The respondents were asked to state the extent to which the BoM provided the listed physical facilities in schools on a scale of no extent, small extent, moderate extent, great extent and very great extent. The findings are presented in Figure 4.1.

Figure 4.1: Extent to which BOM Provide Physical Facilities

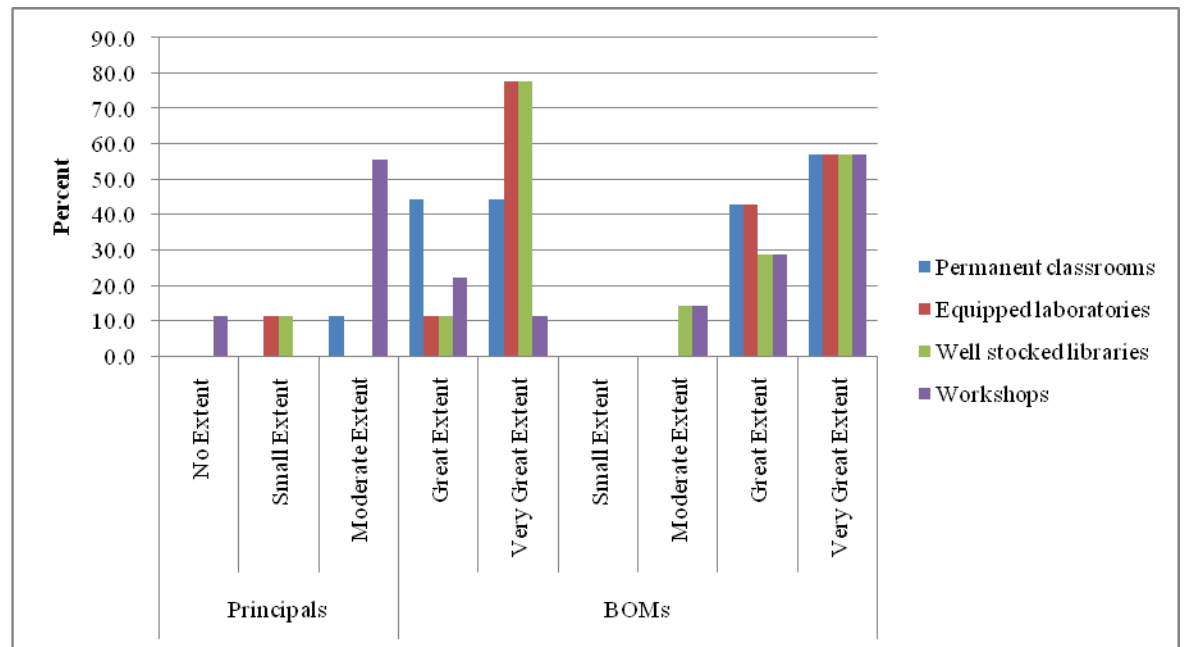


The findings in Figure 4.1 show that 88% of the principals indicated that the BOM members did not provide well stocked libraries. Most BoM members (86%) indicated that the BoMs provided no workshops in the schools. The findings further show that 70% of the BoMs indicated that they did not provided equipped laboratories. This means that the BoM members’ provision of the physical facilities was negligible.

4.5.3 Extent to which Provision of Physical Facilities Influence Students’ Performance

The respondents were asked to state the extent to which the listed physical facilities by BoMs influenced the students’ performance in the national examinations on a scale of no extent, small extent, moderate extent, great extent and very great extent. The findings are presented in Figure 4.2.

Figure 4.2: Extent to which Provision of Physical Facilities Influence Students' Performance



The findings in Figure 4.2 show that majority of the principals (88%) indicated that the provision of equipped laboratories and well stocked libraries greatly influenced the students' performance in the national examinations. The results further show that 44% of the principals indicated that permanent classrooms influenced the students' performance. 57% of the principals indicated that workshops influenced students' performance to a moderate extent. The findings show that 58% of the BoMs indicated that the provision of permanent classrooms, equipped laboratories, well stocked libraries and workshops all influenced the performance of the students in national examinations.

The findings of the study concur with Mungunju (2008) who found that physical facilities influenced teacher performance as inadequate facilities led to

teacher dissatisfaction. The findings further agreed with Orina (2008) who also found that physical facilities were essential for teacher performance.

4.6 BOMs' Student Discipline Measure on Students' Performance in KCSE

In this section the study sought to determine the influence of boards' of managements' student discipline measure as a strategy on secondary students' performance at KCSE. The findings are presented in the following sections.

4.6.1 Code of Conduct in School

The principals and BoM members were asked to state whether there was code of conduct for students. 100% of the respondents reported that there is code of conduct in all the schools. The school has stipulated rules and regulations issued to students and parents which they do have to sign during admission. The school rules and regulations are also displayed on the school notice board as reported by the teachers.

