

**BOARD OF MANAGERMENTS' GOVERNANCE PRACTICES
INFLUENCING RETENTION OF ORPHANS AND VULNERABLE
CHILDREN IN PRIMARY SCHOOLS IN KHWISERO SUB – COUNTY,
KENYA**

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the Award of Degree of Master of Education in Corporate Governance**

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DECLARATION

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

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I dedicate this project to my father, Mr. Gerald Othuon Nyamamu for continuously giving me the encouragement and support without which I would not have completed this academic work.

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ACRONYMS AND ABBREVIATIONS

BOM	Board of Management
CRS	Catholic Relief Services
FPE	Free Primary Education
GOK	Government of Kenya
HIV/AIDS	Human Immuno Deficiency Virus-Acquire Immune Deficiency Syndrome
MOEST	Ministry of Education Science and Technology
NACC	National AIDS Control Council
NACOSTI	National Commission for Science Technology and Innovation
NAGSP	National Guidelines and Standard Practices
NGO	Non-Governmental Organization
OVCs	Orphans and Vulnerable Children
PEPFAR	Presidents Emergency Plan for AIDS Relief
QASO	Quality Assurance and Standards Officers
SAA	Situation Assessment and Analysis
SPSS	Statistical Package for Social Sciences
UNGASS	United Nation General Assembly Special Session
UNICEF	United Nations International Children Education Fund
USAID	United States Agency for International Development

ABSTRACT

The main purpose of this study was to investigate the Board of Management governance practices influencing retention of orphans and vulnerable children in primary schools in Khwisero sub county, Kenya. The study objectives were to assess the extent of resources mobilization, tracking of academic performance, monitoring of teaching, learning activities and monitoring of pupils disciplines and their influence on retention of OVCs in Khwisero Sub County. The study was guided by system theory propounded by Ludwing Von Bertullaffy (1973) that focuses on system analysis perspective in an organization. Descriptive survey design was employed through administration of questionnaires and interviewing the respondents. The target population comprised of all 58 public primary schools, 58 head teachers, 546 teachers and 2846 standard eight pupils in Khwisero Sub County. The study sample was 34 head teachers, 54 teachers and 285 standard eight pupils, totaling to 373 respondents. The data was analyzed using descriptive and inferential statistics, with the aid of statistical package for social sciences (SPSS) versions 21. It was established that mobilization of resources by the BOM had the strongest relationship on retention of the OVCs in the schools, followed by tracking of academic performance, monitoring of teaching and learning activities and finally monitoring of pupils discipline. Therefore the study recommended that the Board of Management should mobilize enough resources from various sources including fund raising to ensure they are adequate to support the welfare of orphans and vulnerable children in primary schools. The BOM should also emphasize on ensuring that there are effective mechanisms of tracking academic performance of the OVCs in public primary schools. Practicing primary teachers should be in-serviced with the Ministry of Education, to equip them with necessary skill, to be able to handle the changing trends on orphans and vulnerable children. The Board of Management should also create conducive environment for both teachers and pupils to enhance the retention of OVCs in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The convention on the Right of the Child point out that, education is a fundamental human right to all the children of the world. (Committee on the Right of Child, 2007). A child with basic knowledge in reading, writing and arithmetic has a concrete foundation for future learning throughout life. (United States Agency for International Development and Catholic Relief Services, 2008). African Charter (2011), Article 11 of 1, 29 and 30 acknowledges that every child have the right to education, that is directed towards promoting, social, physical, intellectual and moral well-being to the fullest.

United States Agency for International Development and Catholic Relief Services (2008) defined orphans as children under the age of 18 years, who have been deprived either one or both parents by death. While vulnerable as children who are susceptible and their well-being is significantly at risk. Orphans and vulnerable children are disadvantaged group in any socio-economic setting simply because they have lost either one or both parents who are their primary caregiver (Turnbull & Turnbull, 2005). Eberjohn and Eloff (2002) noted that with the demise of parents, orphans are left under the care of a god parent or elder sibling to take care of the family members. These arrangements however have negative implication on the learning process of the OVCs. Fleming (2015) assert that orphans and vulnerable children mandated with household duties are burden with both

economic and domestic challenges that in turn affect their active participation, attendance and succeeding in school. More so, they grow up without the love emotional support that is invested in their parents, these children are also discriminated because of the sero-status of their parents and basic needs to them are beyond their reach (Skinner, 2009).

