

**INFLUENCE OF SOCIOECONOMIC FACTORS ON GOVERNANCE OF
SECONDARY SCHOOLS IN OYUGIS ZONE, RACHUONYO SUB-
COUNTY, HOMA BAY COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my parents, Naftali and Mrs. Peres Ayanga, husband, Haggai Onguka and brothers - Steve, Cliff and Jim for their unwavering support.

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ABBREVIATIONS AND ACRONYMS

BoM	Board of Management
DFID	Department for International Development
FDGs	Focus Group Discussion
GoK	Government of Kenya
ICT	Information and Communication Technology
IPAR	Institute of Personality Assessment and Research
NGOs	Non-Governmental Organisations
OECD	Organization for Economic Co-operation and Development
PTA	Parents and Teachers Association
TSC	Teachers Service Commission
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations

ABSTRACT

This study was aimed at investigating the influence of socioeconomic factors on governance of secondary schools in Oyugis zone Rachuonyo South Sub-County, Homa Bay County in Kenya. To guide the study, four research objectives were developed: to establish the influence of parental level of education, school sponsors, drugs and substance abuse and household income on governance of secondary schools in Oyugis Zone, Rachuonyo South County, Homa Bay County. The study employed Bronfenbrenner's ecological theory and humanistic theory and in particular the Abraham Maslow theory which pitches that human needs are hierarchical and basic needs must be addressed first. Descriptive survey research design was adopted for the study targeting all the 22 public secondary schools, 22 principals, 216 teachers, 286 BoM, 88 church sponsor representatives and 6000 parents in Oyugis Zone. Purposive sampling was used to select 7 schools, 7 principals 22 teachers, 29 BoM members and 24 school sponsor representatives and 44 parents. Questionnaires, interview guides and Focus Group Discussions were used to collect data. Qualitatively collected data were analyzed using thematics, whereas, quantitatively collected data were analyzed using descriptive statistics with the aid of Statistical Package for Social Science (SPSS). The data was presented using frequency tables, graphs. The study found out that low level of income and education inhibited parent's participation in school governance activities such as provision of finance, learning and teaching resource, attending meetings and monitoring the academic progress of the students. And education was not a priority to the impoverished parents and students. The study also revealed that drug and substance abuse was major cause of student's indiscipline and lack of commitment to schooling with negative impact on school governance. Church sponsors although important with regard to spiritual nourishment, they were unduly interfering with staff recruitment, misusing school facilities and inhibiting the smooth running of the schools. From the conclusions it was recommended that parents, students and school communities must be encouraged to be more involved in school governance activities, address drug and substance abuse and a review of sponsor involvement in school management.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is a major contributor to societal competitiveness and a catalyst for economic growth and development (World Bank, 2002). It is a vehicles for raising social consciousness, quality of life, freedom, manpower development, spreading knowledge, gender empowerment, poverty reduction, productivity enhancement, and integration of the vulnerable and marginalized into the development agenda (UNESCO, 2009; Inonda and Riechi, 2010). These benefits therefore, explain the attention education has continued to attract at local, national and international levels, for example, the ‘Education For All’ initiative being championed at the international level with main objective of addressing all the educational requirements of adults, youths and children by 2015.

This initiative among others all aimed at exploiting the full potential of education has in resultant increased enrolment and completion rates at primary school level and consequently, increased demand for secondary education (Ballen and Moles, 2013). However, as much as the importance of education is so obvious, most countries particularly in the developing world are yet to realize fully its benefits (UNESCO, 2009). This has been attributed to challenges related to delivery of educational outcomes and access to secondary schools among other factors (Ballen and Moles, 2013).

As noted by UNESCO (2005a) report, secondary education has become a barrier to educational attainment as well as expansion of opportunities for the youths. Governments and other stakeholders therefore must appraise their secondary education and in particular the secondary schools with focus on how they are managed, held accountable and the overall governance (World Bank, 2008). This is premised on the fact that, secondary school is the governance structure's point of confluence with the public and delivery mechanism (UNESCO, 2005b). It also plays the articulating role between the labour market and tertiary education and primary schooling (World Bank, 2003).

According to Peters (2005), governance is the act of collective decision making in an organization. Backman and Trafford (2007) define school governance broadly as school leadership in terms of both instrumental and ideological aspects. It is clear from the definitions that governance involves sharing of activities across the different players. Therefore, sustainable governance in schools requires the use of democratic approaches (Backman and Trafford, 2007). In this context, secondary schools must remain responsive to stakeholder involvement, fully integrated with the community and also connected with the external environment while ensuring accountability, transparency and quality standards are upheld in the schools' operations (Ballen and Moles, 2013).

However, Campbell (2012) points out that secondary school governance is faced by a number of challenges. These include socioeconomic factors such as education, occupation, income, poverty and religion. Others are weak leadership, poor management and ineffective parental, students and community involvement (Okumbe, 2008; UNESCO, 2005b).

In the United States of America (USA), the national survey by the U.S. Department of Health and Human Services (1999) revealed that 59 percent of American parents above the poverty line were involved in school activities on a regular basis, as compared to only 36 percent of those below the poverty line. Study by Ford and Haris (1997) which focused on parental level of education and household income found out that children from middle and high income education level households were more committed to schooling. Hawkins, Calatano and Miler (1992) in their study found out that there was a relationship between adolescents who abuse drugs and truancy, less commitment to schooling and school dropout. The study also revealed that students from drug abusing households tend to be more aggressive, violent and abusers themselves. Such traits had negative influence on the student's discipline (Sher, 1997).

Fuller and Johnson (2013) looking at the influence of church sponsors on the school governance and academic performance in church sponsored schools in USA, points to the conflict between the sponsors and other stakeholders - state,

parents and community. The conflicts were caused by the fact that despite the changes in the school market, curriculum and standards, spread of liberal ideas and consequently, the demand by the public for a more liberal governance of the church sponsored educational institutions, the sponsors were still insisting on maintaining 'identity' and 'faith leadership' in the schools.

In the United Kingdom, socioeconomic factors is a major challenge to governance of secondary schools. Eccles (2005) study on the educational management and the wider benefits of learning in England argues that parental level of education influences their values, skills, and knowledge. According to the study, parents with low level of education often exclude themselves from school governance, arguing that it is the role of the teachers to manage the schools. Nancy and Lorraine (2004) in their study concurs that impoverished families more often than not do not participate in school governance activities including meeting their financial obligations with far reaching ramifications on the school's smooth operation.

In England, even after the inclusion of schools sponsored by the Catholic Church and the Church of England in the State system, due to secularization among other factors some sections of the population are still not comfortable with the spiritual nature of the schools (Johnson, et al., 2000). The principals of such schools are

therefore confronted with the challenge of balancing the conflicting interests (Johnson, 2003; Tan, 1997).

In Nigeria, a joint study by the World Bank and Francis, Agi, Alubu, Biu, Daramola and Nzawi (1998) argue that although parents are expected to lead in the mobilization and management of finances, learning and teaching resources for the schools, impoverished parents cannot meet their obligations leading to management challenges with regard to availability of teaching and learning requirements, staff remuneration among other school operations. The study by Francis and others further argues that parents with low levels of education either exclude themselves from governance activities due to inferiority feelings or are disregarded by the school administration who often brand them as uninterested in the education of their children. Abot (2005) looking at the effect of drug and substance abuse on students' participation in schooling activities in Nigeria argues that drug abuse was prevalent in Nigerian schools and was a major cause of lack of interest in school and school dropout witnessed with many students associated with drug and substance abuse. Usman (2016) posit that drug and substance abuse was a major cause of indiscipline in schools in Nigeria. Similar finding was noted by Ngesu and Masese (2008) study which blamed indiscipline and associated management challenge in Nigerian schools on drug and substance abuse. Okotoni and Okotoni, (2003) argues that the source of conflict in schools in Northern Nigeria are those associated with religious differences among the stakeholders.

In South Africa, studies by Kamper, (2008) and Berliner, (2006) on the factors affecting secondary school governance point to the fact that socioeconomic circumstance centered around the teachers, parents, students, school facilities and finance was negatively impacting on the administration of the schools. These studies are in agreement that students from households with low level of income and education often suffer from low self-esteem and are less committed to schooling compared to their counterparts from higher socioeconomic backgrounds. Such students often dropout or drop behind school, with negative impact on classroom management (Kamper, 2008). Whereas, parents with low levels of income and education exhibited strong negative inclination towards schooling (Berliner, 2006).

In their findings, Peltzer and Phaswana (2009) indicate that 5.8 percent of the South African population above 15 years of age was engaged in drug and substance abuse. The study also reveal that indiscipline in many schools in South Africa was due to the drug menace. Clerk (2007) associates conflict in South African schools to the difficulty in the implementation of religion-in-education policy. The policy allows the School Board of Management to decide on the religious observance. This has led to some parents/community resisting the implementation of the policy arguing that the schools want to convert their children to other religions. On the other hand is the pressure to implement the policy, with principals caught in between (Alexander, 1992).

In Uganda, Ibrahim, Alex and Doreen (2008) study on effect of socioeconomic determinants on primary school dropout confirm that parental level of education, income, occupation and insecurity were major factor influencing students' dropout rate across all ages particularly in the rural areas and a serious governance issue. Lasibille (2007) study, revealed that most schools in Uganda do not involve the parents in the governance of schools since they consider the parents to possess low educational level and therefore have nothing to offer in terms of school management. The study also revealed that low income parents do not attend school governance activities such as meetings due to lack of money for transport among other barriers. Mpaata (2008), points out that drug and substance abuse was the cause of 80 percent of the school dropouts in Uganda for 18 to 23 year olds.

From the various studies it is clear that socioeconomic factors impacted on the governance of secondary schools in developed as well as developing countries with negative impact on the delivery of educational services. The situation is not any different for Kenya. A study carried by Ndiku (2007) on the role of poverty on the provision of quality education, it was observed that middle income level parents as compared to their low income counterparts tend to volunteer and also attend school governance related activities more frequently and also more committed to the academic achievements of their children. The study argues that parents, students and school communities from impoverished communities are

more concerned with the provision of basic necessities – food, shelter, clothing, health and not education. To them schooling is the purview of the teachers (Ndiku, 2007). As a result the management of schools has been left entirely in the hands of the teachers who are themselves demoralized by heavy workload, lack of parental support, low remuneration and pressure from the diverse social problems the underprivileged students carry to school (Ndiku, 2007).

Onsomu, Mungai, Oulai, Sankale and Mujidi (2004) argue that the leadership of most secondary schools in Kenya do not effectively involve low income level parents in the school governance processes. This is because parents from disadvantaged backgrounds are often viewed through the social prism of superiority as irrelevant to school management (Karen and Warren, 2011). This has consequently, curtailed parents-students-teachers collaboration - a critical element in school governance. As pointed out by Epstein (2001) when parents are involved in the school activities, the students become more committed and behave better since the presence of the parents creates accountability at the school level. Epstein further argues that educators who work with parents are able to understand their learners better, generate unique rather than routine solutions to classroom problems and reach a shared understanding with parents and learners. According to the findings of several studies, drug and substance abuse was prevalent in secondary schools in Kenya. The studies also argue that drug and substance abuse was one of the major causes of deteriorating morals, declining

learning standards, indiscipline and frequent and increasingly violent strikes and insecurity in secondary schools. Disobedience, theft, truancy, aggressive behavior among other antisocial behavior with far reaching consequences governance of the schools were also associated with drug abuse by students and parents (NACADA, 2003; Oteyo and Kariuki, 2009; Kamunde, 2010; Ngesu and Masese, 2008; Oteyo and Kariuki, 2009 and Gikonyo, 2005).