4.6.2 School Management Involve Students in Decision Making

The principals and BoMs were asked to state the extent do the school management involved the students in decision making when planning school rules and regulations. The findings are presented in Table 4.12.

Table 4.12: School Management Involve Students in Decision Making

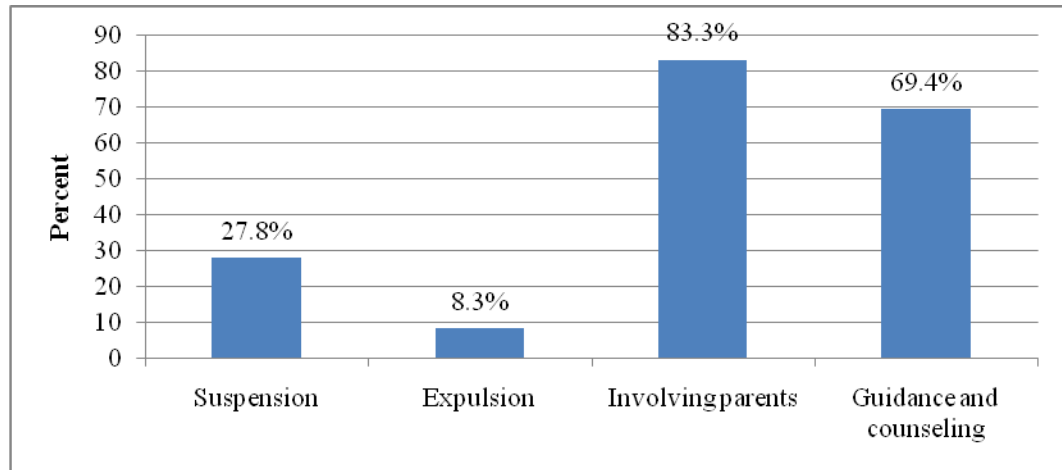
	Principal		BOM	
	N	%	N	%
Small extent	2	22.2	2	28.6
Moderate extent	2	22.2	4	57.1
Great extent	5	55.6	1	14.3
Total	9	100.0	7	100.0

The findings in Table 4.12 show that most of the principals (55.6%) indicated that the school management greatly involved the students in decision making when planning school rules and regulations. 57.1 percent of the BOMs assert that the BoM involved the students in decision making. The findings mean that the management largely involved the students in decision making when planning school rules and regulations.

4.6.3 Disciplinary Measures used by the BOM

The teachers were asked to state the disciplinary measures that were used by the BOM on the students. The findings are presented in Figure 4.3.

Figure 4.3: Disciplinary Measures



The findings in Figure 4.3 show that 83.3% of the BoM agreed that the BoM uses involving of parents as a disciplinary measure. During the interview by the principals it was reported that parents are always called upon by the school administration in cases that their children have inappropriate behavior. The parents and students are required to sign the “black book” during gross misconduct discussed in the disciplinary committee. However, expulsion as a disciplinary measure is least applied as it is considered by teachers, principals and BoM as time consuming and disrupts students’ instructional programs.

The BoMs and the principals were asked to state how the various discipline measures used by the BoM would influence the student performance. All the respondents indicated that both suspension and expulsion would negatively impact on the student performance. However, all the respondents again indicated that both involvement of the parents and guidance and counseling would improve the student performance. These sentiments were echoed by the teachers

who stated that suspension and expulsion would negatively influence the student performance while parental involvement and guidance and counseling would have a positive influence on the student performance.

The study established that other disciplinary measures used by the BoM on student performance included manual work such as cleaning the school compound and slashing the grass among others, peer counseling, mentorship programs, pastoral counseling.

4.7 BOMs' Administration of Budget and Students Performance in KCSE

In this section the study sought to determine the BoMs' administration of budget as a strategy influence of secondary students' performance at KCSE, which is the fourth objective of the study. The findings are presented in subsequent sections

4.7.1 Adequate Funding Allocated for Purchase of Books

The principals and teachers were asked to state the extent to which the BoMs had allocated adequate funding for the purchase of books of a scale of no extent, small extent, moderate extent, great extent and very great extent. The findings are presented in Table 4.13.

Table 4.13: Adequate Funding Allocated for Purchase of Books

	Principal		Teachers	
	N	%	N	%
No extent			4	4.9
Small extent			16	19.8
Moderate extent	4	44.4	39	48.1
Great extent	5	55.6	19	23.5
Very great extent			3	3.7
Total	9	100.0	81	100.0

The results in Table 4.13 show that 55.6 percent of the principals indicated that the BoM had allocated adequate funds for the purchase of books to a great extent. The BoM members in charge of procurement do approve the school allocation for procurement of the instructional materials and signing of the invoices by parents' representatives upon delivery of the materials. The teachers acknowledged that the students are not required to pay for the books. The findings concur with Ngigi (2007) who found that the BoM through prudent management were providing better teaching and learning materials.

