

**EFFECTIVENESS OF STAKEHOLDERS INVOLVEMENT IN RESOURCE
MANAGEMENT ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN UGUNJA SUB-COUNTY SIAYA COUNTY**

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

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DECLARATION

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

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E55/80685/2015

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

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DEDICATION

This work is dedicated to my daughter Ruphine, sister Esther and my mum Margaret who were very patient with me during the study period. May God almighty bless them abundantly.

ACKNOWLEDGEMENT

Appreciation and gratitude to my supervisors; Dr. Dorice Khatete and Dr Mercy Mugambi for their guidance throughout my project work. My larger family; brothers and sisters who were a great source of encouragement to me. I acknowledge my lecturers in Kisumu campus for their contribution to my coursework and the development of this project work. I also acknowledge my fellow course mates who were a source of encouragement throughout the project work. I also wish to thank the teachers, parents and the school board of management who provided me with data for this research. Assistance from the librarian at the University of Nairobi Kisumu campus is highly acknowledged.

ABSTRACT

The purpose of this study was to establish the effectiveness of stakeholders' involvement in resource management in public primary schools on pupils' academic performance in Ugunja Sub-County, Siaya County. The study was guided by four research objectives. The research objectives sought to determine the effectiveness of teacher involvement in resource management on pupils performance in KCPE; establish the effectiveness of parents involvement in resource management on pupil's performance in KCPE; determine the effectiveness of BOM involvement in resource management on pupils performance in KCPE; and lastly assess the effectiveness of sponsors involvement in resource management on pupils academic performance in KCPE in public primary schools in Ugunja Sub-County, Siaya County. The study was based on Henry Fayols' management theory (1925). The study adopted a descriptive survey design. The target population comprised of the 820 teachers; 67 parents' representatives, and 67 BoM chair persons. The study sampled 164 teachers through simple random sampling, 14 parents' chairpersons and 14 BOM chairpersons through purposive sampling method. Twenty percent of the population, in all the strata's was considered for study. This study used both primary and secondary data. Secondary data was obtained from KCPE results for the last five years. This included the mean grades over the five years. The study used questionnaires which were administered to teachers, BOM, and parents. Data were analyzed by using statistical package for social science (SPSS) in determining the correlation then presented in tables for easy interpretation and drawing conclusion. Findings revealed that involvement of stakeholders: teachers, BOM, parent and sponsors in resource management affects pupils, academic performance. The study recommend that there is need to ensure there is coordination between different stakeholders in the area of resource management.

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ABBREVIATIONS AND ACROMYMS

BOM	Board of Management
EFA	Education For All
K.C.P.E	Kenya Certificate of Primary Education
K.C.S.E	Kenya Certificate of Secondary Education
KCPE	Kenya Certificate of Primary Education
KEMI	Kenya Education Management Institution
KESSP	Kenya Education Sector Support Programs
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
KRTs	Key Resource Teachers
MOE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
NCST	National Council of Science and Technology
PTE	Primary Teacher Education
QASO	Quality Assurance Officer
ROK	Republic of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education remains the most vital strategy for the development of the society throughout the world (Mokoena, 2012). According to Jomtien Conference (1990), one of the main objectives of developing countries and international organizations in the educational sector is to make basic education available to all. This means the need to meet the basic learning needs of all children, youth and adults.

Since the world conference on Education for All (EFA), the expansion and improvement of basic education has been the main agenda in the action plans prepared by educational authorities in majority of developing countries. The convention on the Right of The Child ratified by over 160 states has helped establish education not only as a necessity but also as a fundamental right (Jomtien, 1990). Because of these, enrolment in schools has grown considerably and the number of schools has doubled and that of teachers tripled. Both in Asia and Latin America the education systems of many countries now have sufficient capacity to attend to their whole school age population, and are already in a position to ensure universal access to primary education (Lockheed and Verspoor, 1991).

Cheng and Cheung (2003) have observed that efforts to enhance organizational performance have featured stakeholders' involvement in schools corporate governance. Involvement in governance has been acknowledged as an essential ingredient in quest for better school performance. This is in terms of involvement of teachers, pupils, parents and BOM. For

example, (Fullan, 1999) assert that high levels of parental involvement in school governance, has a direct link with the school's academic performance.

A study conducted in Philippine public school indicated that effective involvement of stakeholders in corporate governance would lead to a more democratic approach in which planning and decision making are developed to the individual schools which lead to high academic performance (Zoega, Valdimarsdoffir and Hernandez –Diaz, 2012)

Although it is the policy of the Government of Kenyan to ensure the delivery of quality education in schools, performance has remained poor despite the various interventions by policy makers and implementers. According to (Caldwell, 1998) schools need support of the other stakeholders such as teachers, parents, community leaders and students to succeed. However in Ugunja Sub-County various stakeholders do not participate fully in education matters contributing to poor academic performance.

1.2 Statement of the Problem

The education Act provides guidelines for the head teachers and the governing body on their roles and responsibilities managing the affairs of the school. However, some members of the governing bodies and head teachers either have little or no knowledge of the education Act or simply misinterpret it, which leads to many schools experiencing resource mismanagement and poor pupils academic result (Okwach, and George 1997). Despite the Ministry of Education providing Management training through the Kenya Educational Management Institute (KEMI), many schools still encounter problems in financial and resource management in Ugunja Sub-County. Performance of primary schools in Kenya

Certificate of Primary Education Examinations (KCPE) in Ugunja sub County has been declining over the years. This has contributed to frustrations among parents, teachers, and community. This is because KCPE results are used for secondary school placement and other accountability purposes. The trend depicts declining performance in K.C.P.E and therefore this study sought to assess the effectiveness of stakeholders' involvement in resource management on pupils academic performance in Ugunja Sub-County, Siaya County. The results below were from the sub-county director of educations' office Ugunja

Table 1.1 KCPE results for Ugunja- Sub County

Number	YEAR	MEAN SCORE
1	2012	269.19
2	2013	257.06
3	2014	254.79
4	2015	245.49
5	2016	258.56

Source: Ugunja Education Office 2017

1.3 Purpose of the Study

The purpose of this study was to assess the effectiveness of stakeholders' involvement in resource management on pupils' academic performance in Ugunja Sub-County, Siaya County.

1.4 Objectives of the Study

The objectives of this study were to;

1. To determine the effectiveness of teachers involvement in resource management on pupils academic performance in public primary schools in Ugunja Sub-County, Siaya County.
2. To establish the effectiveness of parents involvement in resource management on pupils academic performance in public primary schools in Ugunja Sub-County, Siaya County.
3. To determine the effectiveness of BOM members involvement in resource management on pupils academic performance in public primary school in Ugunja Sub-County, Siaya County.
4. To assess the effectiveness of sponsors involvement in resource management on pupils academic performance in public primary schools in Ugunja Sub-County, Siaya County.

1.5 Research Question

This study was guided by the following research questions.

1. How effective is the involvement of teachers in resource management on pupils' academic performance in Ugunja Sub-County, Siaya County.
2. How effective is the involvement of parents in resource management on pupils' academic performance in public primary schools in Ugunja Sub-County, Siaya County.

3. How effective is the involvement of BOM members in resource management on pupils' academic performance in public primary schools in Ugunja Sub – County, Siaya County.
4. How effective is the involvement of sponsors in resource management on pupils' academic performance in public primary schools in Ugunja Sub- County, Siaya County.

1.6 Significance of the Study

The findings of the study is of great impotence in developing guidelines for head teachers and stakeholders to enable them manage their schools efficiently and effectively to achieve desired KCPE results in Ugunja Sub-County, Siaya County. The study may shade light on the relationship between stakeholders' involvement in corporate governance and the schools performance. It may also provide a base upon which other studies can be done on stakeholders involvement in resource management and academic performance.

1.7 Delimitation of the Study

The study covered only public primary schools in Ugunja Sub-County, Siaya County. The study also intended to collect data from the parents, BOM, sponsors and teachers on the effectiveness of stakeholders' involvement in resource management in public primary schools on pupils' academic achievement focusing on KCPE performance. The study excluded the union bodies, pupils, politicians and quality assurance offices because of the wide scope of the study.

1.8 Limitations of the Study

The study aimed to cover only public primary schools in Ugunja Sub-County, Siaya County. The study was limited to the effectiveness of stakeholders' involvement in resource management on pupils' academic performance. The researcher was faced with challenges like bad weathers, distance, schools with few teachers and also one of the schools did not have BOM because no one qualified to be a member. There was also lack of receptiveness from some of the respondents because they were wary of divulging their personal information. The respondents were assured of anonymity.

1.9 Basic Assumptions of the Study

The study was carried out on the following assumption;

1. The respondents would understand and be able to answer the questions in the survey tool.
2. All participants would be co-operative and provide reliable, accurate, and honest responses to the best of their ability.
3. The effectiveness of stakeholders' involvement in the resource management affects the activities undertaken in the school environment.

1.10 Definition of Significant Terms used in the Study

Performance: refers to the results from the examinations done by pupils in the Kenya certificate of primary Education

Resources: refers to finances, teaching and learning materials, infrastructure and human resources

Resource Management: refers to the extent to which teachers parents BOM and sponsors are involved in the procurement of teaching and learning materials, financial management, provision of infrastructure and human resource management in the school

Stakeholder: refers to teachers, parents, board of management and sponsors

Stakeholders' involvement: refers to the extent to which the teachers, parent, board of management and sponsors are involved in decision making process in the school

1.11 Organization of the Study

The study is organized into five chapters. The first chapter was the introduction chapter and hence it highlighted the background of the study, statement of the problem, purpose of the study, objectives of the study, limitations, delimitations and definition of significant terms used in the study. The second chapter presented the literature review, theoretical framework and conceptual framework of the study. The third chapter dealt with research methodology and focused on research design, target population, sample size and sampling procedures, data collection instruments, validity and reliability of the instrument, data collection procedures, analysis technique and ethical consideration. The fourth chapter dealt with data analysis, interpretation and discussion. The last chapter covered summary of the study, conclusion, recommendations and suggestion for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented the related literature review under the following sections:

Stakeholders' in public primary schools, effectiveness of involvement of BOM in resource management on pupils academic performance, effectiveness of teacher's involvement in resource management on pupils academic performance, effectiveness of parent's involvement in resource management on pupils academic performance and effectiveness of sponsors involvement in resource management on pupils academic performance. The chapter also presented the summary of literature review, theoretical and conceptual framework of the study.