Parent's level of education is a key determinant of the importance parents attach to education of their children (Kratli, 2001). Parents with higher levels of education have positive attitude towards education and as a result such parents are more committed to their children's education (Zahyah, 2008). As explained by Ndiku (2007), educated parents often vouch for school environments that promotes and also guarantee the realization of educational objectives for their children and therefore willing to invest in schooling. Whereas, for most parents with low levels of education, the school processes is intimidating. This may be born out of their inability to communicate effectively, for example, during meetings. Exclusion and lack of respect by the teachers and the more affluent parents who regard them as irrelevant in the school management processes is also a discouraging factor for poor parents. This therefore inhibits effective participation of poor and low educated parents in school governance as well as academic performance of their children (Ndiku, 2007).

Different scholars have presented different views with regard to the role of sponsors in management of secondary schools, with some arguing for their complete elimination (Akala, 2009), while others fronting for a redefinition of their roles, retention and creation of conducive atmosphere for their operation (Regina and Wanyonyi, 2012). A study by Okumbe (2008) indicated that principals of secondary schools, have to contend with sponsor challenges some bordering on intimidation and interference, lack of sponsors' effective participation in the school management, shortage of well-trained teachers to handle the religious/faith activities, misuse of the school physical facilities, instigation of teacher transfers and religious observance activities (Onderi and Makori, 2013; Okumbe, 2008).

Homa Bay County is classified as one of the regions in Kenya with high poverty prevalence rates of 48 percent against the national average of 45 percent living below poverty line (Republic of Kenya, 1997). Homa Bay County has 0.46 score on Human Development Index which is below the national average of 0.56. The population's main source of livelihood is subsistence farming and petty trading activities (Republic of Kenya, 2005; Kenya Integrated Household Budget Survey, 2005/06). The high incidence of poverty and illiteracy levels therefore is a major barrier to parents, community and student's participation in educational activities and also the realization of educational objectives in the County (Republic of Kenya, 2005). According to surveys by NACADA and Simatwa, Odhong, Juma

and Choka, 2014) drug and substance abuse is wide spread in secondary schools in western region of Kenya within which the area of study falls. Drug and substance abuse is a worrying practice among school administrators in Oyugis Zone in Rachuonyo Subcounty (Morris, 2016). Schools in Oyugis Zone like other parts of Kenya also suffer from interference from the church sponsors (Makori and Ondari, 2010). Unless these governance challenges are addressed effectively, the delivery of education services and the envisaged educational outcomes in Oyugis Division will remain a mirage. A thorough understanding of the factors affecting secondary school governance is therefore necessary in order to develop appropriate intervention mechanisms and also ensure realization of educational objectives.

The few studies which have been undertaken in this area and the various policy responses have tended to focus mainly on the influence of socioeconomic factors on educational outcomes (Nanyonjo, 2007; Ndiku, 2007; Onsomu, et al 2004 and Onderi and Makori, 2013). Secondary schools governance although a critical element in the delivery of education services has not been adequately addressed.

1.2 Statement of the problem

School-level governance is the fulcrum on which secondary schools' role as vehicle for stimulating, sustaining, improving and also building intellectual, social, financial and spiritual capital is anchored. Despite this critical function and

the efforts which have been made by the government to enhance good governance, secondary school in Oyugis Zone of Rachuonyo South Sub-County, like others elsewhere in the developing world are faced with governance challenges. These include school dropouts, inadequate financial, teaching and learning resources, strikes, truancy, increased incidences of drug and substance abuse and associated cases of indiscipline, financial misappropriation and wastage, low parental, student and community involvement and interferences from stakeholders (Ndiku, 2007). Many studies have attributed this wanting situation to the influence of socio-economic factors external and internal to the school environment including poverty, low levels of education, use of drugs and other illegal substances, interferences from church sponsors, greater involvement of the parents and school communities in the provision of learning facilities and students learning requirements among others. Unless adequately addressed these challenges are likely to continue hampering the well-functioning of secondary schools and ultimately, the realization of educational objectives. In light of this, the study sought to critically explore the influence of socio-economic factors on the governance of secondary schools in Oyugis Zone of Rachuonyo South Sub-County, Homa Bay County.

1.3 Purpose of the study

The study was intended to establish the influence of socioeconomic factors on governance of secondary schools in Oyugis Zone, Rachuonyo South, sub-county, Homa Bay County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- 1) To assess the influence of parental level of education on governance of secondary schools in Oyugis Zone Rachuonyo South Sub-County.
- 2) To establish the extent to which school sponsors influence governance
- 3) of secondary schools in Oyugis Zone, Rachuonyo South Sub-County, Kenya
- 4) To determine the effect of drugs and substance abuse on governance of secondary schools in Oyugis Zone, Rachuonyo South Sub-County, Kenya
- 5) To establish the influence of level of household income on governance of secondary school in Oyugis Zone, Rachuonyo South Sub-county.

1.5 Research questions

The study was guided by the following research questions:

- 1) To what extent does parental level of education influence governance of secondary schools in Oyugis Zone Rachuonyo South Sub-County, Kenya?

- 2) To what extent does school sponsors influence governance of secondary schools in Oyugis Zone, Rachuonyo South Sub-County, Kenya?
- 3) To what extent does drugs and substance abuse influence governance secondary schools in Oyugis Zone, Rachuonyo South Sub-County, Kenya?
- 4) How does level of household income influence governance of secondary schools in Oyugis Zone, Rachuonyo South Sub-county, Kenya?

1.6 Significance of study

The findings of this study may provide requisite information and skills to teachers, school administrators (at both systemic and school levels) in understanding the effect of socioeconomic factors on school governance and development of appropriate intervention mechanism to enhance secondary school management and efficient and effective delivery of educational services. The finding from the study can also be used by teachers and school governors to develop social support processes to improve school performance and other outcomes.

Policy makers may also use the findings in developing appropriate policies to address the influence of socioeconomic factors on governance and educational outcomes and productive stakeholder engagement in the management of the schools. Whereas, with regard to the parents and the school communities, the

findings may be useful in coming up with measures to control drugs and substance abuse in schools, truancy, engagement of students in domestic chores and closer supervision.

It is also hoped that the findings may create awareness on the school management challenges arising from the effects of socioeconomic factors, as well as, arouse necessary sensitivities towards underprivileged students and parents and the need to come up with measures to inculcate inclusivity in school management processes. It may also contribute to the body of literature on relationship between poverty and governance in education in Kenya and at the same time form a base for future studies on school governance.

1.7 Limitations of the study

The study involved only public secondary schools in a rural area. Respondents from urban areas were not involved given Oyugis Zone, Rachuonyo South where the study was carried out are rural setting. This might affect the generalization of the findings. Some of the respondents particularly the parents were semi-illiterate and therefore the possibility of not providing reliable information. However, attempts were made to mitigate this by the researcher providing clarifications at every stage on what is required of the respondents.

1.8 Delimitations of the study

The study was delimited to public secondary schools in Rachuonyo South Sub County, Homa Bay County, Kenya. To provide the information, the study focused on principals, teaching staff, Board of Management (BoM), school sponsor representatives and parents. As much as governance of secondary schools is influenced by many factors this study focused mainly on socioeconomic factors.

1.9 Assumptions of the study

- a) The respondent had basic knowledge of the issues being investigated
- b) All respondents provided honest opinions as well as factual responses to the questions.
- c) Differences in effective and efficient management of schools and delivery of educational services in all public secondary schools stemmed from different socioeconomic influences.

1.10 Definition of significant terms

Impoverished students refers to students who are unable to maximize learning at school due to their poor socio-economic backgrounds

Participation refers to the stakeholder's involvement in the policy formulation and decisions making processes with regard to school governance and other educational matters at the institutions where they have pertinent interest.

Poverty refers to the lack of resources and also capability to function effectively.

Socioeconomic status (SES) refers to the economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation

1.11 Organization of the study

The study is organized in five chapters. Chapter one contain the introduction, background of the study, statement of the problem, purpose of the study, research objectives, research questions, limitations and delimitations of the study, significance of the study, definition of significant terms and organization of the study. Chapter two includes: Review of relevant literature presented according to the sub themes, summary of the reviewed literature, conceptual and theoretical framework. Chapter three is comprised research methodology, consisting of research design, target population, sample size, sampling techniques, research instruments, instruments validity and reliability, data collection procedures, data analysis techniques and ethical considerations. Chapter four comprise introduction, questionnaire return rate, demographic information, influence parents' level of education, influence of school sponsors, drugs and substance abuse, household level of income on school governance and discussion. Chapter five has summary, conclusion and recommendations based on the findings of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter present reviewed literature related to the study. It involved examination and analysis of documents such as newspapers, journal, books, magazines and dissertations. The section covers the concept of governance, parental level of education on secondary school governance influence of school sponsors, drugs and substance abuse, influence of schools sponsors and household level of income on school governance literature review summary, theoretical framework and conceptual framework.

2.2 The concept of governance

The concept of governance is not new and has variously been used to denote the exercise of authority in an organization or state. Authority in this context can simply be defined as the ability to influence behavior of others. According to Saddique et al (2014) governance refers to the processes and decisions that seek to define actions grant power and verify performance. Carrington, Debuse and Lee, looks at governance as a collective decision making process in handling common problems (Carrington, Debuse and Lee, 2008). Similarly, the OECD, 2008 report defines governance in terms of structures, relationships and processes through which policies are developed, implemented and reviewed (OECD, 2008).

According to Maureen, and Patterson, in their study on governance in education: raising performance, governance particularly in this era of political pluralism has become a vital ingredient in ensuring a dynamic balance between the quest for equality and order in the society, efficient production and delivery of goods and services, accountability, freedom and human rights' protection (Maureen, and Patterson, 2009).

2.3 Influence of parental level of education on secondary school governance

According to Bakker (2007) parents who have higher levels of education value education, monitor and regulate their children's activities, provide emotional support, encourage independent decision making and are generally more involved in the schooling activities as opposed to impoverished parents. Educated parents have positive attitude towards school and more likely to contribute more to school governance processes (UNESCO, 2014). Bakkers' findings is supported by studies by Haveman (1993) and Nanyonjo (2007) which posit that parent's education level influences not only the value they attach to education but also their commitment to the education of their children. Well-educated parents regularly assess their children's academic performance, assist the children with their school work and take keen interest in the overall management of the schools, fully cognizant of the fact that a well-managed school is likely to have positive impact on their children

Onsomu and Mujid (2004) argue that teachers often contend that parents with poor educational backgrounds are irrelevant and therefore should be excluded from educational processes. Such negative attitude coupled with poverty-stricken parents lack of interest in education is a major hindrance to parents' effective participation in school governance processes. Further educated parents make more informed contributions during management forum and are able to objectively evaluate the schools performance as well as demand for accountability from the head teachers, teachers and management Boards.

2.4 Influence of school sponsors on secondary school governance

As pointed out by several studies, in many countries before the establishment of the States, schools were managed by the church (Watson, 2010; Mabeya and Ndiku 2010). However, this changed with States assuming control of the societal governance with education coming under the purview of the State, the religious organizations were therefore effectively left with residual influence in school governance. This related mainly to provision of spiritual matters - maintenance of religious traditions and church doctrines in schools, physical facilities, guidance and counseling and disciplinary issues. But, still this has waned overtime (Akala, 2010).

As observed by Shidende (2010) and Mosomi (2008) the recognition of religion in schools has sometimes resulted in interference by the sponsors and conflicts

between sponsors and principals. Regina and Wanyonyi (2012) argues that, sponsors only concentrate on protecting their traditions at the expense of development and promotion of education standards in the schools. This has resulted in open differences as the sponsors show open preference with regard to the principals and other staff they want in their schools as well as dictating their roles. Such meddling in the management of the schools has led to conflicts with the teachers and also among the school's staff.

Okumbe (1998) argues that sponsors sometimes nominate ineffective representatives or chairpersons to the school Board of Management. Such nominees in most cases cannot challenge the principal's decisions. Instead, the sponsors only concentrate on the promotion of projects that protect their own interests at the expense of the attainment of the more pertinent educational objectives such as academic performance and overall management of the school. Sponsors have also been blamed for instigating transfer of the principals and teachers they do not like because they belong to other faiths or any other grievance and also inciting parents and students to reject some teachers (Makori and Onderi, 2013). According to Mbatia, (2005), some church leaders openly undermine the principals resulting in difficult working relationship between the principal and the sponsor with negative impact on governance and academic performance of the school.