4.7.2 Adequate Funding Allocated for Symposium

The principal and the teacher respondents were asked to state the extent to which the BOM had allocated adequate funding for symposiums. The findings are presented in Table 4.14.

Table 4.14: Adequate Funding Allocated for Symposium

	Principal		Teacher	
	N	%	N	%
No extent			30	37.0
Small extent	7	77.8	27	33.3
Moderate extent	2	22.2	23	28.4
Great extent			1	1.2
Total	9	100.0	81	100.0

The findings in Table 4.14 show that majority of the principals (77.8%) indicated that the BoMs did not allocate adequate funds for symposium. The teachers reported that the students could not attend several educational trips invited by other schools due to lack of funding from the school management.

4.7.3 BoMs Role in Budget Administration

The respondents were asked to state the extent to which they agreed with the statements about the BoMs budget administration. This was on a scale of strongly disagree (SD), disagree (D), neutral (N), agree (A) and strongly agree (SA). The findings are presented in Table 4.15.

Table 4.15: BoMs Role in Budget Administration

Role of BoM	Principals					BOMs					Teachers				
	SD (%)	D (%)	N (%)	A (%)	SA (%)	D (%)	N (%)	A (%)	SA (%)	SD (%)	D (%)	N (%)	A (%)	SA (%)	
-BOM has financial management procedure and criteria		22.2		33.3	44.4		85.7	14.3		4.9	9.9	30.9	43.2	11.1	
-Division of duties among BOMs	11.1		22.2	22.2	44.4		85.7	14.3		7.4	9.9	28.4	42	12.2	
-BOM makes school reports to inform stakeholders on financial expenditure		11.1	11.1	33.3	44.4		42.9	14.3	42.9	12.3	16.0	27.2	35.8	8.6	
-BOM reviews school financial statement to ensure resources deployed in accordance with needs	11.1			44.4	44.4	14.3	85.7				15	32.1	42.0	11.1	
-BOM conducts value for money audit	11.1		33.3	11.1	44.4		42.9	57.1		12.3	7.4	24.7	49.4	6.2	

The findings in Table 4.15 show that 77.7% majority agreed with the statement that the BoM has financial management procedure and criteria. This was echoed by 54.3% of the teachers. However, majority of the BoMs (85.7%) nether neither agreed nor disagreed with the statement. The principals and BoM acknowledged that the school expenditure has to be approved by the BoM chairperson. This means that the school BoMs had financial management procedures.

The results show that 66.6% of the principals and 54.2% of the teachers agreed that there was division of duties among the BoMs. Majority of the BoMs (85.7%) neither agreed nor disagreed with the statement that the BoM had division of duties. This means that to a large extent, there was division of labor among the BoMs. The BoM carry out their duties through

different committees such as procurement committee, disciplinary committee. This means that the management duties are divided among the BoM members.

The results of the study show that 77.7% of the principals agreed that the BoMs make school report to inform the stakeholders on financial expenditure. There is annual meeting where the school management reports on financial expenditure as well as proposals for expected school budget and development for the school. Statements on the amount the school received from the government is also displayed on boards in most of the principals' offices.

The findings revealed that majority of the respondents (88.8%) agreed with the statement that the BoMs reviewed school financial statement to ensure resources deployed in accordance with the students' needs. The findings show that 86.7% of the BoMs neither agreed nor disagreed with the statement. This means that the BoMs reviewed school financial statement to ensure resources deployed in accordance with students' needs.

4.7.4 Allocation of Finance Resources has been a challenge

The principal respondents were asked to state whether the allocation of financial resources had been a challenge in the implementation of curriculum. The findings are presented in Table 4.16.

Table 4.16: Allocation of Finance Resources has been a challenge

	Frequency	Percent
Yes	7	77.8
No	2	22.2
Total	9	100.0

The results in Table 4.16 show that majority of the school principals, teachers and BoM members (77.8%) indicated that indeed the financial allocation was a challenge to the implementation of curriculum. The findings mean that financial resource allocation influenced the implementation of curriculum.

Asked to recommend solution to the challenge, two respondents stated that the school should source for more funds. The results show that respondents indicated that allocation of financial resources should be improved. The results revealed that four respondents indicated that the government should increase capitation to all students. The respondents also indicated that other stakeholders in the education should be encouraged to consider taking up needy students and pay their school fees.