2.2 Stakeholders in Public Primary Schools

Stakeholders in public primary schools are parents, teachers, learners, board of management and non-teaching staff. These are people who have legitimate interest in the effectiveness and success of the institution. Their effectiveness is seen when they make certain decisions and give opinions on the management of the school. Thus it would be true to say that everyone is a stake holder in education.

A study conducted in Philippine public indicated that effective involvement of stakeholders in corporate governance would lead to a more democratic approach in which planning and decision making are devolved to the individual schools which leads to high academic performance (Zoega, Valdimarsdoffin and Hernandez-Diaz 2012). In South Africa education according to the Task Team Report, new education policy required school to involve all the

stakeholders who included parents, pupils, school committee, and other stakeholders to ensure efficient and effective delivery of services (Msila, 2014).

2.3 Teachers Involvement in School Management and academic Performance

In Pakistan, Adeyomo (2005) observes that teacher participation in decision making influence teaching and learning of pupils in classroom in Pakistan. Edwards (2012) in a report on global campaign for education pointed out that it is important to invest in teachers for better pupils' learning and for their wellbeing, since all trained teachers' are able to manage diversity in classrooms .He recommended that in order to achieve high quality education, there is need to recruit sufficient teachers who are trained, well supported, paid and managed as professionals. Edward (2012) further explained that recruitment of low skills, untrained teacher led to disastrous education quality.

According to a study conducted by (Rwenji, 2012) teachers 'absenteeism is one of the main causes of poor performance in primary schools in Kenya. The parents that were interviewed indicated that teachers did not show up in the classes which resulted in dismal results in examination, (Mumbe, 2008) in his study on leadership style and teacher satisfaction in primary schools identified that delegation of authority can only be successful when the subordinates have ability, information and are knowledgeable about the task and their willingness to perform and take decisions. In addition, teachers should be involved in the day-to-day running of the school so as to enable them to contribute positively towards enhancing the academic glory of the school.

2.4 Parental Involvement in School Management and Academic Performance

The role played by parents in their children education impact positively in their ability to achieve academically. For this reason parents should be involved in their children education.

In recent years as explained by Bank, (2002), the role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement. Bisschoff and Phakoa (2009) pointed out that parents have rights in terms of their children' education. He introduced an insight of viewing parents as consumers. This view demonstrates education as a commodity and parents are given the right to 'shop' for their children's education in the school of their choice.

2.5 Involvement of school board of management (BoM) and academic performance

The school board of management is one among various bodies set by the minister responsible for education. Boards of management (BoM) were enshrined in the Kenya constitution (1964) under the education Act cop 211 of 1986 which was revised in 1980. The Board of management functions as contained in the act includes financial management planning and development of physical facility in the school with the human resource management.

School boards of management (BoM) have an important role to play in the functioning of schools. The new education Act in Kenya has made the formation of BoM compulsory, (Govinda and Bandyopady 2010) suggested that the involvement of communities in the running of schools through BoM is essential in ensuring school good quality and hence good performance among students. The boards of management are positioned as the interface

between the school and the larger community in terms of outreach and academic program wellness. The ideals of institutionalizing management via a tool of ensuring good governance.

Study by (Otach, 2008) revealed that majority of BOM are not aware of the situation in their schools because they are not allowed to participate in monitoring of schooling activities. In most cases they are unaware of the poor performance of children and the types of facilities and resources that should be offered.

2.6 Involvement of Sponsors in School Management on Pupils' Performance

The British commission in Kenya (2012) defined a good sponsor as one who can play a pivoted role in turning round and improving the life chances of pupils in some of the most disadvantaged and under-performing schools in the county. The sponsors contributes to the maintenance of religious traditions and church doctrines in schools. They help in the appointments of head teachers and ensuring that the infrastructure and assets are well kept. They are also involved in curriculum development through supervision and provision of advice to ensure religious education is well conducted in the schools. They provide guidance and counseling to students to enhance and maintain academic standards and discipline of the school.

2.7 Summary of the Literature

The study sought to assess the effectiveness of involvement of board of management in resource management on the academic performance of public primary schools in Ugunja Sub-County, Siaya County. The chapter reviewed relevant literature and established that effective school board of management determines the efficient implementation of education projects. Efficient implementation in turn determines the quality of education in the school. Teachers' involvement in decision making enhance pupils' academic performance. Parents play an important role in their children education. Every parent should be involved in their children education. Lastly it is reviewed in the literature that sponsors provide guidance and counseling to students to enhance and maintain academics standards and discipline of the school.

Various studies have been conducted on stakeholders' participation in primary school management globally and locally. Globally (Lekhetho, 2013) did a study on stakeholders' perspective on strategies that can improve students' performance in the school leaving Examinations in Lesotho. However, since this study was not conducted in Kenya the findings cannot be generalized to Kenya and more specifically to Ugunja Sub County. In Kenya (Ikianya, 2013) did a study on the influence of stakeholders involvement in resource management on pupils academic performance in Kenya Certificate of Primary Education in public primary schools in Imenti South District. Since the study was conducted in Imenti South District the findings cannot be generalized to Siaya County specifically to Ugunja Sub-County. This study therefore sought to fill this research gap by investigating the effectiveness of stakeholders' involvement in resource management on pupils' performance in KCPE Ugunja Sub-Count.

2.8 Theoretical Framework of the Study

This study was guided by Henri Fayols' management theory (1925). The theory was concerned with the principles of organization and functions of management. According to Fayol, Management is the process that is composed of five functions: planning, organizing, commanding, coordinating and control. Fayol observed that to plan means to decide what objectives to accomplish, the action to be taken in order to achieve them, the organizational position assigned to do them and who would be responsible for the action needed; organization means to create a structure for the organization that will enable various players to work together effectively towards its objectives; to commands means, to make the staff to do their work; to coordinate means to unite all the activities; and to control means to see that everything is done in accordance with the standards that have been laid down and the instructions given. This theory was suitable for this study because it provided guidelines for head teachers on how to involve teachers, parents, BOM, and the sponsors in resource management. It also guide on how to involve stakeholders in planning such as setting goals to be achieved by the end of the year and making sure that the set goals are achieved. The skills can be used to improve the basic effectiveness of a manager.

The conceptual frame work was presented in figure 2.1. The following diagram presented the interrelationship between the independent variables and the dependent variables. The independent variables are teacher involvement, parent involvement, school sponsors and the school Board of Management. The dependent variable is the achievement of public primary schools. There are also intervening variables that influence the relationship between the dependent and independent variables. This includes pupil teacher ratio, Teachers experience and the Government policy.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the procedures that were used in conducting the study are presented as follows: introduction, research design, target populations, sample frame and size, data collection methods, data analysis and expected outcome.

3.2 Research Design

The study used descriptive survey research design. Descriptive survey research design according to (Mugenda and Mugenda, 2003) is the process of collecting data in order to answer questions concerning the current status of the subject under study. It is an excellent vehicle for the measurement of characteristics of large population (Orodho, 2003). It maintains a high level of confidentiality, it is convenient and enables data to be collected faster. Descriptive design is appropriate for the study because it enables the collection and analysis of data.

3.3 Target Population

The target population is all the members of the real set of people, events or objects to which the researcher wishes to generate the findings as defined by Borg and Gall (1982). The target population for this study comprised of 67 public primary schools, 820 teachers, 67 parents, 67 Board of Management members. Since it is challenging to get the number of parents in Ugunja Sub-County this study purposively used the parent chairperson of each school to represent the parents body, therefore the number of parents was 67. The schools were distributed in the three zones of Ambira (23) Sikalame (19) and Sigomere (25)

Table 3.1: Target Population

Category	Target Population
Schools	67
Teachers	820
Parents	67
B.O.M.	67
TOTAL	1021

3.4 Sample Size and Sampling Procedure

The study sought to take twenty percent of the population in all the strata as postulate by (Kombo and Tromp, 2006) who opined that ten percent or more of larger population is adequate to give a reflection of the population on the ground. According to table 3.2 for a population of 954, a sample size of 192 was selected. This sample size was distributed among the three categories of stakeholders

Table 3.2: Sampling Frame

Category	Target Population	Sample Size	%
Teachers	820	164	20
Parents	67	14	20
B.O.M.	67	14	20
TOTAL	954	192	

The study used stratified random sampling method to select 14 schools. This was done by writing down on a piece of paper the names of all the schools per zones. The schools were then numbered 1 to 4; this was repeated until all schools were numbered. Schools that were numbered 4 were then selected to be the sample schools. This was done in all the three zones .This ensured that there is equal representation of all the zones. Purposive sampling technique was used to select 164 teachers, 14 parents’ chairpersons and 14 Board of Management chairpersons who the researcher believed would have most of the information needed. Each individual was chosen randomly and entirely by chance.

Table 3.3: Selection of Schools

Zone	Target Population	Sample Population
Ambira	23	5
Sigomre	25	5
Sikalame	19	4
TOTAL	67	14

3.5 Research Instruments

The researcher used questionnaires as the instruments for data collection. Questionnaires were considered appropriate because they could be used to gather data from a large population Mugenda and Mugenda, (2003). They equally allowed for collection of primary data after mutual interaction between the respondents and the person administering them. By using a questionnaire a researcher could guarantee anonymity to the subject and hence encourage them to give honest responses. This consequently increases the reliability of the instruments. The questionnaires were administered on teachers, parents’ chairpersons and BOM chairpersons.

3.6 Validity of the Instruments

Validity is the degree to which a test measures what it purports to measure (Borg and Gall 2003). Data validity according to (Mugenda, and Mugenda, 2003) is the degree to which results obtained from analysis of the data actually represent the phenomenon under study. The validity of the instrument was determined by consulting the expertise of the supervisors. These experts looked at every question in the questionnaire and did their own analysis to ascertain that the questions answer research objectives of the area under study. Recommendations from the experts were taken into consideration in order to improve the instrument

3.7 Reliability of the Instruments.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). To enhance reliability of the instrument, a pilot study was conducted using test-retest method. Questionnaire were administered to a group of respondents, this was repeated after one week. The reliability coefficient is determined by the following formula:

$$R = \frac{\sigma_t^2}{\sigma_t^2 + \sigma_e^2}$$

Where R is the reliability coefficient

σ_t^2 is the variance in the data scores

σ_e^2 is the error variance

The study used the Cronbach's Alpha test to test the reliability of the instruments reliability. According to the reliability test the Cronbach's Alpha coefficient was 0.701. Orodho (2008) considers a correlation coefficient of 0.8 acceptable for a study.