The study by Mabeya, Ndiku and Njino (2010) on role of the church sponsor in management of secondary schools in Uashin Gishu, revealed that school sponsors sometimes demand for the use of school facilities for church functions with no regard to the school's regular activities such as teaching and extra-curriculum activities. The study also argues that sponsors sometimes interfere with students admission by demanding for enrolment of students who do not meet the qualifying mark for the school. The study also points to the sponsors insisting on the election of their representatives as the BoMs Chair irrespective of their capability and demanding for favours. These challenges have not only led to low morale, disruption of school programmes, understaffing, but also, compromised the effective management of such schools.

2.5 Influence of drugs and substance abuse on school governance

According to the World Drug Report (2005), drug and substance abuse has become a major problem the world over with the youthful population particularly in developing countries under the threat of being turned into zombies. In Nigeria, a study by Aluede and others on the factors precipitating student unrest in Nigerian educational institutions indicates that drug and substance abuse was a major cause. Other precipitators include student's non-participation in decision making processes in the institutions of learning, academic stress and welfare issues. The study argues that drug abuse by students is one of the reasons behind the presence of illegal practices such as prostitution, drug peddling, theft, fights

and indiscipline in these institutions (Aluede, Jimoli, Oguwinede and Omororegie, 2005). Similar findings were noted by in Ghana by a study by Nkyi, (2014) which found that secondary students were abusing drugs of various types.

In Kenya Drug and substance abuse is widespread and almost every young person during their lifetime has experimented with a drug, with cigarettes, cannabis or beer being the most common (Kiarie, 2005 and NACADA, 2010). More worrying is the fact that the proportion of drug and substance abusers in the population was increasing yearly (NACADA, 2012). Similar trend was being witnessed at secondary school level where students continue to involve themselves in the bad practice despite the education about the dangers (Ngesu, Ndiku and Masese, 2008).

Drug and substance abuse is a major cause of indiscipline among students and has been blamed for the frequent unrest in secondary schools, absenteeism and school dropouts (GoK, 2001) with a term hardly passing without a destructive strike taking place in Kenya (Ngesu, et al., 2008). Confirming the earlier findings, Ngesu, et al (2008) posits that drug abuse was a major cause of indiscipline in secondary schools and that ensuring discipline in secondary schools has become a major management challenge. This was exacerbated by the fact that, as much as, discipline is a collective responsibility that requires the participation of all the stakeholders on a sustainable basis, the often minimal cooperation in disciplinary

issues particularly by the impoverished parents and students was a major handicap in addressing the problem. A study by Kirui, Mbugua and Sanga (2011) argues that drug and substance abuse causes aggressive behavior, overexcitement and irritability among others. These antisocial behaviors have evolved in sophistry over the last decade due to technological advancements with misdemeanors such as bullying moving from physical and verbal attacks to the level of internet and the social media with management challenges to school administrators.

Kirui, et al (2011) opines that these antisocial behaviors are partly to blame for the violence and destructive tendencies among students. In 2012, several schools in Kenya including some in Oyugis Zone, Rachuonyo Sub-county experienced strikes with property worth millions of Kenya shillings destroyed. The strikes were partly blamed on influence of drug and substance abuse among students (Ngesu, Ndiku, and Masese, 2008).

A Survey involving 632 children in Kenya by NACADA (2012) revealed that 6 percent both boys and girls had engaged in sex while on drugs, while 8 percent had taken drugs before engaging in sex for the first time. From the findings the study concluded that used of drugs causes risky behavior among youths and adults, limits concentration span and loss of interest in schooling among students. The study also pointed that drug abuse was a major cause of student's indiscipline, poor academic performance and school management (Oshodi, Aina,

and Onajole, 2010; Ngesu, et al., 2008). Drugs and substance abuse is therefore, a major concern to not only to school authorities, but also, to the school community the world over and was threatening to wipe the youthful population unless checked (Ngesu, et al 2008).

2.6 Influence of household level of income on secondary school governance

In Nigeria children from low income household are 35 percent less likely to attend school compared to those from more affluent families (UN Habitat, 2010), whereas, in Bangladesh students from low income families attend school infrequently (Cameron, 2010). Eamon, (2005) notes that families in low socioeconomic status in developing countries often lack finances, have low income and education level and participates less in educational activities in schools. According to study by Lutz (2008) most parents in rural areas in Nigeria were not able to meet the financial demands of secondary students and this was a major contributor to the student's psychological and homeostatic imbalance in class and consequently emotional instability, frustration, low concentration and perception. Managing such students therefore was a challenge to school administrators.

According to Apstein (1992) the involvement of parents in the education of their children – participating in school meetings, attending to their school work, and making follow ups with the school administration and class teachers greatly

influences both the children's academic performance and also contributes to ease of managing such students. Apstein argues that the background of any parent determines their familiarity with issues, their behavior and the extent to which they influence their children. However, while parental involvement is critical, poor parents are not likely to engage in the education of their children as they concentrate more on meeting their families' basic needs from their often irregular sources of income. However, Okinama, (1998) argues that as much working class parents have a lot of interest in their children's education, they tend to leave the educational responsibilities with the teacher. Effectively engaging such parents in school governance has become a major challenge to schools.

According to study by Abagi and Sheila (1994) on household factors affecting participation and performance in schools in Kenya, it was found that economic problems and in particular family income levels was a major cause of school dropouts and other forms of educational wastage particularly for girls. The study further argues that in order to supplement their earnings families are sometimes forced to temporarily pull their children out of school to engage in income generating activities or undertake domestic chores. This leads to truancy and lack of interest in schooling activities.

Ndiku (2007) study on the effect of poverty in the provision of quality education in Kenyan Secondary Schools reported that impoverished households are often

'powerless' and 'voiceless' and therefore cannot engage effectively in the decision making processes involving their children at home and also at school. Ndikus finding buttresses further an earlier suggestions by Lareau (1987) that low income parents as compared to their middle class parents, have difficulty communicating to the teachers and also getting involved in school management due to low self-esteem. As a result, the children are left loose to chart their own destiny. Such children have difficulty abiding by the demands the schooling including the school rules since the social environment - rules, norms and regulations - under which the schools operate is different from that of the impoverished households. These children are also faced with the challenge of lack of learning requirements such as school levies, books and uniforms among others. (Kamper, 2008) in support of Ndiku's findings posits that children from low income backgrounds cannot concentrate in school, attend school irregularly and often drop out of school. This finding support earlier study by Eshiwani (1985) which argued that that children from disadvantaged families drop out of school at an earlier stage compared to those from high income families.

Onsomu, Mungai, Oulai, Sankale and Mujidi, (2004) in their study on community participation in funding and managing schools argues that in the rural areas, the participation of most parents in school activities such as meetings is rarely a priority. Instead, their main concern is survival as they do not see the immediate benefits of education. As advanced by several studies, such parents volunteer less,

attend school functions infrequently and when they do, they remain passive or feel intimidated by the more affluent colleagues (Evans, 2004; Ikebude, Modebelu and Okafor, 2013 and Greiner, Brolin, Mittal, and Gupta, 2000). Under such circumstances, the administration of the school is left entirely in the hands of the relatively well-off parents and principal, who in turn take the advantage to run the school according to their whims. This has been blamed for authoritarian leadership witnessed in many schools and the resultant discontentment and strikes (Makori and Onderi, 2013). This lack of community involvement compromises on the legitimacy of the school as well as denying the community opportunity to influence governance.

2.7 Summary of related literature reviewed

The review of the related literature delved into the aspects which conceptualized influence of community socioeconomic factors on governance of secondary schools. The section looked into the meaning of governance, influence of parental level of education on secondary school governance, influence of school sponsors on secondary school governance, influence of drugs and substance abuse on school governance and influence of parental level of income on school governance.

Greiner et al., (2000) and Kemper, (2008), found out that students, parents and the community in the rural areas were locked in poverty trap with daily survival as

the major preoccupation and not the future that education is meant to guarantee. This was a major cause of the parents/community's ineffective participation in school management activities including availing of requisite resources for the schools efficient operations.

Makori and Ondari (2013) and Onsomu, et al. (2004) argue that teacher's negative attitude and failure to integrate the impoverished parents, students and the community in general in the school governance was denying the schools the opportunity to benefit from the contribution of the parents and the whole community, given effective and efficient management can only be achieved through collaborative efforts of all stakeholders.

The studies reviewed indicated that governance of secondary schools particularly in rural areas was faced with socioeconomic factors including household level of income, level of education, poverty, drugs and substance abuse. Other impediments include religion and attitude of various stakeholders.

Whereas, several studies have tried to look at the relationship between socioeconomic factors and school governance none has delved into the relationship between school governance and specific socioeconomic factors. This study would therefore help in developing appropriate governance approaches that

is more sensitive to the fragile socioeconomic conditions prevalent in rural communities.

2.8 Theoretical framework

The study will be grounded on the Urie Bronfenbrenner's ecological theory and also the humanistic theory.

2.8.1 The ecological theory

Bronfenbrenner's ecological theory suggests that surroundings such as neighborhoods, home, school, culture and government influence a child's development. Bronfenbrenner (2008) proposes that individual's development is the result of several interacting factors which either support or hinder the individual's potential. These factors operate at microsystem, mesosystem, exosystem, macrosystem and chronosystem.

Bronfenbrenner (2008) posits that a child's microsystem is the immediate interactions such as home, family, school, peers, caregivers. Bronfenbrenner posits that poverty causes stress in families, erodes parental coping behavior, marital discord, inconsistency, harshness and emotional detachment. Children brought under such environments have poor cognitive functioning. Bradley and colleagues on the other hand argues that parents living above the poverty line invest in their children through educationally enhancing resources which

improves their ability to participate in school activities and better performance (Bradley, Whiteside and Mundfrom, 1994). The mesosystem includes extended family and neighborhood. The exosystem includes other factors which although the child is not linked directly, but still has great impact such as neighborhood, while macrosystem encompass the socioeconomic structures, values, beliefs and practices, with chronosystem being the interactions between these systems. According to Murnane (2007), schools in poverty stricken areas are often underfunded, beset with disciplinary problems, staffed by poorly equipped teachers, and confronted with difficulties meeting their educational mandates. Chronosystem is the interactions between these systems. The system linkages explain governance. According to Bronfenbrenner, collaboration between the home, community and the school improves the student's attitude towards school and stakeholders participation in school governance. However, parents from poverty stricken backgrounds have difficulty establishing such linkages due to inferiority complex. Given the complexities and varied paths socioeconomic factors influences school governance, ecological systems model provides an appropriate model to guide the study.

2.8.2 The humanistic theory

The humanistic theory and in particular the Abraham Maslow will also inform the study. Humanists argue that individuals have the capacity to make choices, freedom of expression, and self-concept. Abrahams Maslow needs theory

proposes that human needs are hierarchically arranged, with basic needs at the bottom with other needs at the top – physiological, safety, love, esteem, cognitive and aesthetic and self-actualization and transcendence. According to Maslow, people tend to satisfy their needs systematically starting with the basic needs and then moving up the hierarchy. Higher needs such as esteem needs like education can become dominant only when lower needs such as hunger and thirst have been gratified. According to Maslow's theory, a hungry child cannot pay attention in class or participate in school governance activities since his or her images will be dominated by food. Similarly, due to prevalence of poverty, parents and community main preoccupation is satisfying basic needs not education which cannot benefit them immediately. The use of these theories will help in understanding how poverty impacts on the stakeholders' participation and also the conduct of governance in secondary schools.

2.9 Conceptual framework

Conceptual framework is a model that employs the use of drawing or diagram to explain the interrelationship between variables - the independent and the dependent variables (Orodho, 2009). The interrelationship of the variables in the study is shown in Figure 2.1.