Schools and teachers play critical role in physical, emotional, social and intellectual development of orphans and vulnerable children (OVCs) especially in the wake of the loss of the parents. As the number of orphans and vulnerable children continue to escalate families, communities and to greater extent governments become ill equipped in addressing the plight of vulnerable children including schooling (UNICEF, 2008). Mwoma and Pillay, 2005, noted that lack of support from parents and guardians towards education have negative influence on how the OVCs attend and perform academically in schools. Many more children have been made vulnerable because of family illness, family breakup, school withdraws, stigma, poverty, child labour, inadequate healthcare, loss of right of inheritance, vulnerability to either sexual or physical abuse and children heading their household (Internal Federation of the Red Cross of Red Crescent Societies, 2002).

Escalating number of OVCs worldwide has reached alarming proportions that present massive burden to respective governments. Global estimates indicates that about 145 millions children have been orphaned and made vulnerable due to

various causes such as natural disasters, conflict, alcohol, poverty, HIV/Aids epidemic and other conditions (Gulaid, 2008). Most of African countries close to a half of the children enrolled in primary schools cannot manage to access secondary education because of inability of the caregiver to finance their education at this level (USAID and CRS 2008). United Nation Millennium Development Goal 2013 evaluation report singled out sub-Saharan Africa as having the highest rate of OVCs, leaving schools worldwide, with approximately two out of five children who enrolled in 2010 did not complete the school cycle (UNICEF, 2013). Countries with highest levels of HIV/Aids infections, OVCs experience intolerance by being discriminated in accessing education and health care. Furthermore orphans who have lost both parents are mostly discriminated then the paternal orphans (Flemming, 2015).

The number of orphans from various causes globally is on decline with exception of sub-Saharan Africa whose number is on upward trend with approximation of 50 percent since 1998 (United Nation Children Fund, 2006).

In 2005, the region was home of 48.3 million orphans from all causes, 12 million of them orphaned as a result of HIV/AIDS pandemic (United Nation Children Fund, 2006). Despite overwhelming statistics of OVCs globally, principles of corporate governance have not been embraced in management of the education of orphans. However some countries have adopted corporate governance principles in school management, notably Germany. The country has operationalized Board of

management of schools, empowering them to manage school affairs independently. According to Henrich (2010), the Boards of Management are entitled to sourcing finance, overseeing academic progress of pupils and handling referred indiscipline cases from the school principle.

Nigeria has the largest burden of orphans and vulnerable children OVC in Africa and the world generally and is facing orphaning and vulnerability crisis of Potentially Catastrophic Proportion (United Nation Children Fund, 2008). The 2008 Situation Assessment and Analysis (SAA) on OVC indicates that 17.5 million (24.5 percent) of Nigeria children are orphans(Federal Ministry of Women Affairs and Social Development, 2008).

In order to deal with overwhelming crisis of OVC in Nigeria, the Federal Government outlined various policy framework including the child ACT 2007, that incorporated the UN convention on the right of the child, and the National Guidelines and Standard Practices (NAGSP) for OVC in Nigeria (National Population Commission and Macro, 2009). The objective of the National guideline is to provide the required guideline and intervention for the care and support of orphans and vulnerable children in Nigeria. According to Mullings (2006) the Nigeria School Boards plays a critical role in assisting school to complement government plans in the provision of schools equipment, facilities and funds. More

so they deal with pupils' disciplinary shortcomings and mobilizing of learning and teaching resources.

Among the African countries Ethiopian government lag behind in the provision and caring of OVCs. .Despite Ethiopia being a signatory to various International Charters including UN millennium Development Goal of waving school fees in primary school by 2015, no significant steps have been made, due to lack of government commitment. United Nation Children Fund (2008) estimated that 25percent of orphaned children attend school with 58 percent non-orphaned children in Ethiopia. United Nation Children Fund (2003) stressed that extended families in Ethiopia lack the capacity to cope with increasing number of OVCs. Primary education is not free; pupils have to possess compulsory uniform and other suppliers in order to attend schools. Lacks of these factors have forced OVCs to drop out of schools.

Ethiopia primary education is faced by various challenges including pastoralist children, school dropout, child labour, distance to school, poverty and gender inequality, more so the Ethiopian Education Management Boards are ineffective as Seyoum (2006) assert education system remain highly centralized and bureaucratic characterized by inefficiency in terms of addressing the plight of orphans and vulnerable children basic education.