3.8 Data Collection Procedures

The researcher first sought clearance from the University/department, then sought a permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then sought authority from the county director of education and sub county director of education. Introductory letters was written to the primary school as a measure of introducing the researcher to them. The researcher used different questionnaire on the different respondents. The respondents were allowed a day or two to fill the questionnaire depending on agreement. The questionnaires were then collected for analysis.

3.9 Data Analysis Techniques

According to Kelinger, (1993) data analysis is the categorizing, ordering, manipulating and summarizing data obtained to answer questions. The data which was collected through questionnaire was grouped into three categories that is; the teachers, parents and BOM. Descriptive and inferential statistics was then used to analyze the data. This included frequencies, means and percentages. The data organization started with the coding of the question items, coded data was then tabulated in excel where computer program statistics package for social science (SPSS) was used. The data was then tallied to establish the frequencies, which were then converted into percentages. Although open- ended questions were few, responses got from them were coded. Tables and figures were used in organizing and summarizing the research findings. As Karake (1998) highlights, tables make it possible for patterns within figures that cannot be seen in narrative form to be realized.

3.10 Ethical Consideration

The researcher administered informed consent forms to all the respondents before administering them with the questionnaires. This was to ensure safeguards, concerns and interests of the respondents are catered for during data collection. All data obtained from the respondents, as well as their identity will be held and kept confidential by the researcher. When disseminating the study findings identities of participants will not be revealed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of the data collected and analyzed in tables, pie-charts and graphs according to the study objectives. The interpretations of the findings have been done to answer the research questions. The presentation of the findings are organized around the key variables of the study; involvement in BOM in resource management, involvement of teachers in resource management, and lastly involvement of parents in resource management in Ugunja sub -county . Bio-data has been analyzed and presented to provide relevant characteristics of the respondents.

4.2 Questionnaire Return Rate

Questionnaires were distributed to 192 respondents, who included 164 teachers, 14 parents and 14 BOM members. The questionnaire return rates were as follows 126 teachers returned their questionnaires, 10 parents and 10 head BOM were interviewed. The return rate is computed in Figure 4.1. The sample size of this study was 192 respondents who included 164 teachers, 14 parent representatives and 14 BOM chairpersons. The response rate was captured in Figure 4.1.

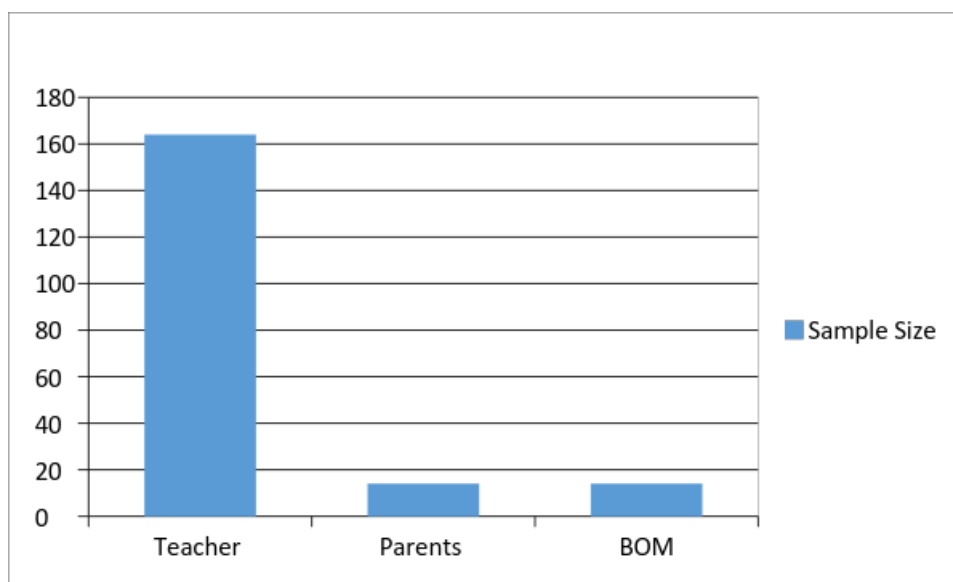


Figure 4.1: Response Rate

The questionnaire response return rate as shown in Figure 4.1 reflects a situation whereby 76.82% of parents' representatives filled out and returned the questionnaire and 64.28% of BOM chairpersons filled out and returned the questionnaire. The response rate reflected good appreciation of the study. The pattern in the return rate was due to the fact that the researcher personally visited the schools and collected the questionnaires immediately after filling by the respondents. The purpose of the research was explained to the respondents hence the high cooperation and return rate, (Mugenda and Mugenda 2003), indicated that a response rate of 50% is enough for analysis and coming up with conclusions; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the above percentages of the response the total return rate of (76%) and (71%) respondents is representative enough for the study.

4.2 Demographic Characteristics of Respondents

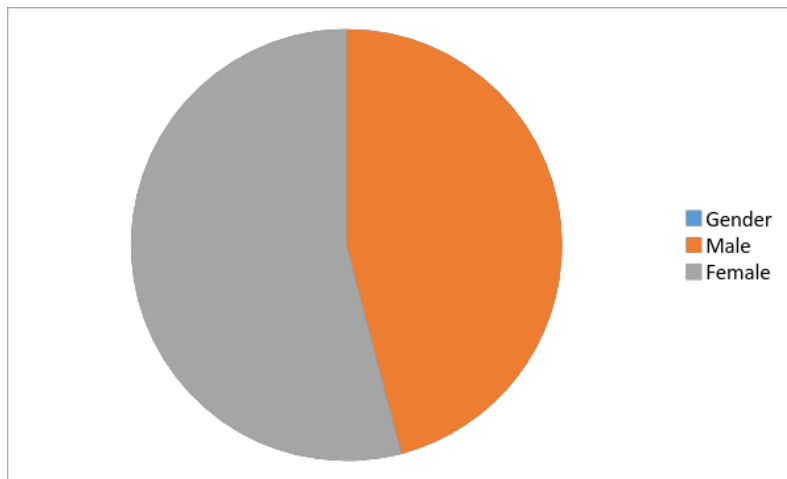


Figure 4.2: Gender of Respondents

The responses as shown in chart above reflected a situation whereby the female respondents (55.55%) while male respondents stood at 44.44%. This can be interpreted to mean that more female teachers participated in the research than the male. It was also an indication of a higher population of female teachers within the sub-county.

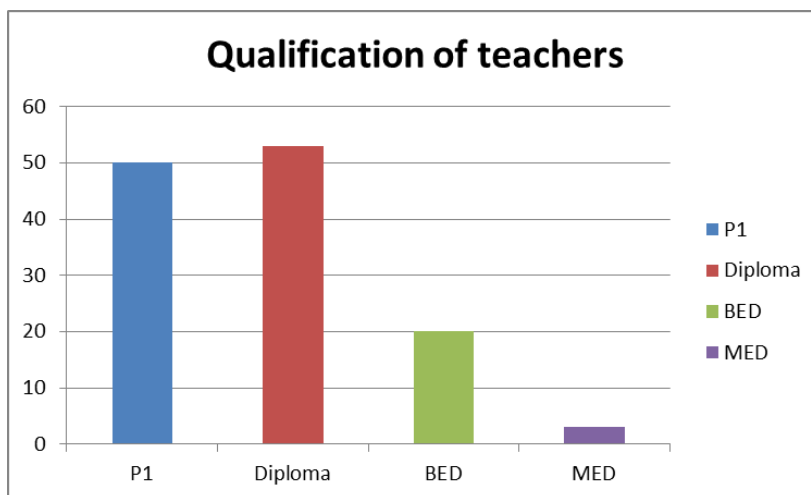


Figure 4.3: The teachers' Academic Qualifications

The study was able to establish that of 39.68% of the respondents had had primary teacher 1 qualification and 42.06% of the respondents had Diploma certificates qualification. A significant 15.87% of the teachers had acquired undergraduate qualification followed by Master of education at 2.38%). The responses showed that most of the teachers had strived to advance their academic qualifications from entry point into the teaching profession which is usually the P1 certificate level. This was an indication that the study had the benefit of interacting with a diverse population thus capacity to get responses from informed participants going by their individual proficiency.

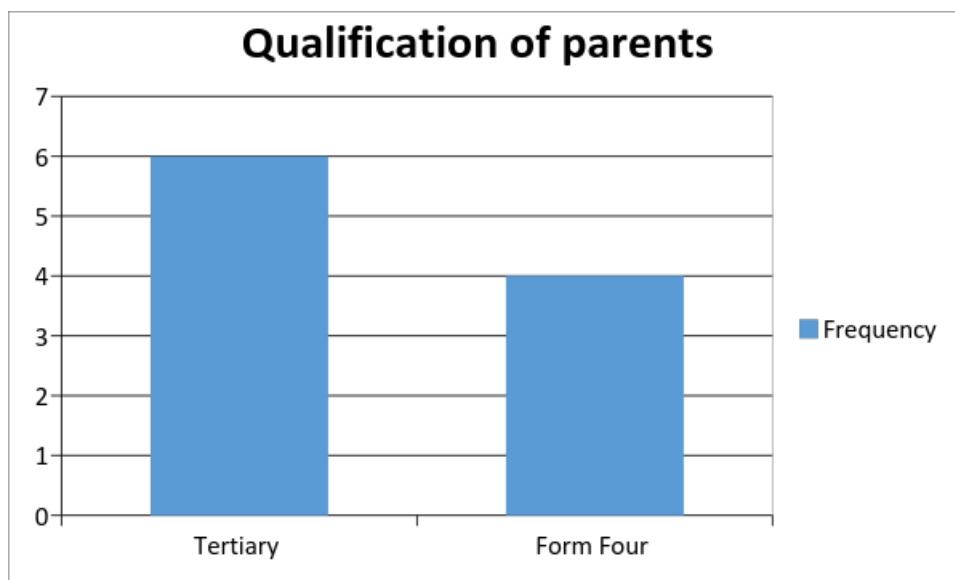


Figure 4.4: Parents' academic qualifications

The responses reveal that majority (60%) of the parents' representatives had tertiary academic qualification. This implies that the parents' representatives were educated to understand the questions and respond with ease. This also implies that the parents' representatives are educated people.