4.8 Secondary School Students' Performance in KCSE

In this section the study sought to determine the performance of the students at the KCSE in Suna-West and how it is influenced by the BOMs strategies. The findings are presented in the following sections.

4.8.1 Student Performance between 2012-2016

The study sought to determine the performance of the respondent schools for the periods between 2012-2016. The findings are presented in Table 4.17.

Table 4.17: Student Performance between 2012-2016

Year	Mean	Std Dev
2012	3.33	0.231
2013	3.79	0.008
2014	4.24	0.496
2015	3.94	0.424
2016	2.63	0.420

The results in Table 4.17 show that average performance for the year 2012 was 3.33. The findings further shows that the year 2014 had the highest mean score (4.24) while the year 2016 recorded the poorest performance of a mean score of 2.63. The standard deviation for all the period was less than one implying that there were no variances in the responses. This means that on average, the academic performance of the schools was generally low.

4.8.2 Influence of BOMs' Strategies on Students' Performance in KCSE

The study performed a regression analysis to test the relationship between the BoMs' strategies namely monetary incentives, provision of physical facilities, disciplinary measures and budget administration on the students' performance in the national examinations. The findings are presented in Table 4.18.

Table 4.18: Relationship between BOMs’ Strategies and Students’ Performance

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	-.640	6.178		-.104	.022
Monetary incentive	.265	1.016	.208	.261	.007
Physical facility	.499	.517	.440	.966	.009
Disciplinary measure	-.104	1.016	-.081	-.103	.023
Budget administration	.748	1.544	.417	.484	.003

R Squared = .613
F Statistic = .578 p-value = 000

The findings in Table 4.18 show that the R squared (coefficient of determination) was 0.613 implying that 61.3% of the variance in the students’ performance in the national examinations is explained by the BoMs’ strategies. The study further show that F-statistics was 0.578 with a p-value of 0.000 which is less than 0.05, hence the test is statistically significant. The regression results show that there is a positive effect of BoMs’ monetary incentive on the performance of the students in the national examinations. The findings mean that a unit change in monetary incentive would result into a 0.265 change in the national examination grade.

The findings further show that there was a positive effect of BoMs’ provision of physical facilities such as classrooms, equipping laboratories stocking libraries among others and the students’ performance in the national examinations. The

findings mean that a unit change in the physical facilities would result into a 0.499 change in the students' performance in the national examinations.

The study findings show that there was a negative effect of BoMs' disciplinary measures such as suspension, expulsion, among others on the performance of the students in the national examination. The study findings mean that a unit change in the disciplinary measures will result into a change in the opposite direction of 0.104 in the students' performance in the national examination.

Last but not least, the results show that there was a positive effect of BoMs' budget administration and the students' performance in the national examination. The findings mean that a unit change in budget administration will result into a 0.748 change in the students' performance in the national examination. All the tests were statistically significant as all the p-values were less than 0.05.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations, and suggestions for further research. This is done in a way that addresses the research questions. The section starts by stating the purpose and objectives of the study followed by the research methodology. The major findings of the study are then summarized from where the conclusions are made and the possible recommendations stated.

5.2 Summary of study

The purpose of this study was to investigate the influence of Boards of Management's strategies on secondary students' performance at the Kenya Certificate of Secondary Education in Suna-West, Migori County. Research question one sought to the extent to which the BOMs' provision of teachers' monetary incentives as a strategy influenced students' academic performance in the Kenya certificate of secondary education. The second research question was to determine how BOMs' provision of physical facilities as a strategy influenced students' academic performance in KCSE. The third research question was to establish the extent BOMs' discipline measure as a strategy influenced students' academic performance in KCSE. The last research question was to find out how BOMs administration of school budget as a strategy influences secondary

students' academic performance at KCSE in Suna -West Migori County.

The study used descriptive survey design in which it targeted 110 respondents comprising of 10 principals, 90 teachers and 10 out of which 9 principals, 7 BOMs and 81 teachers responded by completing the questionnaire and returning to the researcher. Data was analyzed both qualitatively and quantitatively.

The findings revealed that according to most principal respondents (66.7%) and teacher respondents (77.8%), the BOMs never provide monetary incentive to teachers. However, all the BOM respondents indicated that the BOM provided monetary incentives to the teachers. The study established that 44.4% of the principal respondents stated that monetary incentives influenced student performance to a moderate extent. The findings further show that 33.3% of the principals indicated that the monetary incentive influenced the students' performance to a great extent. Majority of the BOM respondents (57.1%) indicated that the monetary incentive influenced the students' academic performance to a great extent. Most principal respondents (66.7%) indicated that monetary incentives motivated the teachers to perform. The findings revealed that 42.9% of the BOM respondents stated that monetary incentives motivated teachers to perform. Most respondents stated that monetary incentives boosted the teachers' morale and they therefore put in more efforts in their work.