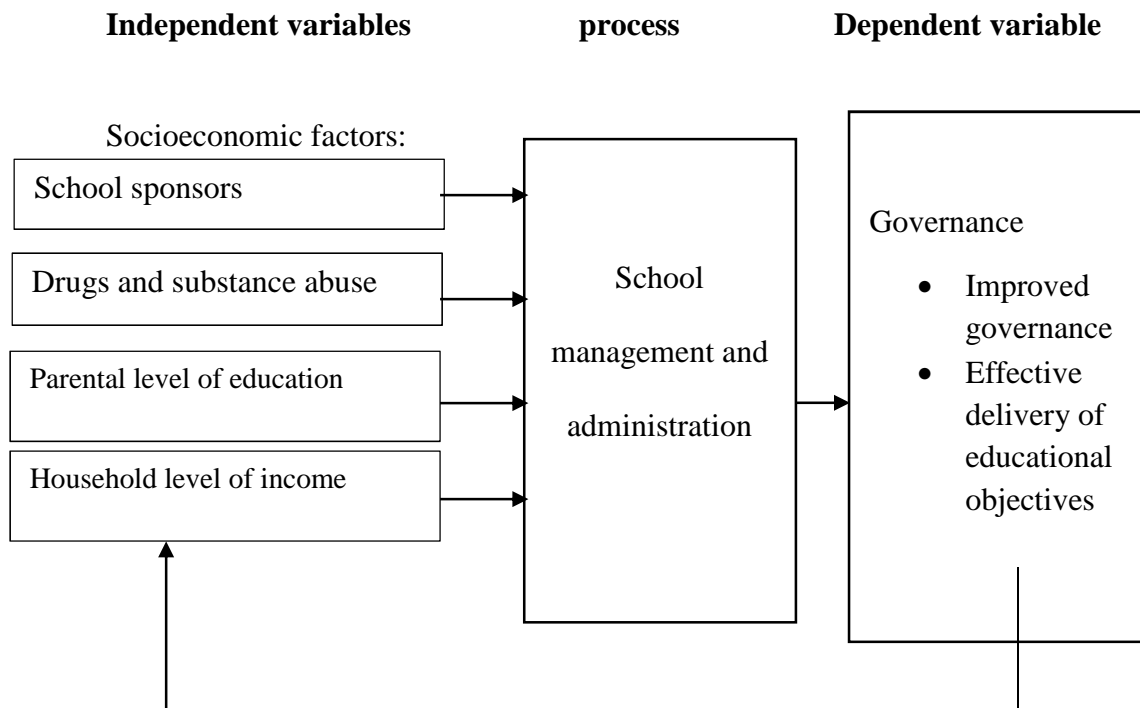


Figure 2.1: Conceptual framework on the interplay of study variables

The model shows factors that may influence governance of secondary schools. The independent variables in this case include: school sponsors, drugs and substance abuse, parental level of education, household level of income, community poverty, and parents' occupation. The dependent variable in this case is the secondary school governance. It is envisaged that with effective collaboration and participation of the community, parents, students, teachers and other stakeholders involved in school governance, coupled with effective mitigation of the negative influence of the socioeconomic factors, governance of secondary schools would improve leading to better performance and delivery of other educational objectives.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section present research methodology used in the study. It covers the following: research design, target population, sample size and sampling procedures, research instruments, instruments validity and reliability, data collection procedures, methods of data analysis and ethical considerations.

3.2 Research design

This research was based on a descriptive survey design which allows for collection of qualitative and quantitative data. The design also allows for data to be recorded from the interviews to get meaning or a true picture of the state of the variables (Kothari, 1998, Orodho, 2009). Considering the study aims at investigating the influence of socioeconomic factors on governance of secondary schools descriptive research is more suitable.

3.3 Target population

Mugenda and Mugenda (1999) describe a population as a group, cases or objects having common characteristics which are of interest to the researcher. This study's target population consisted of all the 22 public secondary schools in Oyugis Zone, 22 Principals, 216 teachers, 286 Board of Management Members and 6000 parents.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003), proposes that 10 percent or above of the population forms a representative sample for descriptive study. Based on this therefore the researcher sampled for the study, seven secondary schools, seven Principals, twenty two teachers, twenty nine Board of Management (BoM) members, forty four parents and 24 school sponsor representatives. Table 3.1 details a summary of the sample frame.

Table 3.1 Sample frame of the study

Category	Total population	Sample	Percentage
Secondary Schools	22	7	31.8
Principals	22	7	31.8
Teachers	216	22	10.1
BoM Members	286	29	10.1
Parents	430	44	10.2
Total	986	110	

From Table 3.1 the 7 schools and 7 Principals constituted 31.8% of their respective target populations. The 44 parents and 22 teachers selected for participation represented 10.1% of the target populations. While, the 29 BoM members sampled represented 10.2%. It can be concluded that all the samples were above 10% and therefore representative enough for the purpose of this study. Purposive sampling method was used to pick the class from which the

BoM members were picked. Purposive sampling involves deliberate selection of a desired number of units from the universe for constituting a sample depending on object of inquiry so as to include only the important items (Mugenda and Mugenda, 2003). In this case form 3 was picked because Form Three parents have been in the school long enough and therefore have a better appreciation of the governance challenges facing the school.

3.5 Research instruments

To collect the data the researcher used questionnaires, Focus Group Discussion Guides and interview schedules. The researcher used questionnaire to gather data from the Principals and teachers. The questionnaire was divided into 5 parts. Part A was on the subjects demographic data, part B focused on the influence of the parental level of education on secondary school governance, part C had items on school sponsors' influence, while, part D covered effect of drugs and substance abuse on school governance, with part E having items on influence of household level of income on school governance. The questionnaires were composed of both open-ended and closed-ended questions.

Questionnaire was used because it reduces biases arising from issues like personal characteristics of the interviewer, ensures greater unanimity, provides flexibility to the respondents to articulate their views and suggestions since confidentiality is assured. Questionnaire also allow for collection of data from a large sample

(Mulusa, 1990). Interview schedules were used to collect data from the representatives of the school sponsors. Interviews are flexible and therefore provide opportunity to probe further and also seek clarification on issues where necessary. Other merits include possibility of interaction with respondents and creation of rapport which is important in getting in-depth information which may not be possible with questionnaires. Interviews are also credited with high response and adaptability. Unstructured interviews was used since it allows for more probing. Information from the BoM members and parents was gathered using Focus Group Discussion guides (FGD).

3.6 Instrument validity

According to Mugenda and Mugenda (2003) validity refers to the trustworthiness of the research results. Whereas, (Orodho, 2009) views validity as the extent to which the empirical measure of a concept accurately measure the intended purpose. The instruments therefore must aim at collecting information that will be relevant to the study. To ensure validity of the instruments – the extent to which the instrument or test measures what it is intended, the interview schedules were tried in the field. That is a pilot survey was conducted before the actual exercise in order to establish its accuracy, clarity, adequacy and dependability.

3.7 Instrument reliability

Reliability here refers to the consistency of a measure of a concept (Orodho, 2009). That is the extent to which a particular measuring procedure gives similar results in repeated trials (Mugenda and Mugenda, 2003). A pilot study was conducted to determine the reliability of the instruments for Principals/ teachers of a school which was not part of the group under study. The researcher administered the questionnaires to the principals/ teachers. After one week the same respondents were provided with the same questionnaires. With the researcher scoring manually to determine the consistency of the results. Pearson's Product-Moment Correlation Co-efficient was then computed to determine the correlation co-efficient (r) between the two scores X and Y was undertaken as indicated in the formula below:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where r =Pearson co-relation co-efficient; X =result from the first test; Y=result from second test and N= number of observations.

The reliability coefficient of the study's questionnaire was 0.72. According to Mugenda and Mugenda (2003) a correlation coefficient of 0.7 to 1 is considered reliable. From the results, it can be concluded that the instruments were reliable.

3.8 Data collection procedure

Upon approval of the Research Proposal by the School of Education, University of Nairobi, the researcher was cleared to proceed with data collection. The School provided a Letter of introduction to NACOSTI. The researcher sought research permit from the National Commission for Science, Technology and Innovation (NACOSTI). This was followed by receipt of clearance from Rachuonyo South Subcounty Education Officers' office. With the relevant authorizations acquired the researcher visited the schools for introduction and booking of appointments with the respective Principals, teachers, BoM members and parents. This was followed by administration of questionnaires and conduct of interviews. With regard to the pilot study the researcher administered the instrument personally.

3.9 Data analysis techniques

Data analysis is the whole process beginning from end of data collection to the point of data interpretation and processing (Kothari, 1998). Quantitatively collected data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS). While qualitatively collected data were analyzed thematically based on the objectives of the study and presented narratively.. This allowed for generalizations and conclusions.

3.10 Ethical considerations

The study was confined to the norms and values of research ethics. Honesty and confidentiality was therefore maintained. In all instances the researcher identified herself to the participants. The researcher fully appraised them on the study including its objectives. For anonymity the respondents were not required to provide any identification on the research instruments. The respondents were also allowed the right to decide when, where to whom and the extent their opinions, ideas, belief will be used. At the same time the questions were structured taking into account cultural sensitivities.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter presents an analysis of the results obtained from the study data and discussions on the findings. The data collected here was to establish the influence of socio-economic factors on governance of secondary schools. The results were presented by use of tables and figures for ease of understanding and interpretation using a narrative. The researcher analyzed the results based on the objectives of the study.

4.2 Instruments return rate

The questionnaire return rate is described as the proportion of the sample of the population that participated as required in the study. In line with the sample design, a total of 109 respondents were utilized. The respondents were composed of 7 secondary schools, 7 Principals, 22 teachers, 29 Board of Management members and 44 parents. Table 4.2 provides a summary of the instruments return rate.

Table 4.1 indicates that all the questionnaires administered to the Principal/teachers were returned. This indicates 100% return rate. All the parents 44(100%) also responded. With regard to BoM members 28(96.6%) participated,

while, out of the 24 sponsors identified 21 participated, that is 87.5%. Overall 97.35% participation rate was achieved.

Table 4.1 Research instrument return rate

Category	Sample Size	Respondents	Response Rate
School	7	7	100
Principal	7	7	100
Teacher	22	22	100
BoM member	29	28	96.6
Parent	44	44	100
sponsor	24	21	87.5
Total	109	109	97.35

According to Mulusa (1988) a response rate of over 80% is considered valid and representative of the target population. Therefore, the data for the study can be analyzed.

4.3 Demographic information

This section presents the demographic information of the respondents. These include age, gender, years of service. The information is meant to provide a better understanding of the socioeconomic factors influencing school governance. The study included several groups of respondents who were either involved in the collection of data through questionnaires, interviews or Focus Group Discussions (FGDs). The first group of respondents was the Principals and teachers from the 7

secondary schools under study. The principals and teachers were asked to indicate their gender. Table 4.2 detail the responses. Table 4.2 below indicate that majority of the principals and teachers were male 18(62.1%). The female were 11 (37.9%).

Table 4.2 Distribution of principals and teachers according to gender

Gender	Frequency	Percentage
Male	18	62.1
Female	11	37.9
Total	29	100

As observed in Table 4.2 majority of the teachers in Oyugis zone, Rachuonyo Sub-county, Kenya are male 18(62.1%). The principals and teachers were also asked to indicate the number of years they had served as secondary school teachers. Table 4.3 summarizes the responses.

Table 4. 3 Distribution of Principals and Teachers according to Years of Service

Years of service	Frequency	Percentage
0-4	1	3.4
5-9	4	13.8
10-14	8	27.6
15-19	8	27.6
Above 20	8	27.6
Total	29	100

As indicated in Table 4.3, majority of the teachers and principals 24(82.8%) had worked as secondary school teachers for ten years and above. In that context they were well conversant with the governance of secondary schools including the various socioeconomic challenges they were facing. The Principals and teachers were further asked to indicate the number of years they had served in their present school. Table 4.4 indicate the responses.