Table 4.1: BOM’s academic qualifications

Qualification	Frequency	Percentage
Tertiary	7	70
Form Four	3	30

The responses reveal that majority (70%) of the BOM chairs had tertiary academic qualification. This implies that the BOM chairs were well educated. This also implies that the BOM are chaired by educated people.

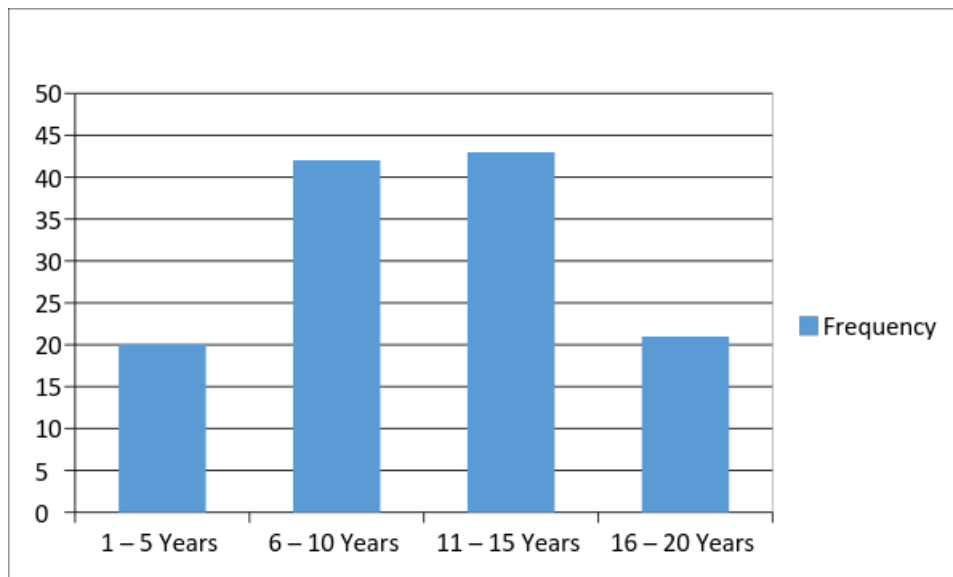


Figure 4.5: Length of service of the teachers

From the findings, most of the teachers (34.12%) had worked in their current station for a period of between 11-15 years. This was an indication that they had served in the stations long enough to be able to effectively understand and respond to the questions of the study. This shows that majority of teachers had enough experience in their schools to give credible information with regard to the effectiveness of stakeholders involvement in resource

management on pupils academic performance. It was an indication that the study had the opportunity of interacting with informed respondents as confirmed by their length of service. The findings are in line with Armstrong (2004) found out that teachers' involvement in decision making enhance pupils' academic performance. Lahler (2006) discovered that teachers' involvement in decision making is key in attaining academic performance.

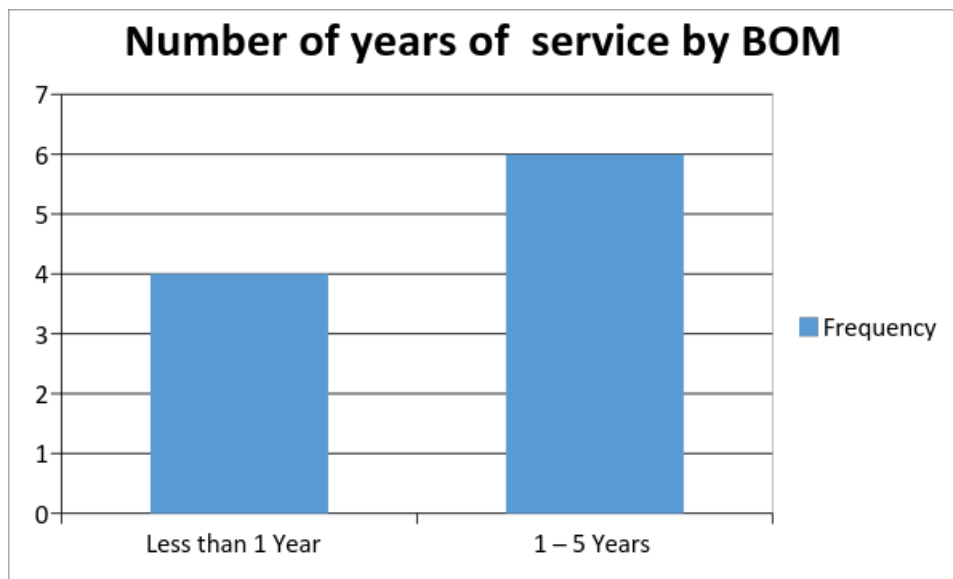


Figure 4.6: Length of service of the BOM

From the findings most of the BOM chairs (60%) had served for a period of 1-5 years whereas 40% had served in their schools for an adequate period to enable them understand and respond to the question of the study. The respondents were knowledgeable enough and could give valid and reliable information based on their high level of experience.

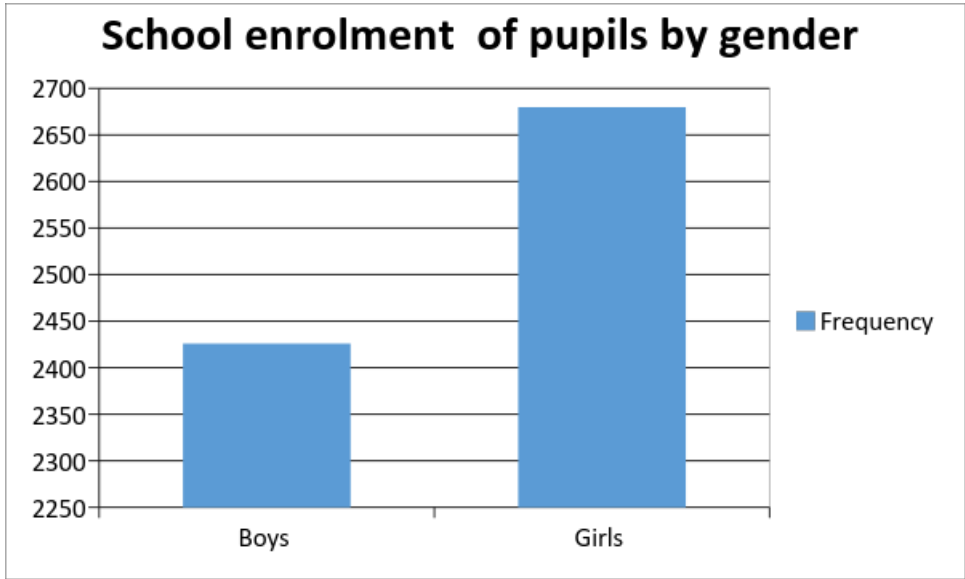


Figure 4.7: School Enrolment

The study was able to establish that there were more girls at 52.48% while the population of boys stood at 47.51% hence, the overall larger population was of girls compared to boys. This could be attributed to various factors including much emphasis being put on girl child. Both gender nevertheless have an almost equal representation thus an advantage towards assessing the effectiveness of stakeholders' involvement in resource management.

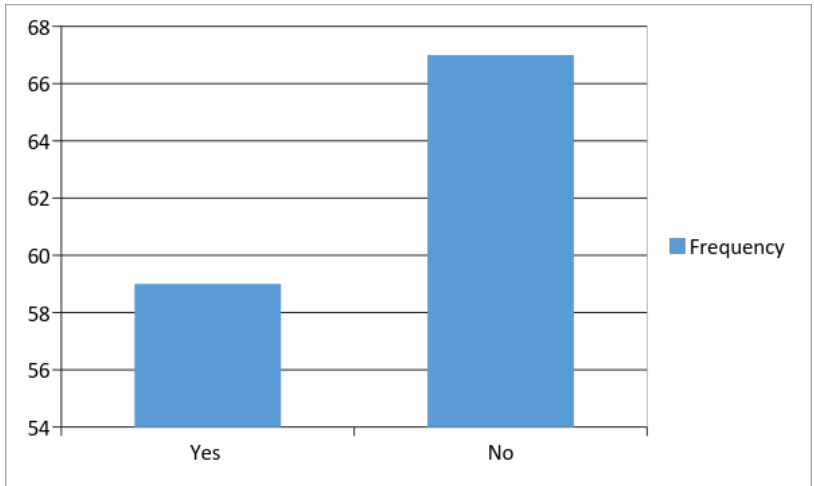


Figure 4.8: Participation of Teachers in decisions making

When asked whether the school administration seek the opinion of teachers before making major decision in the school. The study was able to establish that 67 respondent (teachers) representing 53.17% the teachers were not involved in making major decisions in their schools. The findings therefore imply that teachers were not involved in major administrative issues thereby affecting the performance of the schools. The findings are in line with Armstrong (2004) which found out that teachers' involvement in decision making enhance pupils' academic performance. In another study by Lahler (2006) it was discovered that teachers involvement in key decision making in school play an important role in the academic performance of pupils.

4.3. Effectiveness of Teachers' Involvement in Resources Management on Pupils

Academic Performance in KCEPE in Ugunja Sub County

The first objective was to determine the effectiveness of teachers' involvement in resource management on pupils' academic performance in KCPE in Ugunja Sub County Siaya County. The study therefore sought to establish the involvement of teachers in resource management in schools.