The study established that majority of the principal respondents indicated

that the BOM provided adequate physical facilities only to a moderate extent. The results show that 42.9% of the BOM respondents indicated that the BOM provided physical facilities to a great extent. Majority of the principal respondents and BOM respondents (88% and 86% respectively) indicated that the BOM did not in any way provide well stocked libraries and workshops. The findings further show that 70% of the BOMs indicated that the BOMs provided equipped laboratories only to a small extent. According to 88% of the principal respondents and 58% of the BOM respondents, the provision of equipped laboratories and well stocked libraries to a very great extent influenced the students' performance in the national examinations. 57% of the principals indicated that workshops influenced students' performance to a moderate extent.

The study findings established that all the principal and BOM respondents agreed that there was a code of conduct for the students. Most of the principal respondents (55.8%) indicated that the school management to a great extent involved the students in decision making when planning school rules and regulations. According to 57.1% of the BOM respondents, the management involved the students in decision making to a moderate extent. The study findings revealed that the most disciplinary measure (83.3%) that was used by the BOM on the student performance was involvement of the parents. The findings further show that 69.4% of the respondents indicated that the BOM used guidance and counseling on student performance. The findings show that suspension was used minimally (27.8%). According to the principals and the BOMs, both suspension

and expulsion would negatively impact on the student performance. However, both involvement of the parents and guidance and counseling would improve the student performance.

The study established that according to 55.6% of the principal respondents, the BOM had allocated adequate funds for the purchase of books to a great extent while 44.4% stated that this was so to a moderate extent. The results showed that 48.1% of the teacher respondents indicated that the BOM had allocated adequate funding for the purchase of books to a moderate extent. Majority of the principals (77.8%) indicated that the BOMs only allocated adequate funds for symposiums to a small extent. The study findings revealed that majority of the principal respondents (77.7%) agreed that the BOM has financial management procedure and criteria same as 54.3% of the teacher respondents. Most of the principal and teacher respondents (66.6% and 54.2% respectively) agreed that there was division of duties among the BOMs. The findings further revealed that most of the principal and teacher respondents (77.7% and 57.2% respectively) agreed that the BOMs make school report to inform the stakeholders on financial expenditure. Majority of the principal and teacher respondents (88.8% and 53.1% respectively) agreed with the statement that the BOMs reviewed school financial statement to ensure resources deployed in accordance with needs. The results showed that majority of the respondents (77.8%) indicated that financial allocation was a challenge to the implementation of curriculum.

The results revealed that the average performance for the year 2012 was

3.33. The year 2014 had the highest mean score (4.24) while the year 2016 recorded the poorest performance of a mean score of 2.63. Regression results revealed a strong coefficient of determination (R squared) of 0.613 implying that 61.3% of the variance in the students' performance in the national examinations is explained by the BOMs' strategies. There was a positive relationship between all the BOMs strategies save for disciplinary measure and the students' performance in KCSE. The findings revealed that only disciplinary measure by the BOM had a negative effect on the students' performance in KCSE.

5.3 Conclusion

Based on the findings, it was concluded that the BoMs provided monetary incentive to the teachers. However, monetary incentive was found to have a positive effect on the students' performance in KCSE.

There is a link between the provision of physical facilities such as libraries, laboratories, classrooms and workshops and enhanced students performance in KCSE.

The study concludes that the BoMs and the school management used various disciplinary measures such as parental involvement and guidance and counseling. Disciplinary measures had a negative effect on the students' performance in KCSE especially suspension and expulsion.

As to BoMs administration of school budget and how it influenced secondary students' academic performance at KCSE, the study concludes that

BoMs had adequate allocation for the purchase of books. The BoMs made school reports to inform the stakeholders on financial expenditure. The budgetary administration that allowed purchase of books had a positive effect on the students' performance I KCSE.

Therefore, the BoMs strategies have either a positive or negative effect on the performance of the students' in KCSE.

5.4 Recommendations

The study makes the following recommendations:

The Board of Management in secondary schools in Suna West should lay emphasis on the strategies such as monetary incentives to boost teacher morale thereby motivating them to work extra hard and achieve their goals thereby enhancing the student performance in KCSE. They should equally ensure that the physical facilities in the schools such as libraries are well stocked and laboratories well equipped to enhance student performance. More budgetary allocation should be channeled towards the purchase of books and such activities as symposium with the aim of enhancing the students' academic performance at KCSE.