The United Nation General Assembly Special Session (UNGASS) 2008. Kenya report indicated that there were 2,430,000 orphans, 1,147,000 from AIDS. According to the National AIDS Control Council (NACC) there are additional 600,000 children were vulnerable (Republic of Kenya 2013). Most of children are likely to quit school due to absence of the caregivers and unfriendly schools environment. The Government of Kenya has ratified various treaties both international and local to protect the right of the child. Among them include, United Nations on the right of the child, African Charter on the right and welfare of the child, the 2010 constitution and sustainable development goal with aim to ensure inclusivity and provision of quality education by 2030. There are programmes established in Kenya aimed at strengthening the welfare and well-being of orphans and vulnerable children in Schools, through Board of Management. According to education Act (2013) the Boards of Management are responsible for adopting clear statement of school mission, vision, value and establishing policies that are consistent with the statement. Khwisero Sub-county in Kenya was purposively selected because it is one of Sub-counties in the Kakamega County with the highest number of orphan dropout rate in primary schools.

Table 1.1: Retention rate of OVCs in public primary schools in Kakamega County.

Sub County	Retention Rate				
	2016	2015	2014	2013	2012
Butere	69.58	49.74	47.73	49.53	50.76
Ikolomani	53.44	68.35	68.95	69.73	60.56
Khwisero	37.25	36.56	50.03	28.54	25.32
Likuyani	64.32	59.36	54.54	57.61	59.37
Lugari	49.15	40.29	42.73	40.35	38.46
Lurambi	60.53	57.29	58.42	54.32	55.34
Malava	55.24	66.32	70.21	69.24	68.36
Matunga	74.15	68.90	65.32	64.76	63.53
Navakholo	56.31	60.73	62.52	60.36	61.72
Mumias East	44.29	47.52	48.74	49.52	48.34
Mumias West	50.12	55.74	54.32	42.31	40.57
Total	614.38	610.8	623.51	586.27	572.33

Source: Kakamega County Director of Education 2016.

As indicated in Table 1.1 the rate of retention of orphans and vulnerable children is low in public primary schools, in Khwisero sub-county as compared to other sub-counties in the county. There has been a steady low retention over the previous five years with exception of 2014 which had 50.03 percent.

1.2 Statement of the problem

The School Management Board is a legal trustee of the school (Education Act 2013). Its functions and responsibilities are spelt out in Basic Education Act

(2013). The legal document empowers the Board to make decision within their jurisdiction. The Corporate Governance practices executed by Board of Management such as resource mobilization, monitoring of pupil discipline and tracking academic performance are integral component to enhance education of orphans and vulnerable children and their retention in schools. In addition the existence of legal framework, including Free Primary Education and aligning education to Sustainable Development Goals to meet Vision 2030, shows government commitment in provision of education to all.

Despite the government commitment in supporting education, Khwisero Sub county is still experiencing low retention rate as compared to other Sub-counties in Kakamega county of less than 50 percent, as evident in Table 1.1. Studies carried out by Kitili (2008) on the role of B.O.M. on retention of OVCs did not provide conclusive evidence on the causes of low retention. Hence the continual evidence of low retention rate of OVCs create a gap that warranted an investigation on the involvement of Board of Management governance practices in addressing the retention of OVCs in Khwisero Sub-County.

1.3 Purpose of the Study

The purpose of the study was to investigate influence of Board of Management governance practices on retention of orphans and vulnerable children in primary schools in Khwisero sub-county, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:-

- i. To assess the extent to which mobilization of resources for school feeding programmes by Board of Management influence retention of orphans and vulnerable children in primary schools in Khwisero sub-county.
- ii. To determine the influence of tracking of academic performance by Board of Management on retention of orphans and vulnerable children in primary schools in Khwisero sub-county.
- iii. To determine the influence of monitoring of teaching and learning activities by Boards of Management on retention of orphans and vulnerable children in primary schools in Khwisero Sub-county.
- iv. To establish the extent to which monitoring of pupils discipline by Board of Management influence retention of orphans and vulnerable children in primary schools in Khwisero Sub-county.

1.5 Research Questions

This study was guided by the following research questions;

- i. To what extent does mobilization of resources for school feeding programmes by Board of Management influence retention of orphans and vulnerable children in primary schools in Khwisero Sub-county?

- ii. How has the tracking of academic performance by Board of Management influence retention of orphans and vulnerable children, in primary schools in Khwisero Sub-county?
- iii. To what extent does the monitoring of teaching and learning activities by the Board of Management influence the retention of orphans and vulnerable children in primary schools in Khwisero Sub-county?
- iv. How has the monitoring of pupils discipline by Board of Management influenced retention of orphans and vulnerable children in Khwisero Sub-county?

1.6 Significance of the Study

The finding of this study would be important to the schools Board of Management, who could use the information to improve their governance practices. The head teachers could also use the finding to improve their management skills touching on orphans and vulnerable children. Educational officer' in the sub county may use the information as a guide for effective monitoring and supervision of schools. The study may also provide a point of reference for future studies in the related fields. Furthermore the study could be used in capacity building of teachers during seminars on aspect touching on orphan hood and vulnerability.