Table 4.2: Teacher involvement in resource management

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	F	%
Teachers are involved in setting academic targets	2	15.8	10	84.1	-	-	-	-	-	-
Teachers are committed to meeting the set academic target	5	4.44	70	55.5	-	-	-	-	-	-
Ensuring Books are well maintained	2	20.6	35	27.7	65	51.5	-	-	-	-
Teachers are involved in the procurement of teaching learning materials e.g course books	2	19.8	52	41.2	49	38.8	-	-	-	-
Teachers are involved in identification of most comprehensive books	4	31.7	20	15.8	66	52.3	-	-	-	-
Involvement of teachers in observation of teaching schedule	4	31.7	35	27.7	51	40.4	-	-	-	-
Compensation of lost lesson	2	15.8	19	7.93	96	76.1	-	-	-	-
	0	7				9				

When asked about the involvement of teachers in setting academic targets. The findings indicate an overwhelming number of respondents or of the 84.12% of the respondent were in agreement with the statement. This was an indication that schools administration and teachers work together in setting the performance targets in the schools. The responsibility of setting academic targets was a collective initiative between the administration and teachers. Most of the respondents (55.55%) had a view that teachers are committed to meeting the set academic standards. Data shows that most of the respondents (51.58%) do not agree with the statement that teacher ensure books are well maintained in their schools. This is an indication that most of the books are not well taken care of. Majority of the respondents (41.26%) agreed that teachers were involved in the procurement of teaching

and learning materials for example course books. This implies that teachers were involved in the selection of the most appropriate books for the learners being that they handle them in the various classes. Schools that involved their teachers in procurement of course books posted good results compared to those that did not involve their teachers. Most of the respondents (52.38%) indicated that the teachers were not involved in the identification of most comprehensive revision books. This implies that most of the schools did not have comprehensive revision books and that they mostly relied on the course books for the information. A teacher needs a variety of books to get more detailed information on a certain topic because some of the course books are not detailed enough.

Majority of the respondent (40.47%) agreed that teachers were involved in the observation of teaching schedule in their various schools. This indicated that the teacher-pupil contact hours were observed. However, most of the respondents (76.19%) disagreed that teachers compensated the lost lesson. This implied that they did not create time to cover for a lesson missed and thus syllabus coverage was not possible in most of the school. The above findings are in line with Ali and Machungwa (2005) who found significant differences between teachers' involvement in school governance and pupils' academic performance. This co-relational study indicated that those head teachers who were involving stakeholders in resource management perceived the stated organizational conditions as barriers to participation and those head teachers who did not involve stakeholders in resource management did not perceive these conditions as barriers to involvement.

Table 4.3: Teachers involvement in resource management parents' perception

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	F	%	f	%	F	%
Teachers are involved in setting academic targets	10	100	-	-	-	-	-	-	-	-
Teachers are committed to meeting the set academic targets	-	-	6	60	4	50	-	-	-	-
Ensuring books are well maintained	-	-	7	70	3	30	-	-	-	-
Teachers are involved in the procurement of teaching and learning materials e.g course books	-	-	10	100	-	-	-	-	-	-
Teachers are involved in identification of most comprehensive books	-	-	6	60	4	40	-	-	-	-
Involvement of teachers in observation of teaching schedule	-	-	5	50	3	30	2	20	-	-
Compensation of lost lessons	-	-	2	20	2	20	6	60	-	-

The study was able to establish that teachers were involved in setting academic targets in their various schools. This is an indication that teachers have goals that they would want to achieve by the end of the year. Parents also agreed (60%) that teachers are committed to meeting the set academic targets. This implies that teachers are working hard towards meeting the set targets by the end of the year. The parents agreed (70%) that teachers ensure that books are well maintained in their various schools. This means that subject teachers do take good care of their course books and even the pupils' exercise books. The parents agreed

(100%) that teachers are involved in the procurement of teaching and learning materials in their respective schools. This was an indication that the administration involve teachers in decision making. Most of the respondent (60%) indicated that they agreed the teachers are involved in the identification of most comprehensive revision books. The responses indicated that most of respondents (50%) agree that teachers observe teaching schedule. This implies that some of the parents go through their children’s exercise books to see how much they learnt in school. It is also an indication that most teachers observe their teaching schedule. Most of the respondents (60%) were undecided on whether teachers compensate lost lessons.

Table 4.4: Teachers involvement in resource management BOM’S perception

STATEMENT	SA		A		U		DA		SDA	
	F	%	f	%	f	%	f	%	F	%
Teachers are involved in setting academic targets	10	100	-	-	-	-	-	-	-	-
Teachers are committed to meeting the set academic targets	-	-	6	60	4	50	-	-	-	-
Ensuring books are well maintained	-	-	7	70	3	30	-	-	-	-
Teachers are involved in the procurement of teaching and learning materials for example course books	-	-	10	100	-	-	-	-	-	-
Teachers are involved in identification of most comprehensive books	-	-	6	60	4	40	-	-	-	-
Involvement of teachers in observation of teaching schedule	-	-	5	50	3	30	2	20	-	-
Compensation of lost lessons	-	-	2	20	2	20	6	60	-	-

The responses of the BOM on whether teachers were involved in setting academic target was that (100%) indicate that the teachers were involved in target setting. This implies that most of the BOM chairs sit down with their teachers and set target in the beginning of the year. Most of the BOM chairs (60%) agreed that teachers were committed to meeting the set academic targets. This implies that teachers were ready to work towards meeting the set target. From the findings, majority (70%) of the BOM chairs agreed that teachers ensured books were well maintained. This implied that subject teachers took good care of their course books and even the pupils' exercise books. Most of the BOM chairs (100%) agreed the teachers were involved in the procurement of teaching and learning materials for example course books. This meant that teachers had a say on the type of course books to be used by the pupils because it's them handling the subjects. When it comes to teachers' involvement in identification of comprehensive revision books, (60%) of the BOM chairs agreed. This is to mean that most school do buy revision books for their candidates. From the findings (50%) Of the BOM agreed that teachers were involved in observation of teaching schedule. This would mean that some of the lessons normally go untaught. Majority of the BOM chairs strongly disagreed (60%) that teachers compensate the lost lessons. This would mean that covering the syllabus by the end of the year is not possible and thus learners move to the next class without finishing the other classes work.

4.4. Effectiveness of parents’ involvement in resource management on pupils’ academic performance in KCPE in Ugunja Sub County Siaya

The second objective was to establish the effectiveness of parents’ involvement in resource management on pupils’ academic performance in KCPE in Ugunja Sub County Siaya

Table 4.5: Parents’ involvement in Resource Management

STATEMENT	SA		A		U		DA		SDA	
	F	%	f	%	f	%	f	%	F	%
Ensuring that books are well maintained	-	-	-	-	-	-	7	70	3	30
Parents are involved in making school programs e.g lunch programs for standard 8 pupils	-	-	3	30	-	-	3	30	4	40
Parents are involved in their children’s education by visiting the school to enquire about their children’s progress	-	-	2	20	-	-	5	50	3	30

The findings indicate that majority (70%) of the respondents disagreed that parents ensured that books were well maintained in their schools. This implies that parents are not responsible when it comes to taking care of the course books given to their children. Most of the respondents (40%) strongly disagreed that parents were involved in making school programs e.g. lunch program for STD 8 pupils. This implies that some of these children do not go for lunch because their homes are far or they waste a lot of time running to and from

home, a time that could be used for remedial or preps. Majority of the respondents (50%) disagreed that parents are involved in their children education by visiting the school to enquire about their children progress. This is an indication that most parents are not concerned about their children’s education. It might also imply that some of the children live with their grandparents who are too old to travel to school. The findings are in line with Smolley (1999) who found out in his research on the role of school management committees in the state of Delaware United State of America. The study revealed that involvement of the school management committees had a positive impact on pupils’ academic performance.

Table 4.6: Parents’ involvement in resource management teachers’ perception

STATEMENT	SA		A		U		DA		SDA	
	F	%	f	%	f	%	F	%	f	%
Ensuring that books are well maintained	-	-	22	17.46	-	-	78	61.90	26	20.63
Parents are involved in making school programs e.g lunch programs for standard 8 pupils	-	-	22	17.46	-	-	72	57.14	32	25.39
Parents are involved in their children’s education by visiting the school to enquire about their children’s progress	-	-	22	17.46	-	-	86	68.25	18	14.28

From the findings majority (61.90%) of the respondents disagreed with the statement that parents ensure that books are well maintained. This implies that parents left all the

responsibility of taking care of books to the teachers in school and that means that they are not team players. The respondents (57.14%) disagreed that parents are involved in making school programs such as lunch programs for STD 8 pupils. This is an indication that most STD 8 pupils go for lunch at home and thus wasting a lot of time to and from home, a time that can be used for remedial work. Majority of the respondents (68.25%) disagreed that parents were involved in their children education by visiting the school to enquire about their children progress. This implies that most parents are not concerned with their children education and the progress they make in school. They don't know the value of education. This finding agrees with a study conducted by Otach (2008) his study showed that Community School Management Committees across the country did not playing their roles teachers are gripped by job insecurity.

Table 4.7: Parents' involvement in resource management BOMs' perception

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	F	%
Ensuring that books are well maintained	-	-	-	-	-	-	7	70	3	30
Parents are involved in making school programs e.g lunch programs for standard 8 pupils	-	-	3	30	-	-	3	30	4	40
Parents are involved in their children's education by visiting the school to enquire about their children's progress	-	-	2	20	-	-	5	50	3	30

The findings indicate that majority (70%) of the respondents disagreed that parents ensured that books were well maintained in their schools. This implies that parents are not responsible when it comes to taking care of the course books given to their children. Most of the respondents (40%) strongly disagreed that parents were involved in making school programs for example lunch program for STD 8 pupils. This implies that some of these children do not go for lunch because their homes are far or they waste a lot of time running to and from home, a time that could be used for remedial or preps. Majority of the respondents (50%) disagreed that parents are involved in their children education by visiting the school to enquire about their children progress. This is an indication that most parents are not concerned about their children's education. It might also imply that some of the children live with their grandparents who are too old to travel to school. The role of parents in their children's education has long been recognized as a significant factor in educational success and school improvement (Epstein, 1996).

The findings further concur with Monly (2003) whose research findings indicated that majority of respondents in that study perceived the school management committees members as effective in enhancing schools academic performance.

4.5 Effectiveness of BOM involvement in resource management on pupils' academic performance in KCPE in Ugunja Sub County Siaya County

The third objective was to determine the effectiveness of BOM involvement in resource management on pupils' academic performance in KCPE in Ugunja Sub County Siaya County.

Table 4.8: Methods of BOM formation in Schools

Response	Frequency	Percentage
Selection	-	-
Nomination	-	-
Election	10	100

The study sought to find out how the BOM in schools were established. From the study findings indicated that all BOMs were established through election. This implies that the BOMs in primary schools were established through a democratic way.

Table 4.9: BOM chairs responses on parents' involvement in setting academic targets.

Response	Frequency	Percentage
Yes	4	40
No	6	60

Majority of the respondents (60%) were of the view that their schools did not ensure that the parents fully participate in the setting of academic targets. Consultative leadership enhances the participation of communities around the schools entailing the parents to assure the success of the programs in place.