The principals should identify which teachers are hardworking and recommend for monetary incentive by the Board of Management to encourage more teachers to work hard towards achieving the goals of the school and hence enhance the performance of the school. The principal should identify which physical facilities are lacking in the school and recommend to the Board of Management. The Principals further should advice the BoM on which areas are

lacking and therefore need more budgetary allocation with the aim of enhancing students' academic performance. The principals should encourage employment of guidance and counseling and parental involvement as a more effective disciplinary measure aimed at enhancing student performance in the KCSE.

The teachers should lay more emphasis on their work as they are directly in charge of the students' performance therefore should remain motivated to assisting the students achieve their academic goals which is good performance at the KCSE.

The parents should collaborate with the school especially on matters discipline of their children whenever needed in the school by the school management as this will enhance performance of the students at the KCSE. Without resources, it may also be impossible for the BOMs to provide physical facilities and budgetary allocation for the purchase of essentials such as books among others. The parents should therefore pay school fees on time.

The Ministry of Education should ensure that the funds for the schools are released on time to enable the school management to have the resources to perform their roles effectively for delay would mean that the BOMs do not have the much needed resources to undertake their roles of provision of budgetary administration.

Without the knowledge of their roles, it would be impossible for the BOMs to be effective in executing their mandate. The Kenya Education Management Institute which is mandated with offering management training to

the school managers should intensify its training to the BOMs to equip them with the skills necessary to discharge their duties in the school management.

The Quality Assurance and Standards Officers are in charge of the supervision of the running of the schools and must therefore ensure that the BOMs discharge their roles as motivation of teachers, provision of physical facilities, disciplinary measures and budgetary administration effectively providing recommendations for improvement where necessary.

5.5 Suggestions for Further Research

This study was done of the effect of BoMs strategies on the performance of students in the national examinations where the focus was on monetary incentives, budget administration, disciplinary measures and provision of physical facilities only. The performance of students is not limited to these four variables and therefore, further research should look at the effect of other factors such as school safety on students' performance in KCSE. This study was done on secondary schools in Suna-West, Migori County only. Similar studies should be replicated in other parts of the county.

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APPENDICIES
APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

P.O. Box 30197

Nairobi

8th June, 2017

To

The principal

Dear Sir/Madam

REF: REASEARCH

I am a post graduate student pursuing a master of education degree (M Ed) at university of Nairobi. I am required to submit as part of my research work assessment, a project on **influence of BOM strategies on secondary students' performance at national examination in Suna-West Sub County**. To achieve this you have been selected to participate in the study. I do request you to fill attached questionnaire to generate data required for the study. This information will be used for purely academic purpose and will be treated with confidence.

Your name will not be mentioned in the report.

Your assistance will be highly appreciated

Thank you in advance

Yours faithfully

Ogola Carrolyne Akinyi

APPENDIX II:
QUESTIONNAIRE FOR PRINCIPALS

Instructions

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

Section I: Respondents Demographic Data

1. What is your gender? Male Female
2. Which age group do you belong to?
 20-29 years 30-39 years 40-49 years
 above 49 years
3. How many years have you served as a principal?
 Less than 3 years 4-6 years 7-9 years above 9 years
4. What is your highest education level?
 Masters Bachelor's degree Diploma
 Certificate Others (specify).....

Section II: Provision of monetary incentives by the BOM to Influence Student Performance

5. a) Does the BOM provide monetary incentives to performing teachers?
 Yes No
- b) If yes which ones? -----
6. Extent to which monetary incentives influence students' performance at national examinations?
 No extent Small extent
 Moderate extent Great extent
 Very great extent
7. To what extent do monetary incentives motivate teachers to perform better?
 No extent Small extent Moderate extent
 Great extent Very great extent

Section III: Provision of Physical Facilities Influence on Students Performance

8. To what extent does the BOM provide adequate physical facilities?

No extent [] Small extent [] Moderate extent []
Great extent [] Very great extent []

9. To what extent does the BOM provided the following physical facilities in your school on a scale of 1-5 where 1 represents no extent, 2= small extent, 3= moderate extent, 4 = great extent and 5 = very great extent?

	1	2	3	4	5
i. Permanent Classrooms	[]	[]	[]	[]	[]
ii. Equipped laboratories	[]	[]	[]	[]	[]
iii. Well stocked library	[]	[]	[]	[]	[]
iv. Workshops	[]	[]	[]	[]	[]

10. To what extent do the provision of the following physical facilities by the BOM influence the students' performance in the National examinations on a scale of 1-5 where 1 represents no extent, 2= small extent, 3= moderate extent, 4 = great extent and 5 = very great extent?