1.7 Limitation of the Study

According to Mugenda (2009) limitations are some aspect that are likely to affect the outcome of the study but over which the researcher has no control over. This research was limited a number of constraints including the unwillingness of the respondents to provide information on OVCs due to customary beliefs associated with orphans. This was mitigated by explaining to them the aim of the study.

1.8 Delimitation of the Study

According to Orodho (2008), delimitation of the study are boundary limitations. The study was restricted to Board of Management governance practices in public primary schools in Kwisero Sub-County. The data was collected from, head teachers, teachers and standard eight pupils in Khwisero Sub County.

1.9 Basic Assumption of the Study

The study was guided by :

- i. Low retention rate of orphans and vulnerable children in Khwisero sub-county is as a result of poor Board of Management governance practices.
- ii. There would be enough time to carryout research in sampled schools.
- iii. The respondent would be cooperative and would give trustworthy information.

1.10 Definition of Significant Terms

Retention refers to the keeping of orphans and vulnerable children in school to receive learning instructions.

Resource mobilization refers to organizing of materials by Board of Management to sustain the education of orphans and vulnerable pupils in schools.

Board of Management Refers to members appointed by the Ministry of Education to provide management of school finance, discipline and resources on the behalf of the Ministry.

Governance Practices Refers to policies and methods applied by the Board of Management to ensure accountability in the management of orphans and vulnerable children in the schools.

Tracking Academic Performance – Refers to the regular checking of academic progress of orphans and vulnerable children, by the Board of Management

Monitoring of Teaching and Learning Refers to occasional observation either directly or delegatively the process of teaching and learning by Board of Management to achieve the required intention.

Orphans- Refers are children who have lost one or both parents due to various causes.

Vulnerable children refers to children who are at greater risk and require protection to enable them live a decent life and attend school.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter, the introduction which highlight background of the study, statement of the problem, purpose of the study, objective of the study, research question, significance of the study, assumption of the study, limitation/delimitation and definition of significant terms.

Chapter two presents review of related literature, the sub section of this chapter include, introduction, concepts of learners retention, resources mobilization, supervision of pupils performance, monitoring of teaching and learning, supervision of pupils discipline, summary of literature review, theoretical framework and conceptual framework.

Chapter three dealt with research methodology and focused on research design; target population sample size and sampling procedures, research instruments, validity of instruments, instrument reliability, data analysis, techniques, data collection procedures and ethical consideration. Chapter four dealt with data analysis, presentation and interpretation. Finally the chapter five dealt with the summary of the finding, conclusion and the recommendation that arose from the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature under the following sub-heading: concept of retention, resource mobilization and retention of OVCs, supervision of academic performance and retention of OVCs, monitoring of teaching and learning on retention of OVCs, supervision of pupils discipline by BoM and its influence on retention of OVCs, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of Retention on Orphans and Vulnerable Children (OVCs)

Retention refers to the ability to contain orphans and vulnerable children in school. Hyde (2007) asserts that dropouts are children leaving school and not being enrolled in any other school before they complete the cycle. According to Rumberger (2006) dropout is when someone who was once in educational institution as a learner and never complete the course. There are often precursor to dropping out from school, these include malnutrition, indiscipline, inadequacy of facilities, repetition and safety (Colcough, 2008) various intervention have been initiated to curb dropout, among them government capitation to every pupil education. In addition non-governmental organization such as SoS have assisted orphans through donation and construction of orphanages to enhance sustainability of orphans and vulnerable children retention in learning institutions.

2.3 Resource Mobilization and Retention of OVCs

The schools not only benefit the pupils and students, but also serve the broader needs of the society (PEP FAR, 2006). The school feeding programme is of importance to learners' enrollment and retention of orphans and vulnerable children. According to Richter school feeding programmes traces its origin in 1930 in United Kingdom and United States of America with main objective of improving the growth of children physical and mental growth. Many countries have graduated from their dependency on foreign assistance by shaping their school feeding programmes to be country led and self I supported feeding programmes.

Progressive and dynamic school management board should have a well structure school feeding programme, to sustain and retain orphans and vulnerable children in school. USAID and CRS (2008) assert that, ration ration given at school enhance retention of orphans and vulnerable children in education. World Food Programme (2009) assert that when school feeding programme is enacted in school the attendance rate of disadvantaged and vulnerable children stabilized. A pilot on school feeding programme in Malawi resulted to 36 percent increase in pupils' attendance to school within a duration of three month (World Food Programme, 2009).