Table 4.10: BOM chairs response on teachers' involvement in setting academic targets.

Response	Frequency	Percentage
Yes	10	100
No	-	-

All the BOM chairs(100%) shared similar sentiments that BOM involved teacher in setting academic targets. It can be interpreted to mean that the leadership in the schools ensures the ability to have optimal teacher participation in the school governance sound structures. In the administrative systems assures public institutions the ability to realize the value of inclusivity. The finding agree with Plome and Pelgrum (1993) states that, an education system is a complex system, with systems comprising of sub-systems at different levels, macro level of the educational system of a country, micro level that is the school level and the macro level that is the classroom and the pupils. Board of Management (BOM) has an important role to play in the functioning of schools.

Table 4.11: The extent to which the BOM are involved in the governance matters in their schools

Response	Frequency	Percentage
Great Extent	2	20
Average	5	50
Fair	3	30
Not at all	-	-

From the findings most of the BOM chairs 50% were of the opinion that they were averagely involved in the governance of matters in their schools. The study findings are in line with Smolley (1999) who found out in his research on the role of school management committees in the state of Delaware United State of America. The study revealed that involvement of the school management committees had a positive impact on pupils' academic performance.

Table 4.12: BOM Involvement in Resource Management

STATEMENT	SA		A		U		DA		SDA	
	f	%	F	%	f	%	f	%	F	%
The BOM are involved in Strategic Planning	-	-	10	100	-	-	-	-	-	-
The BOM are involved in hiring teachers	-	-	4	40	-	-	6	60	-	-
The BOM are involved in setting academic targets	-	-	8	80	-	-	2	20	-	-
Procurement for teaching and learning materials	-	-	7	70	-	-	3	30	-	-
Provision of desk	-	-	2	20	2	20	6	60	-	-
Provision of classroom	-	-	6	60	-	-	4	40	-	-
BOM involvement in staff motivation	-	-	3	30	-	-	7	70	-	-
BOM involvement in Monitoring the set target	-	-	2	20	-	-	8	80	-	-

From the findings (100%) indicated that they were involved in strategic planning of their schools. This was an indication that the school management involves them in the planning of school programs for the year. Strategic planning stimulates thinking and make better use of resources, it also assigns responsibilities and scheduling work. Majority of the respondents (60%) indicated that they were not involved in hiring of teachers in their various schools. This implies that most of the schools are understaffed. Majority of the respondents (80%) indicated that they were involved in setting academic targets for their schools. From the respondents (70%) indicated that they were involved in the procurement of teaching and

learning materials. And as for the provision of desk, most of them (60%) indicated that they did not provide desks while (60%) agreed that they provided classrooms for their schools.

Availability of class and furniture would imply availability of a conducive learning environment. Schools with inadequate classrooms and desks were found to perform poorly compared to those with adequate classrooms and desks in Ugunja Sub County. Majority of the respondents (70%) indicated that they were not involved in staff motivation. This shows that most teachers were not appreciated for the kind of work they were doing so they were demoralized thus resulting to low performance.

The respondents indicated that (80%) most of them were not involved in monitoring the set targets. This implies that there was no follow up to find out if the set targets were met and if not met then the challenges that contributed to them not being met. The above findings are in line with Otach (2008) revealed that majority of BOM were not aware of the situation in their schools because they were allowed to participate in monitoring of schooling activities. In most cases they are unaware of the poor performance of children and the type of facilities and resources that should be offered. The study findings further concur with Monly (2003) whose research findings indicated that majority of respondents in that study perceived the school management committees members as effective in enhancing schools academic performance.

Table 4.13: Teachers' Perception in BOM involvement in resource management

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	F	%	F	%	f	%
The BOM are involved in Strategic Planning	4	31.7	56	44.4	30	23.8	-	-	-	-
The BOM are involved in hiring teachers	3	27.7	10	7.29	59	46.8	2	17.4	-	-
The BOM are involved in setting academic targets	5	7	60	47.6	31	24.6	3	27.7	-	-
Procurement for teaching and learning materials	-	-	58	46.0	42	33.3	1	7.93	1	12.6
Provision of desk	-	-	43	34.1	23	18.2	6	47.6	-	-
Provision of classroom	-	-	51	40.4	30	23.8	2	15.8	2	19.8
BOM involvement in staff motivation	-	-	22	17.4	36	28.5	6	53.9	-	-
BOM involvement in Monitoring the set target	-	-	22	17.4	88	69.8	1	12.6	-	-

From the findings majority of respondents (44.44%) agreed that the BOM are involved in strategic planning. This implies that the school administration is working hand in hand with the BOM in planning for the school programs for the year. Strategic planning stimulates thinking and make better use of resources and also assigns responsibilities and scheduling work. Most of the respondents (46.82%) disagreed that the BOM are involved in the hiring of teachers in case of inadequacy of teachers in their schools. This is an indication that most schools do not have enough teachers to meet the target set for the school and the few they have are over worked. Majority of the respondents (47.61%) agreed that the BOM are

involved in target setting in their schools. This implies that the BOM have their schools at heart and are willing and ready to take their schools to the next level. From the findings it's clear that most of the respondents (46.03%) agree that BOM are involved in procurement of teaching and learning materials. However most of the respondents disagreed that the BOM provided desk for the children. This implied that the learning environment was not conducive for some of the learners in their various schools. The respondents (47.61%) agreed that the BOM provided classrooms for their children in their various schools. This was made possible through the constituency development fund. Majority of the respondents (53.96%) disagreed that the BOM are involved in staff motivation. This was a clear indication that the efforts made by the teaching towards meeting the set targets were not appreciated. Most of the respondents (69.84%) indicated that the BOM was not involved in monitoring the set targets. This implies that the BOM do not follow up to see if the set targets are met or not and also to find out why they were not met.

Table 4.14: BOM involvement in resource management parents perception

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	f	%	f	%	F	%
The BOM are involved in Strategic Planning	-	-	10	100	-	-	-	-	-	-
The BOM are involved in hiring teachers	-	-	4	40	-	-	6	60	-	-
The BOM are involved in setting academic targets	-	-	8	80	-	-	2	20	-	-
Procurement for teaching and learning materials	-	-	7	70	-	-	3	30	-	-
Provision of desk	-	-	2	20	2	20	6	60	-	-
Provision of classroom	-	-	6	60	-	-	4	40	-	-
BOM involvement in staff motivation	-	-	3	30	-	-	7	70	-	-
BOM involvement in Monitoring the set target	-	-	2	20	-	-	8	80	-	-

From the findings (100%) indicated that they were involved in strategic planning of their schools. This was an indication that the school management involves them in the planning of school programs for the year. Strategic planning stimulates thinking and make better use of resources, it also assigns responsibilities and scheduling work. Majority of the respondents (60%) indicated that they were not involved in hiring of teachers in their various schools. This implies that most of the schools are understaffed. Most of the respondents (80%) indicated that they were involved in setting academic targets for their schools.

From the respondents (70%) indicated that they were involved in the procurement of teaching and learning materials. And as for the provision of desk, most of them (60%) indicated that they did not provide desks while (60%) agreed that they provided classrooms for their schools. Availability of class and desk would imply availability of a conducive learning environment. Schools with inadequate classrooms and desks were found to perform poorly compared to those with adequate classrooms and desks in Ugunja Sub County. Majority of the respondents (70%) indicated that they were not involved in staff motivation. This shows that most teachers were not appreciated for the kind of work they were doing so they were demoralized thus resulting to low performance. The respondents indicated that (80%) most of them were not involved in monitoring the set targets. This implies that there was no follow up to find out if the set targets were met and if not met then the challenges that contributed to them not being met.

4.6. Effectiveness of sponsors' involvement in resource management on pupils' academic performance in KCPE in Ugunja Sub County Siaya County

The fourth objective was to assess the effectiveness of sponsors' involvement in resource management on pupils' academic performance in KCPE in Ugunja Sub County Siaya County

Table 4. 15: Sponsors involvement in resource management teachers perception

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	f	%	F	%	F	%
Sponsors are involved in maintenance of religious traditions and church doctrines	-	-	55	43.65	30	23.8	41	32.53	-	-
Sponsors are involved in the appointment of head teachers	-	-	22	17.46	10	7.93	68	53.96	26	20.63
Sponsors provide guidance and counseling to students	-	-	22	17.46	6	4.76	98	77.77		
The administration Consult the sponsor before making decision in the school	-	-	22	17.46	-	-	10	82.53	-	-

From the findings most of the respondents (43.65%) agreed that sponsors were involved in maintenance of the religious tradition and church doctrines. This implies that the school and the church are working harmonious and that the school is involved in some programs of the church. Majority of the respondents (53.96%) indicated that they disagreed that the sponsors were involved in the appointment of head teachers. Most of the respondents (77.77%) disagreed that sponsors provide guidance and counseling to pupils in their various schools. This is an indication that most sponsors are not so much involved in their schools. The responses indicated that majority (82.53%) of the respondents disagreed that the administration consult the sponsors before making any decisions in the school. This is an

indication that the sponsors are not involved in any decision making by the administration.

The schools and their sponsors have very little contact in management of the school

Table 4.16: Sponsors' involvement in resource management parents' perception

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	F	%	f	%	F	%
Sponsors are involved in maintenance of religious traditions and church doctrines	-	-	6	60	2	20	2	20	-	-
Sponsors are involved in the appointment of head teachers	-	-	3	30	7	70	-	-	-	-
Sponsors provide guidance and counseling to students	-	-	4	40	1	10	4	50	-	-
The administration Consult the sponsor before making decision in the school	-	-	2	20	3	30	5	50	-	-

From the findings majority of the respondent (60%) agreed that sponsors are involved in maintenance of the religious tradition and church doctrines. This implies that the school and the church are working harmoniously and that the school is involved in some of the church programs. Most of the respondents (70%) indicated that they disagreed that sponsors are involved in the appointment of head teachers. From the findings most of the respondents (50%) disagreed that sponsors provide guidance and counseling to pupils in their various schools. This implies that the sponsors are not involved in guidance and counseling in their various schools. The responses indicated that majority (50%) of the respondents disagreed that the administration consults the sponsors before making decisions in the school. This

implies that the sponsors are not involved in any decision making by the administration. The schools and their sponsors have very little contact in the management of the school.