	1	2	3	4	5
i. Permanent Classrooms	[]	[]	[]	[]	[]
ii. Equipped laboratories	[]	[]	[]	[]	[]
iii. Stocked library	[]	[]	[]	[]	[]
iv. Workshops	[]	[]	[]	[]	[]

Section IV: BOMs Disciplinary Measure and Effect on Students Performance.

11. Is there code of conduct for students? Yes [] No []

12. To what extent do the school management involve the students in decision making when planning rules and regulations? No extent

[] Small extent [] Moderate extent [] Great extent
[] Very great extent []

13. When does the school use suspension as a disciplinary measure on student's misconduct? _____

14 How do the disciplinary measures used by the BOM influence the students' performance?

- i. Suspension_____
- ii. Expulsion_____
- iii. Involving parents_____
- iv. Guidance and counseling_____

15. a) Which method of disciplinary measure negatively influence the student performance_____

b) Which method of disciplinary measure positively influence the student performance_____

16. What other strategies does the school use to discipline students?

- i) -----ii-----iii-----

Section V: Budget administration.

17. To what extent do the BOM allocate adequate funding for each of the following on a scale of no extent, small extent, moderate extent, great extent and very great extent.

	No extent	Small extent	Moderate extent	Great extent	Very great extent
Purchase of books?	[]	[]	[]	[]	[]
Symposiums	[]	[]	[]	[]	[]

To what extent do you agree with the following statements about BOM budget administration (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

Statement	1	2	3	4	5
18.BOM has financial management procedure and criteria					

19. There is division of duties among the board members involved in the budget implementation process					
20. BOM make school reports to inform the stakeholders of the school financial expenditure					
21. BOM usually review school financial statement to ensure resources are deployed in line with students needs					
22. BOM conduct value for money audit so as to assess and document the financial expenditure					

23. Has a location of financial resources been a challenge in the implementation of curriculum?-----

24. What would you recommend as solutions to the challenges?

i.....

ii.....

Section VI: Performance

25. Indicate performance of students in your school in the year 2012-2016 (give the figures)

Year	School mean scores
2012	
2013	
2014	
2015	
2016	

26. Suggest possible ways of improving students' academic performance in line with teachers motivation and students discipline measures

i _____

ii _____

iii _____

iv _____

THANK YOU

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Instructions

You are kindly requested to answer the questions below in the spaces provide. You are also requested not to write your name anywhere in this questionnaire so that your responses remain anonymous and confidential.

Section I: Demographic Data

1. What is your gender? Male Female
2. Which age group do you belong to? 20-29 years 30-39 years
40-49 years above 49 years
3. How many years have you served as a teacher? Less than 3 years
4-6 years 7-9 years above 9 years
4. What is your education level? Masters Bachelor's degree
Diploma Certificate

Section II: Provision of Monetary Incentives

5. a) Does the BOM provide monetary incentives to performing teachers?
Yes No
- b) If yes list which ones? i -----ii-----iii-----

7. In your opinion, how does monetary incentives motivate teachers to perform better? -----

- 9 Which disciplinary measures are used by the BOM on the students' performance?
i.Suspension_____
- ii.Expulsion_____
- iii. Involving parents_____
- iv. Guidance and counseling_____

10. a) Which method of disciplinary measure negatively influence the student performance_____

b) Which method of disciplinary measure positively influence the student performance_____

11. What other strategies does the school use to discipline students?

Section V: Budget administration.

12. To what extent do the BOM allocate adequate funding for

No Small Moderate Great Very great
 extent extent extent extent extent

i. Purchase of books? [] [] [] [] []

ii. Symposiums [] [] [] [] []

To what extend do you agree with the following statements about BOM budget administration (1) strongly disagree (2) disagree (3) neural (4) agree (5) strongly agree

Statement	1	2	3	4	5
13.BOM has financial management procedure and criteria					
14. There is division of duties among the board members involved in the budget implementation process					
15.BOM make school reports to inform the stakeholders of the school financial expenditure					
16.BOM usually review school financial statements to ensure resources are deployed in line with students' needs					
17.BOM conduct value for money audit so as to assess and document the financial expenditure					

18. Has a location of financial resources been a challenge in the implementation of curriculum?-----

21. Suggest possible ways of improving students' academic performance in line with teachers motivation and students discipline measures

i _____

ii _____

THANK YOU

APPENDIX IV

QUESTIONNAIRE FOR BOARD MEMBERS

Instructions.

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

Section I: demographic data.

- 1. Please indicate your gender. Male Female
- 2. Please indicate your age bracket? 20-29 years 30-39 years 40-49 years above 49 years
- 3. Please state the number of years you have served as a BOM member. Less than 3 years 4-6 years 7-9 years Above 9 years
- 4. Please indicate your education level Masters Bachelor's degree Diploma Certificate Others (specify).....