According to Del Rosso (2006), if the school feeding programme is well organized it alleviates hunger while sustaining education and health of the community. However the school feeding programme has multiple bottle neck challenges to overcome. The World Bank (2009) argued that most African government are not in position to sustain schooling feeding programme, the average cost per student in the development of school feeding programme was 34 Dollars for 180 days of the school calendar in 2009.

2.4 Board of Management, Tracking of Academic Performance and Retention of OVCs

Sterling academic performance of pupils is a true reflection of an organized Board of Management. The role of Board of Governors is seen in their effectiveness in resource management decision making process, provision of physical facilities overseeing school facilities, monitoring of school performance and implementation of curriculum (Ngegi & Rechi, 2011).

The school Management Boards is entitled in evaluating school progress and setting new performance target that need to be achieved within a given period time. In the United States of America, the BOM are entitle to setting standards through setting direction, ensuring accountability and transparency (Department of Education, 2011).

Vulnerability and orphan hood may be a hindrance to academic excellence, due to its connection with poverty. As Chinyoka (2014) assert, student academic performance is influenced by various of factors including the student biological age, gender, physical locations, race, marital status, socio-economic status, parent level of education, language used affects family mobility, family lifestyles and the type of school the child attends.

2.5 Boards' of Management, Monitoring of Teaching and Learning Processes and Retention of OVCs

Monitoring is systematic checking and evaluating the operation of school program (Handbook for inspection of educational institutional, 2000). Education has elaborated laid down mechanism of evaluating and monitoring, learning process that aids the head teacher in administering the school (Republic of Kenya, 2006). According to Newstrom & Bittel (2002), learning outcome depend largely on the quality of education being offered. The Board of Management has the mandate of monitoring and evaluating education institution under their jurisdiction, to ensure education standards are adhered to. However the quality of education partly depend on how well teachers are trained and supervised, since they are one of the key input in education delivery (Kramer, 2009)

The present worldwide trend towards attainment of quality education has generated heated discussion on the practices which Board of Management should

take for proper implementation of the stud course to give quality education output. (Ibrahim & Orodho, 2014).Orodho(2014) assert that enhanced pursuit for quality education is the top priority in both developed and developing countries . According to the Republic of Kenya (2012) quality assurance and standard officers organize workshops and seminars for teachers to enlighten them on curriculum changes as well as education policies, advice teachers on how to use modern teaching methodologies towards effective and efficient curriculum implementation.

2.6 Boards of Management, Monitoring of Pupil Discipline and Retention of OVCs

The school Board of Management is entitled to ensure the discipline of the school is upheld, more so of the orphans and vulnerable children who are under psychological, emotion and sociological distress. Discipline is key component in the nurturing pupils' character and upholding their moral values. Onyango, 2007 assert that any educational system has the responsibility of mentoring, nurturing pupils' morals and intellectual conscious (Republic of Kenya, 1968).

Indiscipline cases occurs when student refuse to abide by the school rules and regulations. (Kellan, 2000) assert the student misbehaviors in classroom interferes with teaching and learning processes, this is seen as the precursor to school dropout and similar negative social outcome in the society. Hemphill, 2006 observed that pupils' rebellion against school administration is a common

phenomenon in each and every country. United States of America has experience the highest rate of school delinquency in past decade; both Canada and Britain have experienced increase use of guns in public schools. Pupils have turn violence to both teachers and fellow pupils not only on follow pupils (Krienes, 2000). In South Africa, school yard crime contributes to decline in education standard, with a spate of fatal school stabbings where teenage students are both perpetrators and victims (Greenberg, 2013).

The management board should initiate measures like guiding and counseling, session to offer the required direction to pupils, to ease cases indiscipline. Better ways of handling indiscipline would be to trace the background of student to rule out sociogenic, psychogenic or child damaging influence and to be sure the one explanation given for misbehavior of student is justified (Pathfinder International, 2006) and Onyongo (2007).

According to Eggert (2007) Guidance and counseling programme in a school combine a variety of services directed towards helping students overcome personal problem. The Basic Education Act, 2013 states that Board of Management should facilitate enabling environment for guidance and counseling to all learners and should promote the spirit of cohesion, tolerance and integration that will eliminate tribalism in learning institution.

2.7 Summary of Literature Review

The Board of Management governance practices have far reaching implication on the learning institution. According to Kimanzi (2009), the Board of Management governance practices, such as sourcing for resources and maintenance of school discipline are key ingredient in promoting and sustaining orphans and vulnerable children in public primary schools. More so studies carried out by Smoiley (2017) in Botswana indicate that the Board of Management governance practices have direct impact on the retention of vulnerable children in primary schools.