Table 4.4 Principals and teachers response on their length of stay at the present school

Years	Frequency	Percentage
0 -4	13	44.8
5 -9	9	31.1
10 and above	7	24.1
Total	29	100

Table 4.4 shows that majority of the teachers 16(55.2%) had served in their present schools for more than 5 years. The length of stay in the present school is critical to the study since it indicates the principals and teachers had actual information on the socioeconomic challenges such as parent’s level of education, drug and substance abuse, school sponsors influence and poverty that the schools under study are facing and how they are impacting on the governance of these schools.

The other respondents were Board of Management (BoM) members, parents of the students in the 7 secondary schools and representatives of the school sponsors. There were a total of 28 BoM members included in the study, although the sample that was expected for the study was 29. These respondents were categorized into four groups (4FGDs) with each composed of 7 participants. A total of 44 parents were included in the FGDs to deliberate on the influence of community socioeconomic factors on school governance. Five schools each had a focus group of 6 parents while the remaining two schools had 7 parents each in the focus group (7FGDs).

Questionnaires were used to collect data from the principals and teachers. This was in addition to Focus Group Discussions with BoM members and parents and also interviews with the representative of the school sponsors. The FGDs and interviews were meant to delve more into the issues and also corroborate the information gathered from the principals and teachers. The codes for the FDGs for the respondents are given depending on the FGD session and the assigned respondent number; example: BoM101 represents respondent one in the first FGD session, with BoM members, while P706 represents the sixth respondent in the seventh FGD session with parents. A complete coding outline is given in Appendix VII.

The results generated from the questionnaires was organized according to the objectives of the research – parental level of education, influence of school sponsors, effects of drugs and substance abuse and household level of income. Excerpts from the questionnaires and FDGS are presented in quotes and identified by the respondent number given to the participants for anonymity.

4.4 Influence of parental level of education on school governance

To determine the influence of parental level of education on governance of secondary schools in Oyugis zone, principals and teachers were asked to indicate the highest education level they believed most parents in their school had attained. Their response is indicated in Table 4.5

Table 4.5 Response of principals and teacher’s on the level of education of majority of the parents

Response	Frequency	Percentage
Never went to school	1	3.4
Primary	19	65.6
Secondary certificate	9	31
Diploma	0	0
Degree	0	0
Total	29	100

Table 4.5 indicate that most parents 19 (65.6%) had primary education, 9 (31%) had secondary certificate. From the finding it is observable that most parents had low level of education and this could impact negatively on the importance the parents attach to their children’s education and also school governance processes. This is because low educated parents may not have benefited from education and to them education is a waste of time. This finding agrees with study by Haveman and Wolfe (1993) parents’ level of education influences the value they attach to education and also attitude towards their children’s schooling in general.

Teachers were asked to indicate their opinion on the influence of the parents’ level of education on governance of their schools based on a 5-point scale with 1 indicating very little extent and 5 indicating very great extent responded as illustrated in Table 4.6 below.

Table 4.6 Extent to which parental level of education influences school governance

Response	Frequency	Percentage
Very great extent	16	55.2
Great extent	8	27.6
undecided	1	3.4%
Little extent	3	10.4
Very little extent	1	3.4%
Total	29	100

Table 4.6 indicate that 24 (82.8%) of the Principals and teachers felt that the level of education of parents impacted on the governance of their schools. This implies that parental level of education is an important factor in the governance of secondary schools in Oyugis zone. To get more information, the researcher went further and interviewed parents on the extent to which parental level of education influences school governance.

Respondent No. 8 had this to say:

“A person who has never benefited from educational services will rarely appreciate its value and therefore you do not expect the parents, majority of who are struggling with minimal education to fully engage in the governance of the school”

The FDGs elicited discussion on the value parents place on participation in school activities particularly those with low level of education. Respondents No. 7 had this to say:

“I can attend school meetings and listen but I don’t have the confidence to ask questions when I don’t understand. Sometimes the teachers treat us like we are ignorant.”

Respondent no. 3 when interviewed on the extent parental level of education influences school governance had this to say:

“You know I want my child to be better than me. But when as a parent you are not very literate it is hard to understand what performance is. As long

as a child is in a good position in class we don't really care about their marks and what that can get them in future as a career."

The above findings concur with a study done by Okumu, et al. (2008) on socioeconomic determinants of primary school dropout in Uganda. The study by Okumu and others vindicated the centrality of parental level of education in their involvement in school management activities and students' academic performance. According to the study educated parents were likely to be involved in their children's' education and school activities as opposed to those who are less educated. A study by Kari (2008) on parental involvement in primary schools in Kenya argue that less educated and poor parents do not understand their responsibility in the school-parents' relationship. Therefore, as much as home and school should share in school responsibility, which implies interaction between the community, parents, teachers and student, this is often difficult to achieve given the fact that parents with low level of education have little knowledge on how and why they should engage the school administration as well as the teachers. Such parents in most cases abdicate their school management responsibilities to the teachers. The study by Epstein (2001) reached similar conclusion that poor parents and the less educate have little understanding on how to engage with the schooling of their children and therefore leave the whole school management processes including their children's' performance to the teachers.

4.5 Influence of school sponsors on secondary school governance

The second objective of the study was to find out whether sponsors of secondary schools influence their governance. To establish the influence of school sponsors on governance, the principals and teachers were asked to give their opinion whether the school was sponsored by a church. Table 4.7 indicates the findings.

Table 4.7 Principals and teachers responses on whether their schools were sponsored

Response	Frequency	Percentage
Yes	21	72.4
No	8	27.6
Total	29	100

From Table 4.7 majority of the principals and teachers 21(72.4%) indicated that their school was sponsored by a church. This translated to five out of seven schools. This implies that most of the schools in the division were church sponsored. When asked to state the sponsoring church, the principals and teachers response is detailed in Table 4.8.

Table 4.8 Principals/teachers response on the sponsors of their schools

Religious sponsor	Frequency	Percentage
Anglican	0	0
SDA	5	71.4
Catholic	1	14.3
Others	0	0
Not sponsored	1	14.3
Total	7	100

Table 4.8 indicate that majority of the schools 5(71.4%) in Oyugis zone are sponsored by the Seventh Day Adventist (SDA) church. The other school sponsor is the Catholic Church 1(14.6%). The other school 1(14.6%) was not sponsored by any church. This implies that SDA church dominates the sponsorship and also appears to influence the existence of secondary schools in the zone. However, one school 1(14.6%) is not sponsored. This is a school which was initiated by the government.

The principals and teachers were further asked to indicate the extent to which school sponsors influenced governance of their schools. The response is detailed in Table 4.9 below.

Table 4.9 the principals' and teachers response on the extent to which school sponsors influence school governance

Response	Frequency	percentage
Very great extent	3	10.3
Great extent	14	48.3
undecided	3	10.3
Little extent	9	31.1
Very little extent	0	0
Total	29	100

Table 4.9 above shows that a total of 14(48.3%) principals and teachers felt that school sponsors influenced the governance of schools. However, a sizeable number of principals and teachers 9(31.1%) were of the opinion that school sponsors had minimal influence of secondary school governance, while 3(10.3%) were undecided. From the findings it is observed that school sponsors influenced school governorship. For a more comprehensive understanding of the influence of sponsors on school governance, the principals and teachers were further asked to indicate their views on how sponsors influence various issues related to school governance. The responses are summarized in Table 4.10 below.

The data indicate that majority of the principals and teachers 27 (93.2%) agreed that the major role of sponsors was basically that of maintaining religious traditions of the school. To get more information, the researcher went further and

interviewed BoM members on the sponsors' influence on school governance related issues

Respondent No. 1 had this to say:

“The church is very important in molding religious traditions of the school and the students. They ensure that the school has a particular way of handling issues that conforms to their church traditions and doctrines”.

The finding substantially agrees with the result of the study by Mabeya, Ndiku and Njino (2010) on “Role of Church Sponsors in Management of Secondary Schools: Impact on academic performance and conflict concerns in Kenya” in which all the church sponsors 97(100%) indicated that church sponsors' main preoccupation in schools is to ensure the schools maintain religious standard and doctrines. On critical governance issues such as effective participation in school management quite a number of principals and teachers 22(75.9%) disagreed.

With regard to provision of educational resources 15(51.7%) of the teachers indicated that sponsors do no participate.

Table 4.10 principals and teachers views on sponsors' influence on school governance related issues

Statement		SD	D	U	A	SA
Sponsors effectively participate in school management	Frequency	0	22	3	3	1
	Percent	0	75.9	10.3	10.3	3.4
Sponsors provide educational resources	Frequency	0	15	6	8	0
	Percent	0	51.7	20.7	27.6	0
Provision of financial assistance	Frequency	4	20	5	0	0
	Percent	13.8	69	17.2	0	0
Assisting the poor children /students	Frequency	22	3	4	0	0
	Percent	75.9	10.3	13.8	0	0
Maintaining the religious traditions of the school	Frequency	0	1	1	18	9
	Percent	0	3.4	3.4	62.1	31.1
They effectively provide guidance and counseling to students and staff	Frequency	10	17	1	1	0
	Percent	34.5	58.7	3.4	3.4	0
Nomination of qualified representatives to the BoM	Frequency	16	5	7	1	0
	Percent	55.2	17.2	24.2	3.4	0
Meddling in staff appointment school administration	Frequency	1	1	0	9	18
	Percent	3.4	3.4	0	31.1	62.1
Interference with the admission of new students	Frequency	20	0	9	0	0
	Percent	69	0	31	0	0
supporting schools' financial management processes	Frequency	26	1	2	0	0
	Percent	89.7	3.4	6.9	0	0
Ensuring effective use of school facilities	Frequency	0	2	0	8	19
	Percent		6.9	0	27.6	65.5

Majority of the principals and teachers 24(82.8%) also indicated sponsors do not participate in the provision of financial resources, while 25(86.2%) of the parents indicate sponsors non-participation in assisting needy student. Almost all principals and teachers 27(93.2%) indicated that sponsors do not effectively provide guidance and counseling to students and staff.

The sponsors were also accused of meddling in the staff appointment and school administration. The findings are in agreement with the result of the study by Mabeya, et. al (2010) which revealed that sponsors meddle in the staff recruitment. Majority of the principals and teachers 21(72.4%) also indicated that sponsors were nominating representatives to BoMs some of who were not qualified for the task. This was further corroborated by the conclusions of the parents' FGDs. The parents agreed that sponsors were more interested in the appointment of persons of their faith to leadership positions in the schools at the expense of experience and qualification. The finding is in line with Mabeya et al (2010) study that some sponsor representatives to the BoMs were ineffective, they rarely attend meetings, do not make constructive contributions to school development. Instead they engage in wrangles with the teachers and principals. With regard to admission of new students 20(69%) principals and teachers indicated that sponsors were interfering. Majority of the principals and teachers 27(93.1%) also indicated that the sponsors were not ensuring effective use of school facilities This finding supports Mabeya's et al (2010) study findings which

indicated that sponsors often insist on the use of school facilities for religious or other non-academic purposes. On schools' financial management principals and teachers 27(93.1%) indicated that sponsors were interfering. From the table it can be observed that school sponsors were negatively influencing management of secondary schools.

Asked to indicate whether school sponsors were necessary components in the governance of secondary schools in Oyugis zone, the principals and teachers responded as summarized in Table 4.11 below.

Table 4.11 Principals and teachers response on whether sponsors are necessary in school governance

Response	Frequency	Percentage
Yes	10	34.5
No	19	65.5
Total	29	100

The data on Table 4.11 shows that majority of the principals and teachers 19(65.5%) reported that school sponsors were not necessary in the school governance process although a sizeable number, 10(34.5%) indicated that church sponsors should be part of the school governance. To get more information, the researcher went further and interviewed BoM members on whether sponsors are necessary in school governance. Respondent No. 3 had this to say:

“They don’t really add value to the management of school and teachers and learners welfare. They only want things to go their way and not really care about other views. Sometimes this interferes with the school administration especially the principals and teachers.”