Table 4.17: Sponsors involvement in resource management BOM perception

STATEMENT	SA		A		U		DA		SDA	
	f	%	f	%	F	%	f	%	F	%
Sponsors are involved in maintenance of religious traditions and church doctrines	-	-	6	60	2	20	2	20	-	-
Sponsors are involved in the appointment of head teachers	-	-	3	30	7	70	-	-	-	-
Sponsors provide guidance and counseling to students	-	-	4	40	1	10	4	50	-	-
The administration Consult the sponsor before making decision in the school	-	-	2	20	3	30	5	50	-	-

From the findings, most of the BOM chairs strongly agree (60%) that sponsors are involved in maintenance of the religious tradition and church doctrines. Some of the BOM chairs (70%) were rated as disagreeing with the statement that sponsors are involved in the appointed of head teachers. This would mean that for one to head a certain school, the sponsors must approve first, some would go as far as wanting one from their denomination but that is not the case in many schools. Majority of the BOM chairs (50%) disagreed that the sponsors provide guidance and counseling to pupils in their various schools. This implies that the church and the schools are not working together for the spiritual wellbeing of the pupils.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The study set out to establish the effectiveness of stakeholders' involvement in resource management on pupils' academic performance in public primary schools in Ugunja Sub-County, Siaya County. This chapter presents the summary of the study, conclusion and recommendations. The chapter also presents the suggestions for further research.

5.1. Summary of Findings

The purpose of this study was to establish the effectiveness of stakeholders' involvement in resource management on pupils' academic achievement in public primary schools in Ugunja Sub-County, Siaya County. The study was guided by four research objectives. The research objectives were to determine the effectiveness of teachers involvement in resource management on pupils academic performance in KCPE in public primary schools in Ugunja -Sub, County Siaya; to examine the effectiveness of parents involvement in resource management on pupils academic performance in KCPE in public primary schools in Ugunja -Sub County, Siaya County; to establish the effectiveness of BOM involvement in resource management on pupils academic performance in KCPE in Ugunja Sub- County, Siaya County; to assess the effectiveness of sponsors involvement in resource management on pupils academic performance in KCPE in Ugunja Sub-County, Siaya County. A global, regional and local background was laid upon which a problem statement, purpose, objective, significance, limitations and delimitations of the study was provided. The study sought to establish the effectiveness of teachers, parents, BOM and sponsors involvement in resource management on pupils' academic performance in Ugunja Sub County Siaya County. It was

based on Henry Fayols theory of management. The researcher sought a permit from the National Commission for Science, Technology and Innovation (NACOSTI). On the strength of the permit, authority was sought from the sub county director of education in Ugunja Sub County.

The study adopted a descriptive survey design. The design was used since the research intended to generate statistical information to be used to describe the current relationship between the effectiveness of stakeholder's involvement in resource management and pupils' academic performance in public primary schools in Ugunja Sub-County, Siaya County. The sample comprised of 164 teachers, 14 parents chairs and 14 BOM chairs. Data was collected by use of questionnaires which were validated and checked for reliability. Data was analyzed by use of qualitative and quantitative procedures. Quantitative data analysis entailed descriptive and inferential statistics. Data was presented using tables. Data analysis gave the following findings which are summarized below as per the objectives.

5.2.1 Involvement of Teachers in Resource Management and Pupils' Academic Performance

The first objective was to determine the effectiveness of teachers' involvement in resource management on pupils' academic performance in Kenya Certificate of Primary Education in public primary schools in Ugunja Sub County Siaya County. Findings revealed that involvement of teachers in resource management affected pupils' academic performance. The study established that majority of teachers were involved in target setting and also committed to meeting the set targets. This was an indication that school administration, teachers and the pupils were working together in setting the academic targets. This was

found to affect the pupils' academic performance in the schools. Majority of teachers agreed that most teachers do not take good care of the books in their schools. These incompetence are seen to be in consistence with schools having poor academic mean scores. Findings revealed that majority (61.1%) of teachers were involved in procurement of teaching and learning materials but not in the identification of the most comprehensive revision book. The data implies that most of the schools do not have revision books for their STD 8 pupils and only relied on the course books which are shallow. This impacted negatively on their academic performance. The findings from the data revealed that most teachers (59.51%) observed teaching schedule. Effective class attendance implying that, there was effective teaching and therefore effective performance. Low level of attendance in the other schools may mean that teachers were not in a position to complete the syllabus on time. Poor syllabus coverage has a negative impact on pupils' performance. Majority of teachers do not compensate the lost lessons. They did not create time for any lesson missed, thus syllabus coverage was not possible in most of the schools and this resulted to poor performance.

5.2.2 Involvement of Parents in Resource Management and Pupils' Academic Performance

The second objective was to establish the effectiveness of parents' involvement in resource management on pupils' academic performance in Kenya certificate of primary education in public primary schools in Ugunja Sub, County Siaya County. Findings revealed that involvement of parents in resource management affected pupils' academic performance. Majority of parents (70%) were not involved in ensuring that books were well maintained. This implied that parents left the responsibility to the teachers alone. Teachers indicated that

parents were not involved in making school programs e.g. lunch program for STD 8 pupils. Lunch program is important as an incentive to the teachers and students. This ensures that everybody has met their basic needs. After all say that ‘a satisfied person is a happy person’. It goes a long way in motivating the pupils to ensure the achievement of school goals. Findings indicated that parents (50%) were not involved in their children education by visiting the school to enquire about their children progress. This may mean that some of parents do not know the value of education or the guardians are too old to travel to school. These incompetence are seen to be consistent with poor academic mean scores.

5.2.3 Involvement of BOM in Resource Management and Pupils’ Academic Performance

The third objective was to determine the effectiveness of BOM involvement in resource management on pupils’ academic performance in public primary schools in Ugunja Sub County Siaya County. Findings revealed that majority of teachers agreed that BOM was involved in strategic planning. This is the identification where the organization wants to be at some point in the future and how it is going to get there. It is the process of defining the strategy (direction) of the school and allocating resources to pursue this strategy.

The study found out that majority of BOM (60%) were able to provide classrooms but no desk. The availability of classroom and desk imply that the teachers and pupils were comfortable in their classroom and therefore they could concentrate in their learning hence could post high mean scores. It was also revealed that BOM majority (60%) of them did not hire teachers in case of deficit of teachers in their schools. This implies that most of the schools are under staffed and do not have enough teachers to meet the set targets and that the

few that were there were overworked. Findings also revealed that majority of the BOM were able to provide adequate classroom through the CDFs but not desks. This indicated that some schools had insufficient classroom and desks. The availability of classroom would imply availability of conducive learning environment. Schools with inadequate classroom were found to perform poorly compared to those with adequate classroom in Ugunja Sub County. BOM were not able to provide adequate desk. In some schools, pupils would squeeze themselves in one desk, hence affecting their physical comfort and concentration in class. Student with adequate facilities posted higher mean scores than their counterparts with inadequate facilities. Based on the finding the study is posits that adequate desks and classrooms would improve academic performance as schools with adequate desks and classrooms were found to perform better than those without. Majority of the BOM were not motivating their teachers. Lunch is important as an incentive to the teachers and the students. This ensures that everybody has met their needs. This goes a long way in motivating the staff to put in extra efforts to ensure the achievement of the set targets.

5.2.4 Involvement of Sponsors in Resource Management and Pupils' Academic Performance

The fourth objective was to assess the effectiveness of sponsors' involvement in resource management on pupils' academic performance in public primary schools in Ugunja Sub County Siaya County. Findings indicated that majority of sponsors (43.65) maintained their religious traditions and church doctrines. This implied that most of the schools were involved in some of the church programs. The study indicated that sponsors were no involved in the appointment of head teachers in their various schools. This implied that

sponsors were ready to work with anybody given to them by the Teachers Service Commission. Findings indicated that majority of the sponsors (77.77%) were not involved in providing guidance and counseling to pupils in their various schools. Findings also indicated majority (82.53%) that the sponsors were not consulted by the administration before making any decision in the school. This implies they are not involved in any decision making by the administration and that schools and their sponsors have very little contact in management of the school.

5.2. Conclusion

The study concludes that failure to involve teachers in procurement of course books have a negative influence on academic performance of the school. This is because the head teachers are not in a position to estimate well all the learning resources required and may not be in a position to purchase them due to poor financial management. Teachers were not involved in decision making and for this they felt left out and could not own the decisions made, this impacted negatively on the academic performance. The BOM in most schools were not able to motivate their staff.

Inadequacy of learning resources implies that the pupils and teachers could be learning in uncomfortable environment and therefore may not be able to achieve high academic performance due to the fact that pupils will be squeezing in one desk leading to poor hand writings and may be scrambling for few text books. The quality of physical environment of the school undoubtedly affects the quality of teaching and learning. In conclusion the findings portrayed that low level of involvement of stakeholders in resource management would automatically lead to poor academic achievement on pupils while high level of

stakeholders' involvement in resource management would lead to high academic achievement. Teachers indicated that the stakeholders' involvement in school governance would contribute to better school performance.

5.3. Recommendations

Based on the findings, the following are the recommendations of the study

- 1) There is need to put in place structures that ensure that parents are fully involved in resource management. This could be done by involving parents in organizing for lunch programs for STD 8 pupils in their various schools.
- 2) It is recommended that the head teacher should practice delegated authority to the teachers to ensure that school learning resources are adequate and well maintained. This could be done by involving them in the acquisition of teaching and learning materials because they know better what is best and appropriate for the pupils.
- 3) There is need to ensure that there is coordination between different stakeholders in the area of resource management. The head teacher should ensure that all stakeholders are involved in the management of resources.
- 4) Finally the study recommends the improvement of human resource management through motivating teachers and pupils through incentives and recognition for achievement. The staff will feel valued for their work. Additional training in human resource management by KEMI is recommended to bring harmony in school operations.

5.4. Suggestions for Further Research

The following are areas of further research

- (i) An investigation on challenges facing BOM in the management of human and physical resources. This is because it was evident that most of the BOM members were not able to provide desks and some not able to provide classrooms. Most of them did not motivate their teachers and pupils.
- (ii) A study on the influence of parents' involvement in human and physical resource on pupils' academic performance. This because parent play a very important role in their children academic performance
- (iii) A study on role of head teachers in facilitation of stakeholders' involvement in school resource management. This is because they are the managers of their various schools and their styles of leadership could affect the facilitation of stakeholders either positively or negatively.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

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

Date.....