However, Kremer (2009) argues that there are other factors other the Board of Management governance practices that influence retention of orphans and vulnerable children in public primary schools such as home environment and insecurity. The causes of low retention rate in primary school have not been dealt with in broad spectrum, hence there exists a gap. Therefore the current research seeks to investigate the Board of Management governance practices influencing retention of orphans and vulnerable children in Khwisero sub-county, paying particular attention on resource mobilization, tracking of academic performance monitoring of teaching learning activities and monitoring pupils discipline.

2.8 Theoretical Framework

The study was guided by system theory propounded by Ludwing Von Bertalanffy (1973) who focused on systems analysis perspective in analyzing organization.

The main components of the theory are structure of management internal component, input and output. Its assumption is all system are purposeful and goal directed.

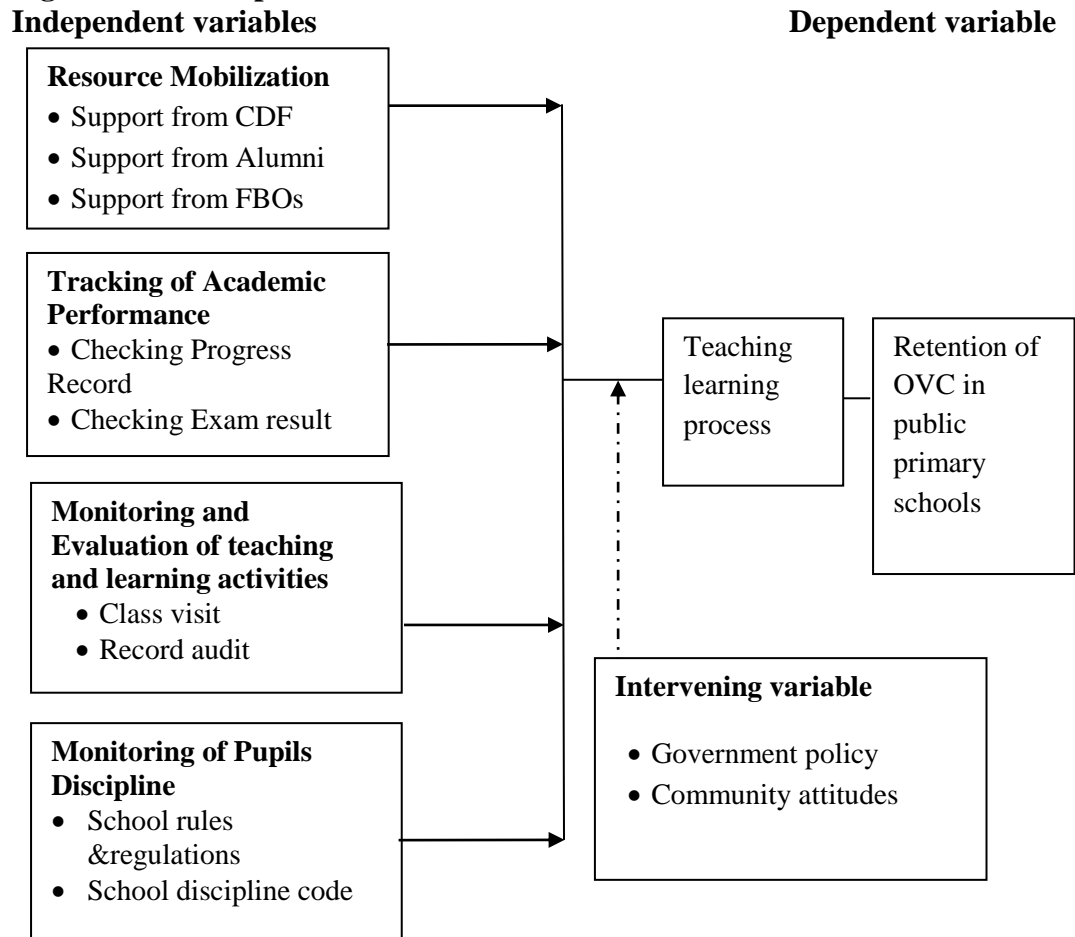
The school is like any other organization, where goals are directed and there exist interaction of people and resources, making it to quality as an open system. These theory is holistic in respect that when one aspect changes it affect others. Since the school is run by people interpersonal relationship between the individual and external environment is necessary. Understanding the relationship between input and output, may provide a platform for improving management effectiveness.

Based on system theory pupils entering the school are the input, governance practices are process factors and outside environment are environmental factors. Low retention rate in primary school is as a result of uncoordinated process factors (governance practices) and the environmental factors. The Board of Management should enhance interaction and interrelationship between pupils, teachers and outside environment to promote the rate of retention of orphans and vulnerable children in primary school. This is because the school is a social system that functions in dynamic equilibrium with environment.