Further, respondent No. 11 had this to say:

“Sponsors are only interested in maintaining their religious hegemony and sometimes interfere with not only the freedom of the student, but, also the smooth running of the school. We need to allow students to chart their own way in terms of religion. Also we do not need sponsors to interfere with how the school is run.”

However, respondent No. 23 was of a different opinion and had this to say:

“Sponsors help to mold the religious and moral character of both the students and the community. Their involvement therefore helps in reducing conflicts and reduced indiscipline in the school.”

Respondent No. 1 while in agreement with respondent No. 23 said that:

“We definitely need churches and other religious outfits to be involved in the management of schools. Without them students lose value in discipline and direction in their lives.”

The data presented in Table 8 and Table 9 indicate that the school sponsors were not playing their roles as envisaged in the Education Act 1968 and Basic Education Act 2012 (GoK, 2012). Sponsors therefore are not necessary in the

school management process. However, this is contrary to the findings of Mabeya el al's (2010) study in which 77(79%) of the church sponsors indicated that sponsors should be maintained. This therefore calls for a re-evaluation of the sponsor's roles in school governance processes including policy changes in order to make them more relevant given the prevailing changes particularly with regard to the demand for greater involvement by the government, parents and other stakeholders in governance of public schools.

4.6 Influence of drug and substance abuse on school governance

The third socio-economic factor which was investigated to establish whether it affects the governance of secondary schools was drug and substance abuse. First the study sought to establish whether there was drug and substance abuse in secondary schools in Oyugis zone. When the principals and teachers' opinions were sought on their awareness of the presence of drug and substance abuse in their schools, their response is summarized in Table 12 below.

Table 4.12 Principals and teachers response on whether there was drug abuse in their schools

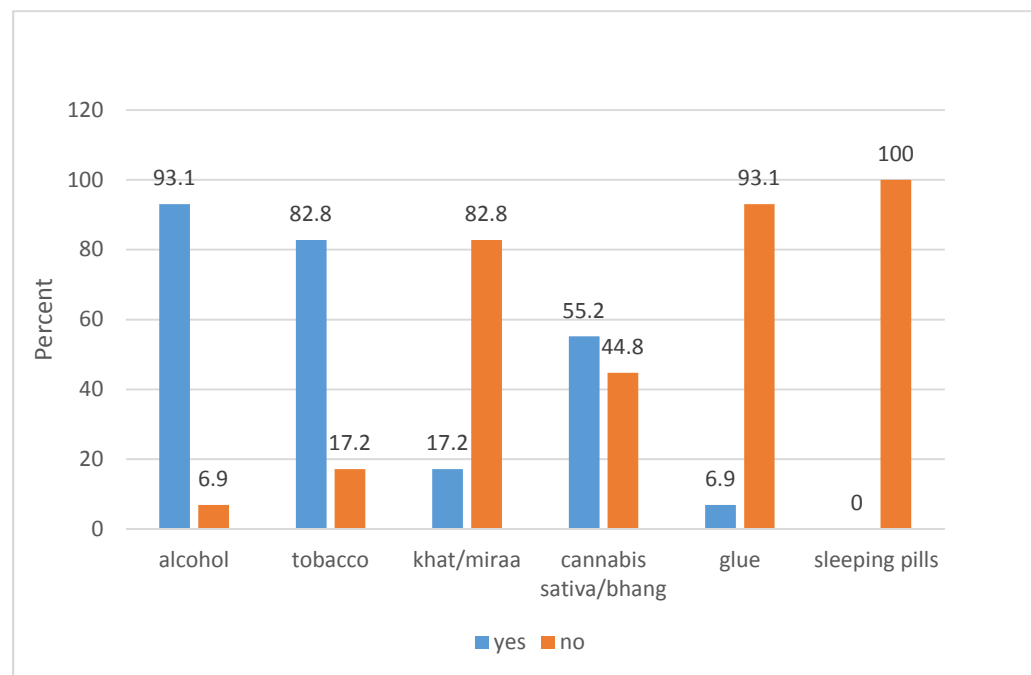
Response	Frequency	Percentage
Yes	29	100
No	0	0
Total	29	100

Table 4.12 indicated that all the principals and teachers 29(100%) were aware of drug and substance abuse within their schools. It can therefore be concluded that there was drug and substance abuse in the schools in Oyugis zone. The findings concur with the findings of the study by Ngesu, et. al (2017) on Drugs and Substance Abuse in Kenya Secondary Schools: Is it a Reality. The study was aimed at investigating cause of abuse of drugs in secondary schools in Kenya and the intervention strategies. According to the study more females than males were engaged in drug abuse and that drugs and substance abuse was prevalent in Kenyan schools. The findings also confirmed Ngesu and Njeru (2014) study which revealed that drug abuse in Kenya has spread rapidly to every part of the country over the last two decades. On the kind of drugs and substances that were abused in their schools the principals and teachers responses is illustrated in Figure 4.1.

Figure 4.1 below indicates that the drugs that were highly abused and that the teachers were most aware of are alcohol 27(93.1%) and tobacco 24(82.8%). Cannabis sativa was also reported as the drug being abused by 16(55.2%) of the respondents. No respondent (0.0%) was aware of the abuse of sleeping pills while Miraa (Khat) was reported by 5(17.2%) and sniffing glue by 2(6.9%) of the principals/teachers. From the findings it can be observed that different kinds of drugs and substances were being abused within the under study and that alcohol and cigarettes and cannabis sativa (bhang) were the most commonly abused. The

findings agree with the studies by Ngesu and Kaluku (2017) on drugs and Substance abuse in Kenyan secondary schools and also Ngesu et al (2008). The results of the two studies indicate that alcohol was the most frequently abused, followed by cigarettes, bang miraa (Khat) and kuber.

Figure 4.1 Principals and teachers responses on presence of drugs and substances abused in schools



The study also sought to determine whether drug and substance abuse affected the governance of the schools. Table 4.13 indicate the principals/teachers' responses on whether drugs and substance abuse influenced governance of secondary school in the zone. Table 4.13 below indicates that majority of the principals and teachers 22(75.8%) were of the opinion that drugs and substance abuse influenced

the governance of secondary schools in Oyugis zone. This finding was corroborated by the conclusions of the parents and BoM FGDs. The parents and BoM members agreed that that drugs and substance abuse was the main contributor to students' violence, rampages, riots, school dropouts, mismanagement of finances and poor performance.

Table 4.13 Principals and teachers response to the extent of the influence of drugs and substance abuse on governance of secondary schools

Response	frequency	Percentage
Very little extent	1	3.4
Little extent	3	10.4
undecided	3	10.4
Great extent	17	58.6
Very great extent	5	17.2
Total	29	100

To get more information, the researcher went further and interviewed BoM members on the extent of the influence of drug and substance abuse on governance of secondary schools. Respondent No. 4 had this to say:

“The abuse of drugs and other substances in the school affect governance as well as learning and teaching of the individual.”

Whereas, Respondent No. 5 said that:

“If a teacher is drunk or high he or she cannot teach well. If the students abuse drugs they can never be able to perform well. Also, parents who use drugs do not value education and cause problems for the school.”

The findings implied that drugs and substance abuse was present in the schools in Oyugis Zone, Rachuonyo Sub-county and therefore likely to influence the governance of secondary schools in the area. These findings support the conclusion of the study by Ngesu and Njeru (2014) on causes and effects of Drug and Substance Abuse among secondary students in Dagoreti Division, Nairobi, Kenya. According to the findings 52% of the students agreed that drug abuse was a major cause of poor performance, with 30% indicating that those who were using drugs exhibited aggressive behavior in school. Ngesu and Mabeya’s study further points out that drugs and substance abuse was a critical moral issue in schools and was affecting not only the schools but also the whole fabric of the education sector.

When the opinions of the principals and teachers, parents and BoM members were sought on the effect of drug and substance abuse on school governance, the most prevalent effects were: indiscipline, poor academic performance, absenteeism, risky and aggressive behaviors. These findings concurred with Ngesu and Njeru (2014) who pointed that drug and substance abuse causes poor

performance and antisocial behavior among the users. From the findings it is evident that drug and substance abuse affects governance of secondary schools.

4.7 Influence of household income on secondary school governance

The study finally sought to establish the influence of household income on governance of secondary schools. The Principals and teachers were asked to provide their opinion on whether household income influence governance of their schools. The responses are provided in table 4.14.

Table 4.14 principals/teachers views on whether household income influences school governance

Response	Frequency	percentage
Yes	28	96.6
No	1	3.4
Total	29	100

Table 4.14 indicates that almost all the principals and teachers 28(96.6%) were agreed that household income was a significant factor governance in secondary schools. In order to fully comprehend the impact of household income on governance, the views of the principals and teachers were sought on influence of household income on school governance related activities. The results are illustrated in Table 4.15.

From Table 4.15 below, it can be observed that most of the principals/teachers 25(86%) agree that parents level of income is a major determinant of their participation in school governance activities. Similarly, 22 (75.9%) of the teachers indicated that household level of income influenced availability of teaching and learning resources in schools, whereas, 12(65.5%) were of the opinion that household level of income influenced student absenteeism. However, a significant number of teachers 9(33%) did not agree that household income level affected school governance. Majority of the teachers 22(75.7%) indicated that teacher motivation was affected by parents level of income, while, 12(41.3%) reported its impact on recruitment of support staff for the schools. The scenario depicted here is that household income impacts governance of secondary schools.

Table 4.15 Principals and teachers opinions on the influence of household income on school governance related activities.

Statement		SD	D	U	A	SA
Parents participation in school governance	Frequency	0	3	1	3	22
	percent	0	10.3	3.4	10.3	75.7
Availability of teaching and learning resources	Frequency	4	3	0	6	16
	Percent	13.8	10.3	0	20.7	55.2
Students absenteeism	Frequency	5	4	1	2	17
	Percent	17.2	15.8	3.4	6.9	58.6
Recruitment of qualified support staff	Frequency	8	2	7	11	1
	Percent	27.6	6.9	24.1	37.9	3.4
Teacher motivation	Frequency	0	5	2	13	9
	Percent	0	17.2	6.9	44.8	31

To understand further, the relationship between school governance and socioeconomic factors, the study also investigated the influence of household income on parental participation in secondary school governance. Three aspects of governance related activities were therefore investigated: payment of school fees and levies, attendance to school meetings and parents' commitment to students discipline and academic performance. The principals and teachers were asked to respond to the various governance related items. The findings are presented in Table 4.16 below.

Table 4.16 Principals and teachers response on the extent to which household income influences parental participation in school governance activities

School activities		very great extent	Great extent	No comment	Little extent	very little extent	Total
Payment of levies	Frequency	2	24	0	3	0	29
	Percent	6.9	82.8	0	10.3	0	100
Attendance of school meetings	Frequency	0	14	11	2	2	29
	Percent	0	48.3	37.9	6.9	6.9	100
participation in students discipline and academics	Frequency	6	15	3	4	1	29
	Percent	20.7	51.8	10.3	13.8	3.4	100

Table 4.16 indicates that, in terms of parental participation in the payment of school levies most of the principals and teachers 26(89.7%) felt that it was influenced to a great extent by household level of income. This implies that most parents are not able to meet their financial obligations, as well as their children's educational needs such as books, uniform among other requirements consequently interfering with the school operations. The second measure on parental participation was attendance of school meetings. Nearly half the number of principals/teachers 14(48.3%) indicated that parents level of income affected their participation in school meetings. Whereas, 11(37.9%) remained non-committal. Finally, with regard to participating in matters concerning discipline and

academic performance of the students, 21(72.5%) of the principals/teachers indicated that it was greatly affected by parents level of income. This result indicates that the parents were not committed to the discipline and academic progress of their children in secondary schools.