**The head teacher,
.....Primary school**

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a student pursuing Masters of Education Degree. I am undertaking a research on the effectiveness of stakeholders involvement in resource management on pupils academic performance in Ugunja sub county. Your school has been selected to participate in the study. In this regard i kindly request for your permission to collect data in your school. The findings of the study will be used purely for academic purposes and the identity of the respondents will be kept confidential.

Your cooperation and honesty will be highly appreciated

Yours faithfully

.....
Oluloh Roselyne Achieng

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

The questionnaire is designed to seek information on the effectiveness of involvement of stakeholders in resource management on pupil's academic performance in Ugunja Sub County Siaya County. Kindly fill in this questionnaire to the best of your knowledge. Your identity will be treated with utmost confidentiality. Do not write your name.

School: _____

Put a tick (✓) where appropriate

Demographic information;

1. Gender

Male () Female ()

2. Highest academic qualification

P1 Certificate () Diploma () BEd () MEd () any other _____

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

Less than 1 year () 1-5 years () 6-10 years () 11-15 years ()

16 – 20 years () any other _____

4. What is the school enrolment? Boys _____ Girls _____ Any other _____

5. What is the total number of classrooms _____

Stakeholders' involvement in resource management

6. Does the school administration seek your opinion before making major decisions in the school Yes () No ()

7. In the table below kindly indicate the extent to which you agree with the statement. The response are ranked on a scale of 5 with SA strongly agree 5 A agree 4 undecided 3 DA disagree 2 SDA strongly disagree 1

BOM involvement in resource management

		SA	A	U	DA	SDA
I	The BOM are involved in strategic planning					
ii	The BOM are involved in hiring teachers					
iii	The BOM are involved in setting academic target					
Iv	Procurement of teaching and learning materials					
V	Provision of desk					
Vi	Provision of classrooms					
vii	BOM involvement in staff motivation					
viii	BOM involvement in monitoring the set target					

8. Teacher's involvement in resource management

		SA	A	U	DA	SDA
i.	Teachers are involved in setting academic targets					
ii.	Teachers are committed to meeting the set academic standards.					
iii.	Ensuring books are well maintained					
iii.	Teachers are involved in the procurement of teaching and learning materials e.g. course books					
iv.	Teachers are involved in identification of most comprehensive revision books					
v.	Involvement of teachers in observation of teaching schedule					
vi.	Compensation of lost lesson					

9. Parents ‘involvement in resource management

		SA	A	U	DA	SDA
I	Ensuring that books are well maintained					
ii	Parents are involved in making school programs eg lunch program for std 8 pupils					
iii	Parents are involved in their children education by visiting the school to enquire about their children progress					

10. Sponsors involvement in resource management

		SA	A	U	DA	SDA
i	Sponsors are involved in maintenance of the religious tradition and church doctrines					
ii	Sponsors are involved in the appointment of head teacher					
iii	Sponsors provide guidance and counseling to students					
Iv	The administration consult the sponsor before making decisions in the school					

11. To what extent are you involved in the governance matters in your school?

Great extent () average () Fair () Not at all ()

APPENDIX III: QUESTIONNAIRE FOR PARENTS

This questionnaire is designed to seek information on the effectiveness of involvement of stakeholders in resource management on pupils' academic performance in Ugunja Sub-County Siaya County. Kindly fill in this questionnaire to the best of your knowledge.

Your identity will be treated with utmost confidentiality.

The information you give is only required for research purpose do not write your name or any information of identification

School: _____

Put a tick (✓) where appropriate

Demographic information

1. Gender?

Male () Female ()

2. Level of education

Form four Certificate () Tertiary () Graduate () Post Graduate ()
any other _____

3. In the following table kindly indicate the extent to which you agree with the statements. The statements are ranked on 9 scale of 5 with SA strongly agrees 5 A agree 4 U-undecided DA disagree SDA strongly disagree.

BOM involvement in resource management

		SA	A	U	DA	SDA
I	The BOM are involved in strategic planning					
Ii	The BOM are involved in hiring teachers					
Iii	The BOM are involved in setting academic target					
iv	Procurement of teaching and learning materials					
V	Provision of desk					
Vi	Provision of classrooms					
vii	BOM involvement in staff motivation					
viii	BOM involvement in monitoring the set target					

4. Teachers' involvement in school governance

		SA	A	U	DA	SDA
i.	Teachers are involved in setting academic targets					
ii.	Teachers are committed to meeting the set academic standards.					
iii.	Ensuring books are well maintained					
iii.	Teachers are involved in the procurement of teaching and learning materials e.g. course books					
iv.	Teachers are involved in identification of most comprehensive revision books					
v.	Involvement of teachers in observation of teaching schedule					
vi.	Compensation of lost lesson					

5. Parents' involvement in school management

		SA	A	U	DA	SDA
I	Ensuring that books are well maintained					
ii	Parents are involved in making school programs eg lunch program for std 8 pupils					
iii	Parents are involved in their children education by visiting the school to enquire about their children progress					

6. Sponsors involvement in management of resources

		SA	A	U	DA	SDA
i	Sponsors are involved in maintenance of the religious tradition and church doctrines					
ii	Sponsors are involved in the appointment of head teachers					
iii	Sponsors provide guidance and counseling to pupils					
iv	The administration consults the sponsor before decision making in the school					

APPENDIX IV: QUESTIONNAIRE FOR SCHOOL BOARD OF MANAGEMENT

The questionnaire is designed to seek information on the influence of involvement of stakeholders in resource management on pupils' academic performance in Ugunja Sub-County Siaya County. Kindly fill in this questionnaire to the best of your knowledge. Your identity will be treated with utmost confidentiality

The information you give is only required for research purpose. Please do not write your name or any form of clarification.

School: _____

Tick (✓) where appropriate

Demographic information

1. Gender?

Male () Female ()

2. Level of education?

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

Any other _____

3. Length of service as a member of BOM

Less than 1 year () 1-5 years () any other _____

4. How was the BOM in your school established

Selection () Nominations () Election ()

5. Does the BOM involve parents in setting academic targets? Yes () No ()

6. Does the BOM involve teachers in setting academic targets? Yes () No ()

7. Does the BOM carry out the following activities in ensuring effective teaching and learning and resource management?

		SA	A	U	DA	SDA
I	The BOM are involved in strategic planning					
ii	The BOM are involved in hiring teachers					
iii	The BOM are involved in setting academic target					
iv	Procurement of teaching and learning materials					
V	Provision of desk					
Vi	Provision of classrooms					
vii	BOM involvement in staff motivation					
viii	BOM involvement in monitoring the set target					

8. Teachers' involvement in resource management

		SA	A	U	DA	SDA
i.	Teachers are involved in setting academic targets					
ii.	Teachers are committed to meeting the set academic standards.					
iii.	Ensuring books are well maintained					
iii.	Teachers are involved in the procurement of teaching and learning materials e.g. course books					
iv.	Teachers are involved in identification of most comprehensive revision books					
v.	Involvement of teachers in observation of teaching schedule					
vi.	Compensation of lost lesson					

9. Parents' involvement in resource management

		SA	A	U	DA	SDA
i	Ensuring that books are well maintained					
ii	Parents are involved in making school programs eg lunch program for std 8 pupils					
iii	Parents are involved in their children education by visiting the school to enquire about their children progress					

10. Sponsors involvement in resource management

		SA	A	U	DA	SDA
i	Sponsors are involved in maintenance of the religion tradition and church doctrine					
ii	Sponsors are involved in the appointment of head teachers					
iii	Sponsors provide guidance and counseling to pupils					
iv	The administration consults the sponsor before decision making in the school					

Appendix V: Letter of Authorization from Ministry of Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION



E-MAIL: deogunja@gmail.com

When replying please quote

REF/UGN/ED/ADM/VOL.2/86

SUB-COUNTY EDUCATION OFFICE,
UGUNJA,
P.O BOX 6 – 40606
UGUNJA

DATE: 12/06/2017

OLULOH ROSELYNE ACHIENG
UNIVERSITY OF NAIROBI
SCHOOL OF EDUCATION
P.O BOX 92 - 00902
KIKUYU

RE: AUTHORITY TO CONDUCT RESEARCH

You are hereby granted authority to conduct research entitled:-

“Effectiveness of Stakeholder Involvement in Resource Management on Pupils Academic Performance in Public Primary Schools in Ugunja District”.

Headteachers in Ugunja Primary Schools are requested to accord you necessary assistance to enable you achieve your desired objective.

OBED J. GUTO
SUB-COUNTY DIRECTOR OF EDUCATION
UGUNJA

DISTRICT EDUCATION OFFICE
UGUNJA DISTRICT

Appendix VI: Letters of Authorization from NACOSTI



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/17/27123/17857

Date: 6th July, 2017

Roselyne Achieng Oluloh
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effectiveness of stakeholder involvement in resource management on pupils academic performance in public primary schools in Ugunja Sub-County, Siaya County,*" I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for the period ending **6th July, 2018**.

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

The County Director of Education
Siaya County.

THIS IS TO CERTIFY THAT:
MISS. ROSELYNE ACHIENG OLULOH
of UNIVERSITY OF NAIROBI, 132-40606
UGUNJA, has been permitted to conduct
research in Siaya County

on the topic: EFFECTIVENESS OF
STAKEHOLDER INVOLVEMENT IN
RESOURCCE MANAGEMENT ON PUPILS
ACADEMIC IN PUBLIC
PRIMARY SCHOOLS IN UGUNJA
SUB-COUNTY, SIAYA COUNTY

for the period ending:
6th July,2018

.....
Applicant's
Signature

Permit No : NACOSTI/P/17/27123/17857
Date Of Issue : 6th July,2017
Fee Received :Ksh 1000



.....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No.A 14712

CONDITIONS: see back page

Appendix VIII: Letter of Authorization from the University



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

June 6, 2017

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: OLULOH ROSELYNE ACHIENG – REG NO. E55/80685/2015

This is to confirm that **Oluloh Roselyne Achieng** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "**Effectiveness of Stakeholder Involvement in Resource Management on Pupils' Academic Performance in Public Primary Schools in Ugunja Sub-County, Siaya County**". Her area of specialization is Corporate Governance.

Any assistance accorded to her will be highly appreciated

DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING



JK/gm