2.9 Conceptual Framework

A conceptual framework is a set of ideas and principles taken from relevant fields of enquiry and used to structure a sub-sequent presentation (Rachel, 2010). Conceptual framework outlines possible courses of action or to present a preferred approach to an idea or thought. In this study, the conceptual framework will relate various independent variables influencing OVCs retention in Primary schools.

Figure 2.1: Conceptual framework



The conceptual framework indicates that resources mobilization, tracking of academic performance of OVCs, monitoring and evaluation of teaching and learning activities and monitoring of pupils discipline determine the retention of orphans and vulnerable children in public primary schools. When these factors are applied consistently and progressively they create conducive environment which raise self-esteem and attract pupil’s retention in schools. Therefore the Board of Management governance practices are of great essence in determining retention of OVCs in public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology employed in the study. These includes research design adopted for the study, the target population of the study, sample size and sampling procedures, research instrument used in the study together with validity and reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

A research design is a detailed plan outlining how the problem under the study will be solved (Orodho, 2014). This study employed descriptive survey design in its investigation. According to Orodho (2003) descriptive survey involves collection of information by either interviewing or administering of questionnaire to a group people. The researcher used this design to generate statistical information on Board of Management governance practices and its influence on retention of orphans and vulnerable children in public primary schools in Khwisero sub-county.

3.3 Target Population

Kombo and Tromp (2006) states that target population is an entire population of individual, objects or items upon which samples are driven for measurement. The

target population comprised of all the 58 public primary schools in Khwisero sub-county, 58 head teachers, 546 teachers and 2,846 pupils in standard eight. Standard eight was targeted because of the duration they have been in schools hence they could provide reliable information. The head teachers and teachers were targeted because they have significant information about Board of Management governance practices and retention of orphans and vulnerable children.

3.4 Sample Size and Sampling Procedure

Sampling refers to selection of particular individuals, groups or items to represent the entire population (Kothari, 2008). Mugenda and Mugenda (2003) advocated for the use of 10-30 percent to arrive at a sample size in a study. The sample was calculated based on 10-30 percent of the population of the respondents.

Table 3.1 Sample Size

Target Population	Population	Sample	%
Head teachers	58	34	20
Teachers	546	54	10
Pupils (Std 8)	2,846	285	10
Total	3,508	373	40

3.5 Research Instruments

Research instruments are designed tools used to obtain and measure data on research topic or subject (Coopers and Schilder, 2006). These tools included

questionnaires, interview guides and key informants among others. For the current study, questionnaires and interview guides were used. Questionnaires were administered to the sampled pupils and teachers. The questionnaire had two sections A and B. Part A captured background information of the respondents, age, gender, class/professional level. Part B dealt with Board of Management governance practices on retention of OVC in public primary schools. A sample of questionnaire is attached in the Appendix II.

Interview guide was used on head teachers covered in the variables in the four objectives, this supplemented the questionnaire. The secondary data was collected from the school admission registers. Data collection involved self-administering of questionnaire. Self-administered questionnaire are recommended because they are time and cost effective more so it covers more respondents. (Kothari, 2004).

3.6 Validity of Instruments

Oradho (2014) defines validity as the degree to which the results from the analysis actually represent the phenomenon under the study. The assessments of validity are subjective opinions based on the judgment of the researcher investigating (Wiersma, 2009). According to Bord & Gall (2006) content validity of an instrument is improved through expert judgment.

To further establish instrument validity, pilot study was conducted in Mumias East Sub County, six head teachers were identified .For every head teacher there were four teachers attached to them. This gave a total of thirty respondent, who were not included in the final study population. This number is reliable as asserted by mugenda & Mugenda(2008). For each of the six head teachers who were stationed, four teachers were randomly selected for pilot study in various selected six schools.

3.7 Instrument Reliability

Reliability is the degree to which the research instrument give consistent outcome after various trials. (Mugenda & Mugenda, 2003). To establish the reliability of the questionnaire, the outcome piloted were computed to enhance the reliability of the instrument and helped to gauge the accuracy of the instrument. Inadequate items were discarded some were fine tuned to improve on the quality, the results of the pilot study were compiled to enhance the reliability of the instrument and help gauge the clarity and relevance of the instruments.