As observed in Table 4.15 and Table 4.16 household's level of income affects different aspects of secondary school governance in Oyugis zone. This is corroborated by the responses of the parents and also BoM members FGDs. From the responses of the FGDs, the parents and the BoM members acknowledged that poverty had a bearing on the management of schools. The parents and BoM members were in agreement that the inability of the schools to meet their financial obligations in terms of acquiring learning and teaching resources among other requirements due to the parents and community's inability to meet their financial obligations was affecting the schools' operations and delivery of educational services. The FGDs conclusion that low level of income impeded the parents' involvement in management activities such as meetings and follow-ups on academic performance further confirmed the teacher's views that household level of income was affecting school governance.

To get more information, the researcher went further and interviewed the parents and BoM members on the extent of the impact of household income on school governance. Respondent No. 13 had this to say:

“When parents and the community in general are poor, they feel helpless and do not see their value in participating in the governance of the schools. They are not able to meet their part in the management and funding of the schools, which affects the running of the schools.”

To get more information, the researcher went further and interviewed parents on the extent of the influence of drug and substance abuse on governance of secondary schools. Respondent No. 2 had this to say:

“Working to get money, which is never enough, and finding time to go to school for meetings and just to know how my child is doing is not possible. Do you want me to pay school fees or come to meetings?”

Nevertheless, it is also important to note the views of the respondents who did not view household income as the main determinant to parents’ participation in school governance. Respondent No 21 had this to say:

“I think that income only affects one aspect of school- fees and requirement. Even low incomes parents can still have a voice in the governance of schools.”

The result of the study is congruent with Backer (1993) argument that a family’s level of income strongly influences demand for education. Poor parents more often feel that it was not worth keeping children in school while they cannot meet their basic needs. The argument here is that: it would be more useful to have the children engage in income generating activities for their own survival as well as supplement the income of the family. Such demands have led to absenteeism or

students leaving school to join the labour market, consequently, impacting negatively on classroom management. Many studies have cited child labour as a major cause of truancy and lack of commitment to schooling by many students (Layne and Lee, 2001). Poverty has also led to many poor households pulling their children out of school to undertake domestic chores. From the findings it was clear there is a significant relationship between household levels of income school governance. The findings of the study also supports Baloiyi, (2006) argument that inadequate access to basic necessities for example food, shelter, uniforms, books, poor self-image and dysfunctional backgrounds caused physical and psychic discomfort to students and therefore inhibited their full participation in schools.

The first aspect of socio-economic factor that was investigated was the influence of parental level of education on governance of secondary schools. The results of this study showed that parental level of education was an important factor in the governance of secondary school. The results supports the findings of a study carried out by Kimu (2012) which found that teachers viewed parental involvement in school management to be associated with their level of education. The study also established that parental level of education was a key determinant to the parent's participation in school governance activities such as payment of school fees and levies, attending meetings and assisting in the discipline and academic performance of the students.

This finding is also in agreement with the result of the study by Mncube (2009) on the perceptions of parents of their role in the democratic governance of schools in South Africa who found that the higher the education level of a parent the better their participation in school governance activities. The study result is also in line with the observation made by Epstein (2001) that school and home should share responsibility so as to ensure the children's' performance and participation in school activities. This implies that the parents, teachers, students and other stakeholders must interact. However, this requires knowledge about each other which is often lacking due to stereotypes formed by teachers or parents. As a result some sections of the parent population particularly the disadvantaged are often exclude from decision making, further delineating them from school governance activates.

Secondly, the study investigated the influence school sponsors on governance of secondary schools. The results of the study shows that the sponsors were influential in the governance of schools. Sponsors were found to be more instrumental in the maintenance of religious traditions in the schools. These findings support the results of the study by Mabeya, Ndiku, and Njino (2010) which revealed that church sponsors are instrumental in religious traditions of the school as well as the general management of the school. However, school sponsors were not found to play an important role in the critical areas of governance such as provision of finance, administration, teacher motivation,

student management, infrastructure provision/improvement and provision of teaching and learning resources, important elements in school management and delivery of educational services. This argument is also supported by the findings of Onderi and Makori (2013) who posit that, secondary schools sponsors are not adequately involved in their roles including provision of funds and other learning facilities.

Thirdly, drug and substance was found to influence governance of secondary schools. This is in line with the finding of the study by Onderi and Makori (2013) which revealed that drugs and substance abuse was among the top three challenges encountered by principals in the management of secondary schools. The findings from a study by Hawkins, Catalano and Miller (1992) reveal that truancy and lack of commitment to schooling could be related to drug and substance abuse among the students. This finding also supports the 2005 and 2015 United Nations, World Drug use Reports. The two reports observe that drug and substance abuse was a major cause of health problems among users, and for the adolescence it was a lead cause of truancy, unruly behavior and insecurity in schools with drastic impact on smooth running of schools.

Finally, on the influence of household level of income on governance of secondary schools it was found to significantly affect school governance. The findings illustrate that low level of income negatively affected the confidence and

the willingness of parents towards active participation in school management activities. According to the findings of a study conducted by Williams and Sánchez (2013), poverty in terms of time, knowledge, and finances was a significant barrier to the parents' participation in school activities and their involvement with the education of their children.

The finding is supported by Aboucher (2003) study, that low parental income is the main cause of material deprivation in the school in the United Kingdom. The study further argues that this affects school operations as well as parental involvement in the provision of essential educational facilities for their children, important elements in the student's commitment and school performance. The study also indicates that lack of essential necessities such as books, clothing and shelter among others both at home and at school causes discomfort, poor self-image and antisocial behaviors like rudeness, theft, drug abuse with negative consequences on school management.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the main objectives of the study alongside the methods used and their tools and how analysis and findings were arrived at. The conclusion of this study is another section discussed in this chapter under which the whole study is summarized. Lastly there are sections on recommendations and areas for further research that emerged from the findings of this study with some of them coming from answers from interviews of parents from FDGs.

5.2 Summary of the study

The purpose of the study was to understand the influence of socioeconomic factors on school governance in Oyugis Zone, Rachuonyo South Sub-county, Homa Bay County in Kenya. Chapter one therefore presented a background to the study with the identification of the research gap that this study sought to fill. The study had four objectives, which included assessing the influence of parental level of education on governance of secondary schools, establishing the influence of school sponsors on school governance, determining the effect of drug and substance abuse on secondary school governance, and establishing the influence of household income on the governance of secondary schools in Oyugis Zone,

Rachuonyo South Sub-county, Homa Bay County. The significance of the study was the need to avail to school administrator, teachers, parents and the school community information that can be used to inform effective school governance and also in dealing with challenges that affect the management of these schools. Nevertheless, the study was limited to public secondary schools in the study area and the fact that this is predominantly a rural environment.

Chapter two presents a review of literature on relevant socioeconomic factors to measure in the current research. This led to the inclusion of four factors namely parental level of education, school sponsorship, drugs and substance abuse and household income for this study. The third chapter of the study documented a description and discussion of the research methods utilized in attaining the purpose of the study. A descriptive survey design was adopted for the current study, which involved collection of both qualitative and quantitative data from a representative sample of principals, teachers, BoM members, and parents of 7 secondary schools in the study area. It details the target population, validity and reliability of research instruments, data collection procedure and analysis.

Chapter four dealt with data analysis, presentation, and interpretation. The data collected was analyzed using SPSS. This resulted in the establishment of several factors that were perceived to influence school governance in the study area. The

presentation was done along the objectives of the study. The chapter also presents a discussion of the results in line with previous research.

Chapter five summarizes the study – summary of the findings which was done based on the objectives of the study, conclusion, recommendations and suggestions for future study.

In summary, findings on the influence of parents' level of education on school governance, revealed that most of the principals and teachers 24(82.8%) were of the opinion that the level of parental education influenced school governance. The teachers, parents and BoM members were all in agreement that parents with low levels of education did not value education and that their minimal participation in school activities was negatively affecting overall governance of the schools. This finding was in line with the previous findings, which reported significant influence of parental level of education on participation in school governance activities.

The second key finding of the study was that school sponsors are mainly concerned with maintenance of religious traditions in the schools. From the interviews with the principals and teachers majority of them 90.5 percent indicated that the sponsors were interfering with the appointment of teachers and principals. Similar sentiment was echoed by the parents as adduced from the

parents' focus group discussions that the sponsors' insistence that the schools should be run by people of their faith capability notwithstanding was a cause of lackluster governance in schools. Majority of the principals/teachers 90 percent also indicated that sponsors were misusing school facilities and in effect interfering with normal school operation. Majority of the teachers 85.7 percent indicated that school sponsors were not offering guidance and counseling to students and teaching staff, a core function envisaged in the Education Act, 1968. Whereas, a sizeable number 47.6 percent indicated that sponsors were bringing unqualified representatives on the school Boards. The parents and the teachers were in agreement that sponsors are minimally participating in the provision of financial and educational resources to the schools, elements which are important in effective school governance. This study therefore established that there was a negative effect of the sponsors on school governance.

Findings on influence of drug and substance abuse on school governance revealed that, majority of the teachers 75.8 percent indicated that drug and substance abuse had a negative impact on governance of secondary schools in Oyugis zone. Similar views were indicated by the parents and BoM members who were in agreement that drugs and substance abuse was contributing to students' poor performance and indiscipline.

The findings on the relationship between household level of income and school governance revealed that the majority of the teachers 96.6 percent were of the opinion that parents' level of income was a significant factor in school governance. The study also revealed that parents' occupation was equally an important factor in governance. Most parents from the area are engaged in subsistence agriculture and therefore generally poor. In that regard, education to them is not a priority. The study established that engagement of students in domestic chores was not a major influencer of school governance, although a significant number of parents 41.3 percent indicated that domestic chores had an impact on school management. The reason advanced in this regard is that performance of domestic chores was affecting school attendance, homework and performs by the students and consequently class management. Overall, teachers, parents and BoM members all agreed that lack of income was affecting the parents' ability to meet their financial obligations to the school and students. It was also a hindrance to the parents' participation in school management activities such as attending school meetings and assisting with students' discipline and academic work.

5.3 Conclusions

The governance of secondary schools in Kenya is affected by different factors that are associated with all stakeholders in the sector. This study narrowed down its purpose to consider the influence of community social and economic factors on

the governance of secondary schools located in Oyugis Zone. Based on the study findings, all the four main factors considered in the study- parental level of education, household income, school sponsorship and drugs and substance abuse were supported to have influence on school governance.

From the study it was found that parental level of education had an influence on the governance of secondary schools in Oyugis Zone. It emerged that the parents' level of education had a significant influence on the participation of parents in school management activities such as meetings, follow up on students' academic performance and students' motivation and emotional support. The teachers, parents and Board of Management Members are all in agreement that parents' low levels of education rendered to the parents' lack of participation in school management activities and monitoring the academic progress of their children.

The level of income of the parents and the communities was found to impact on the governance of secondary schools in Oyugis zone. From the study it was evident that due to low levels of income, the main preoccupation of the parents was the provision of basic necessities and that education was not a priority. It was found out that due to low levels of income students are often engaged in domestic chores and also income generating activities to supplement household income resulting in truancy and students' poor performance with negative impact on classroom management.

Low level of income was also found to inhibit parents and school community's ability to meet their financial obligations to the school. This consequently, interfered with the school's smooth operations including remuneration to the support staff, provision of teaching and learning resources and teacher motivation among others. In addition, poverty was cited as the cause of the parents' lack of enthusiasm in the students' discipline and academic performance. Poverty was also cited by majority of the respondents as a major cause of inactive participation by the parents and school communities in the governance of schools in Oyugis division. This is because poor parents often feel intimidated by school administration and the richer parents. This lack of parental commitment was found to be affecting the governance of these schools.

The study established that there was a relationship between the sponsors and secondary school governance. The teachers, parents and BoM members were in agreement that the school sponsors were unduly interfering with the recruitment of teachers and sometimes misusing the school facilities. The study also found that although school sponsors were important for spiritual nourishment and discipline in schools, they were not participating as expected in the provision of financial and other resources, guidance and counseling, assistance to needy students and general management of the school.