Section II: Board of Management Practices

- 5. For how long have you been a member of this school BOM?
1- 2years 3-4years 5 and above years
- 7. Do you hold regular meetings with principal to discuss school governance issues? Yes No

Section II: Provision of monetary incentives by the BOM to Influence Student Performance

- 5. a) Does the BOM provide monetary incentives to performing teachers?
Yes No
- b) If yes which ones? -----
- 6. Extent to which monetary incentives influence students' performance at national examinations? No extent Small extent
Moderate extent Great extent Very great extent

7. To what extent do monetary incentives motivate teachers to perform better?

No extent [] Small extent [] Moderate extent []

Great extent [] Very great extent []

Section III: Provision of Physical Facilities Influence on Students Performance

8. To what extent does the BOM provide adequate physical facilities?

No extent [] Small extent [] Moderate extent []

Great extent [] Very great extent []

9. To what extent does the BOM provided the following physical facilities in your school on a scale of 1-5 where 1 represents no extent, 2= small extent, 3= moderate extent, 4 = great extent and 5 = very great extent?

	1	2	3	4	5
i. Permanent Classrooms	[]	[]	[]	[]	[]
ii. Equipped laboratories	[]	[]	[]	[]	[]
iii. Well stocked library	[]	[]	[]	[]	[]
iv. Workshops	[]	[]	[]	[]	[]

10. To what extent do the provision of the following physical facilities by the BOM influence the students' performance in the National examinations on a scale of 1-5 where 1 represents no extent, 2= small extent, 3= moderate extent, 4 = great extent and 5 = very great extent?

	1	2	3	4	5
i. Permanent Classrooms	[]	[]	[]	[]	[]
ii. Equipped laboratories	[]	[]	[]	[]	[]
iii. Stocked library	[]	[]	[]	[]	[]
iv. Workshops	[]	[]	[]	[]	[]

Section IV: BOMs Disciplinary Measure and Effect on Students Performance.

11. Is there code of conduct for students? Yes [] No []

12. To what extent do the school management involve the students in decision making when planning school rules and regulations? No extent [] Small extent [] Moderate extent [] Great extent [] Very great extent []

13. When does the school use suspension as a disciplinary measure on student's misconduct? _____

14 How do the disciplinary measures used by the BOM influence the students' performance?

v. Suspension _____

vi. Expulsion _____

vii. Involving parents _____

viii. Guidance and counseling _____

15. a) Which method of disciplinary measure negatively influence the student performance _____

b) Which method of disciplinary measure positively influence the student performance _____

16. What other strategies does the school use to discipline students?

i _____

ii _____

Section V: Budget administration.

To what extend do you agree with the following statements about BOM

budget administration (1) strongly disagree (2) disagree (3) neural (4) agree

(5) strongly agree

Statement	1	2	3	4	5
18.BOM has financial management procedure and criteria					
19.There is division of duties among the board members involved in the budget implementation process					
20.BOM make school reports to inform the stakeholders of the school financial expenditure					
21.BOM usually review school financial statements to ensure resources are deployed in line with students' needs					
22.BOM conduct value for money audit so as to assess and document the financial expenditure					

THANK YOU

APPENDIX V
INTERVIEW SCHEDULE FOR PRINCIPALS

Bio data information

Gender

Designation


Qualification

1. Is there reward policy for teachers in your school?
2. What are some of the monetary rewards given by the BOM?
3. What is the motivation to give incentives to teachers?
4. Do provision of incentives influence student's performance in KCSE?
5. What are some of the physical facilities provided by BOM in your schools?
6. How do you link BOM provision of physical facilities to student's performance in KCSE?
7. To what extent do you involve the students in making school rules and regulations?
8. What are some of the disciplinary measures used by BOM?
9. Which methods of discipline negatively affects student's performance?
10. Has administration of budget posed any challenge in the implementation of the school curriculum?
11. What would you recommend as a solution to these challenge

APPENDIX VI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/17/86186/17728**
MS. CAROLYNE AKINYI OGOLA **Date Of Issue : 10th July,2017**
of UNIVERSITY OF NAIROBI, 25530-100 **Fee Recieved :Ksh 1000**
NAIROBI,has been permitted to conduct
research in Migori County
on the topic: INFLUENCE OF BOARDS OF
MANAGEMENTS' STRATEGIES ON
STUDENTS' PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY
EDUCATION IN SUNA WEST, MIGORI
COUNTY
for the period ending:
7th July,2018



Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation

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/17/86186/17728**

Date: **10th July, 2017**

Carrolyne Akinyi Ogola
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 Managements’ strategies on students’ performance in Kenya Certificate of Secondary Education in Suna West, Migori County,”* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **7th July, 2018.**

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

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

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

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.