Though most parents in Oyugis zone did not consider drugs and substance abuse a major problem as compared to other socioeconomic factors in the governance of schools in Oyugis zone, the teachers considered it a major challenge.

5.4 Recommendations

The first recommendation that arises from the findings of this study is that the school administration should put in place measures that would ensure the local community and in particular the parents are fully involved in school management. This can be done by the schools instituting programmes such as making it mandatory for the parents to collect their children's End Term Reports from the school on the closing day. This would provide an opportunity for the school administration to engage the parents in school governance issues such as financial obligations, school development, students' academic performance, attending meetings, open days and school exhibitions.

Second, the school communities and students should be sensitized by the government, local and school administrations and other organizations dealing with control of drug and substance abuse such as National Campaign Against Drug Abuse (NACADA) Authority on the dangers of drugs and substance abuse. This would assist the school administrations in monitoring and also controlling indulgence in drug and substance abuse. At school level peer-counseling and opening channels of communication between the students and the administration

would be appropriate. The schools must cultivate good relationships with the community, parents and students, at the same time, the teachers and support staff must be discouraged from indulging in drugs and other banned substance in order to provide models worth emulating.

Third, the role of sponsors in the management of schools need to be reconsidered given the reforms which have been undertaken in the education sector, particularly the enhanced role of the community, parents and other stakeholders in school management and considering the fact that some of these stakeholders do not belong to the same faith. Of critical importance still is the fact that most of the sponsors are no longer providing financial, teaching, learning resources and other infrastructure they were associated with in the past, a fact which has greatly diminished their stake in school management. The government should review the Education Act and in particular the role of the sponsors taking into account these dynamics. Including redefining the sponsors' responsibility in the provision of spiritual and moral support to the school community. This can assist in minimizing the conflicts between the sponsors and school administrations.

Fourth, considering the influence of the level of income and occupation on the ability of parents and the community to participate in school governance activities as revealed by the study, it is important that mitigation measures to be formulated to address the economic status and education level of the parents and the entire

community and also reduce the financial burden placed on parents in terms of school levies, provision of uniforms, school infrastructure and learning materials. The government, NGOs and well-wishers therefore must be encouraged to be more involved in meeting these needs. In addition, programmes and structures should also be developed by the government and schools to encourage school communities/parents to be engaged in income generating activities to uplift their levels of income so as to eliminate the involvement of the students in activities such as participation in domestic chores that affect their performance and interest in school. The parents equally needs to be sensitized through local community, school, church meetings among other gatherings on the need to assist the student with their school work as well as granting their children ample time for studies and greater involvement in school activities.

Finally, there is need for the government and school administration to formulate policies that govern the inclusion of less educated parents in the management of schools. This can include introduction of sensitization programs that can educate parents on the importance of their participation in school administration and management.

5.5 Suggestions for further research

Further studies could be undertaken in the following areas:

1. Since the study covered only one administrative region, similar study could be conducted in other regions or counties and urban settings so as to compare the findings.
2. Future research should include other community's socioeconomic factors since this study delimited itself to household income, drugs and substance abuse, sponsors and parents education level. This can help in addressing the phenomena more comprehensively, given the interrelationship between the factors.
3. A study should be undertaken among primary schools since this study involved only secondary schools. This would enhance a thorough understanding of the relationship between socioeconomic factors and governance within the entire schooling system - primary up to secondary level.

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APPENDICES

Appendix I: Introduction letter

University of Nairobi
P.O. Box 30197-00100
NAIROBI

The Principal,

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a Masters Student at the University of Nairobi undertaking a research titled:

**Influence of Socioeconomic Factors on Governance of Secondary Schools in
Oyugis Zone, Rachuonyo sub-county, Homa Bay County, Kenya**

I ask for your permission to conduct a research in your institution

The information so provided by the respondents will be used only for this
research and their identity will be handled with confidentiality.

Thank you.

Yours faithfully

Winfred Ayanga

Appendix II: Questionnaire for Principals and teacher’s

The purpose of this questionnaire is to gather information about your perception on influence of community poverty on governance of public secondary schools in Oyugis Zone, Rachuonyo South Sub-County.

Part A: Personal data

1. Gender: Male (); Female ()
2. Period you have served as Principal/Teacher: 0-4 []; 5-9 []; 10-14 []; 15- 19 []; above 20 []
3. For how many years have you served in the current school: 0-4[]; 5-9[], 10 and above []

Part B: Influence of parental level of education on governance of secondary schools

4. In your opinion what is the education level of most parents in your school?
Degree [] certificate [] diploma []; primary [] never went to school []
5. To what extent does the parent’s level of education affect the governance of the school?

	Very great extent	Great extent	undecided	Little extent	Very little extent
Parents level of education					

6. Please explain how parental level of education affects the governance of your school?

Part C: School sponsors' influence governance of secondary schools

7. Does your school have a sponsoring church? Yes [] No []. If yes specify the religious organization

8. To what extent does the school's sponsor influence the governance of your school?

	Very great extent	Great extent	undecided	Little extent	Very little extent
The school sponsors					

9. What is your opinion on the following roles of the school's sponsors?

1. Strongly agree; 2. Agree; 3. Disagree; 4. Strongly disagree; 5. Undecided

	Roles	1	2	3	4	5
1	Effectively participate in the general management of the school					
2	Provide education resources					
3	Give financial Aid					
4	Assisting the poor children /students					
5	Maintaining the religious traditions of the school					
6	Offering guidance and counseling to students and staff in general					
7	Nomination of qualified representatives to the BoM					
8	Meddling in staff appointment and school administration					
9	Meddling in the admission of new students					
10	Effectively participating in the schools financial management					

11	Misuse school facilities					
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10. In your opinion are school sponsors necessary? Yes NO Explain your answer?

Part D: Effect of drugs and substance abuse on governance

11. Are you aware of any drug and substance abuse in your school? Yes ; No .

12. If yes, what kind of drugs: (a) Alcohol ; (b) Tobacco ; (c) Khat (Miraa) (d) Cannabis sativa (e) Glue (f) Sleeping pills ; (g) Others (Specify)

13. To what extent does drug and substance abuse influence the governance of your school?

	Very great extent	Great extent	undecided	Little extent	Very little extent
Drugs and substance abuse					

14. Explain how drug and substance abuse influence the school governance?

Part E: Influence of household level of income on governance

15. In your opinion does household income affect school governance? Yes ; No

16. What is your opinion on the influence of household income on the following school governance related activities?

1. Strongly disagree; 2. Disagree; 3. Undecided; 4. Agree; 5.Strongly Agree

Governance related activities	1	2	3	4	5
Parents participation in school governance					
Availability of teaching and learning resources					
Students absenteeism					
Recruitment of qualified support staff					
Teacher motivation					

17. To what extent does parent's level of income affect parents' participation in the following school activities? (tick)

activity	Great extent	Little extent	Very little extent	No effect
Payment of levies				
Attendance of meetings				
Discussing students discipline and academic progress				

18. Please explain how level of income within the community affect your school's governance?

THANK YOU

Appendix III: Interview guide for representatives of school sponsors

The purpose of this interview is to gather information about your perception on influence of community socioeconomic factors and in particular the role of the sponsoring church on the governance of public secondary schools in Oyugis Zone, Rachuonyo South Sub-County.

1. What role does the church play in the school in general?
2. With the implementation of Education Act (1968)/Basic Education Act 2012 which gave the church role in the governance of the schools they sponsor, please explain whether the sponsoring church has been able to effectively perform its responsibilities in terms of the following:
 - a) Management and administration of the school
 - b) Provision of education resources
 - c) General welfare of schools and counseling
 - d) Ensuring discipline is maintained in the entire school
 - e) Infrastructure improvement
 - f) Maintaining the religious traditions of the school.

THANK YOU

Appendix III: Focus group discussion guide for parents and BoM members

The purpose of this guide is to gather information on the influence of community socioeconomic factors on school governance.

Part A

Date----- Venue of Focus group discussion -----

Group ----- Number of Participants -----

Part B: Influence of parental level of education on governance of secondary schools

1. Do you think parent’s level of education is affecting their effective participation in the school activities such as Annual and special meetings, consultations on the performance of the students, contributions towards school development and students classwork among others? Please Explain
.....

Part C: School sponsors’ influence governance of secondary schools

2. What is your opinion on the effectiveness of the school sponsors in the performance of their roles?

Part D: Effect of drugs and substance abuse on governance

3. What is your opinion on the influence of drugs and substance abuse by the school community – teachers, students, parents, and members of the community on the management of the school?

Part E: The influence of level of income on governance

4. How does poverty affect the management of secondary school?

5. What other socioeconomic factors do you think are affecting school governance and how?
6. How can the influence of socioeconomic factors on governance be mitigated

Thank you

Appendix IV Research Permit

THIS IS TO CERTIFY THAT:
MISS. WINFRED AKOTH AYANGA
of **UNIVERSITY OF NAIROBI, 0-40222**
oyugis, has been permitted to conduct
research in **Homabay County**

on the topic: **INFLUENCE OF
COMMUNITY SOCIOECONOMIC FACTORS
ON GOVERNANCE OF SECONDARY
SCHOOLS IN OYUGIS ZONE, RACHUONYO
SUB-COUNTY, KENYA**

for the period ending:
21st September, 2018

Permit No : **NACOSTI/P/17/43380/19182**
Date Of Issue : **22nd September, 2017**
Fee Received : **Ksh 1000**



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.

G. K. Ombui



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No.A **15911**

CONDITIONS: see back page

Appendix V: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete,
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No **NACOSTI/P/17/43380/19182**

Date: 22nd September, 2017

Winfred Akoth Ayanga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of community socioeconomic factors on governance of secondary schools in Oyugis Zone, Rachuonyo Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Homabay County** for the period ending **21st September, 2018**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

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

Copy to:

The County Commissioner
Homabay County.

The County Director of Education
Homabay County.

Appendix VI: Respondent codes

BoM codes			Parent codes			Principals/ teachers codes	
FGD session	R No.	R Code	FGD session	R No.	R Code	R No.	R Code
1	01	BOM101	1	01	P101	01	Q01
	02	BOM102		02	P102	02	Q02
	03	BOM103		03	P103	03	Q03
	04	BOM104		04	P104	04	Q04
	05	BOM105		05	P105	05	Q05
	06	BOM106		06	P106	06	Q06
2	07	BOM107	2	01	P201	07	Q07
	01	BOM201		02	P202	08	Q08
	02	BOM202	03	P203	09	Q09	
	03	BOM203	04	P204	10	Q10	
	04	BOM204	05	P205	11	Q11	
	05	BOM205	06	P206	12	Q12	
	06	BOM206	3	01	P301	13	Q13
	07	BOM207		02	P302	14	Q14
	01	BOM301		03	P303	15	Q15
	02	BOM302		04	P304	16	Q16
3	03	BOM303	05	P305	17	Q17	
	04	BOM304	06	P306	18	Q18	
	05	BOM305	07	P307	19	Q19	
	06	BOM306	4	01	P401	20	Q20
	07	BOM307		02	P402	21	Q21
4	01	BOM401	03	P403	22	Q22	
	02	BOM402	04	P404	23	Q23	
	03	BOM403	05	P405	24	Q24	
	04	BOM404	06	P406	25	Q25	
	05	BOM405	07	P407	26	Q26	

	06	BOM406	5	01	P501	27	Q27
	07	BOM407		02	P502	28	Q28
				03	P503	29	Q29
				04	P504		
				05	P505		
				06	P506		
			6	01	P601		
				02	P602		
				03	P603		
				04	P604		
				05	P605		
				06	P606		
			7	01	P701		
				02	P702		
				03	P703		
				04	P704		
				05	P705		
				06	P706		

Key

R. No. – Respondent Number

R. Code – Respondent Code