Test – retest reliability method was used to identify the level to which the content of the instrument was consistent in giving the same response when administered. This involved administering the same instrument twice to the same group of

subject with a time lapse from the first to the second test. This was done using the Pearson product moment correlations coefficient formula indicated 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:

$\sum x$ = the sum of scores in x test

$\sum y$ = the sum of scores in y test

$\sum y^2$ = the sum of the squared score in the y test

$\sum xy$ = the sum of the product of point x and y scores

$\sum x^2$ = the sum of the squared score in x test

N = the number of point x and y scores

The correlation coefficient of the study was 0.87. Kiess and Blomquist (1985) indicated that a correlation coefficient of 0.70 is good as it shows that the instruments are reliable. Therefore the research coefficient lies within this required range. Therefore the researcher concluded that the research instruments were reliable.

3.8 Data Analysis Techniques

Data analysis is the reduction of the accumulated data to sizeable quantities using statistical analysis techniques (Coopers and Schilder, 2006). Thematic analysis was applied on qualitative data from open ended questionnaire. The main themes

in the response were analyzed to determine their consistency to the subject. Descriptive statistical tools such as mean, frequencies and percentages, were used to analyze quantitative data. The data was computed using Statistical Package for Social Science (SPSS) version 21 for the purpose of accuracy. The findings of the data were analyzed and presented in various frequency tables. The relationship between the independent variables and dependent variable was analyzed using correlation and regression analysis. The regression model used was presented as shown.

Regression model- $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$,

Where

Y = Retention of OVCs;

a= the Y intercept when X is zero;

b_1, b_2, b_3, b_4 , are regression coefficients of the independent variables;

X_1 - Mobilization of resources

X_2 - Tracking of academic performance

X_3 - Monitoring of teaching and learning activities

X_4 - Monitoring of pupils discipline

E – Error term

3.9 Data Collection Procedures

The researcher obtained a research permit from the National Commission for Science and Technology and Innovation (NACOSTI) after receiving clearance

letter from the Department of Educational Administration and Planning, university of Nairobi. The researcher also sought permission from Khwisero Sub-County, Director of Education Office and the sampled schools. Drop and pick method of data collection for Head teachers, teachers and pupils' questionnaires was used. The researchers then collected the data from the respondent with the aid of research assistant who was trained on the research instruments. The researcher closely supervised and monitored the work to ensure credibility and re-assuring the respondent of confidentiality of their identities.

3.10 Ethical Consideration

Ethical approval is necessary for the protection of the participants and their rights (Bowling, 2002). The research permit for the study was obtained before data collection. Participants were informed of their rights, without incurring any penalty. Information obtained was securely stored and the confidentiality of respondent was ensured by not using their names but codes on the questionnaire for anonymity. No form of intimidation or coercion was done on the respondents.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, presentation, interpretation and discussion of the findings. The study sought to determine the Board of Management governance practices influencing retention of orphans and vulnerable children in primary schools in Khwisero sub-county. The findings presented include the response rate, the bio data of the respondents and response based on the study objectives.

4.2 Response Rate

The first item in this section sought to report on response rate from the data collection exercise. The response is as represented in Table 4.1.

Table 4.1 Questionnaire Return Rate

Population	Question Distributed	Questionnaire Returned	Response Rate Percent (%)
Head teachers	34	34	100%
Teachers	54	52	96%
Pupils	285	274	96%
Total	373	360	97%

The researcher distributed 373 questionnaires to the head teachers, teachers and standard eight pupils however 360 respondents filled and returned their

questionnaires which translated to 96.5 percent response rate. Therefore the data collected was representative. Mugenda and Mugenda (2003) asserted that response rate of 60 percent to 70 percent was good for social science while that above 90 percent deemed to be excellent. High response rate was realized because of follow up activities on data collection exercise and having regular visits in sampled schools.

4.3 Social Demographic Information

The study collected the bio-data of head teachers, teachers and standard eight pupils who participated in the study. The bio data included gender, age, as well as level of education and job experience for head teachers and teachers. Data on gender shows the gender parity of the teaching staff among the primary schools in Khwisero sub-county. The findings are presented as follows.

4.3.1 Distribution of Head Teachers and Teachers by Gender

The respondents were asked to indicate their gender in the study. The findings are as presented in Table 4.2.

Table 4.2 Distribution of Head Teachers and Teachers by Gender

Gender	Teachers		Head teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
Male	21	39	28	82
Female	33	61	6	18
Total	54	100	34	100

The finding in Table 4.2 indicate that majority of the respondents were male representing 82 percent head teachers and 39 percent teachers. However majority of teachers were of female gender at 61 percent, female head teachers were least at 18 percent. It is evident that most of the head teachers were men, this could be attributed to the fact that most male teachers' are perceived to be good surrogate parents to vulnerable children.

At the same time, it came out that there are very few female teachers in the schools top management. This could be attributed to the stereotype mentality that women cannot lead men or due to the fact that most women shy away from leadership positions especially where men are involved. Cultural believe of the communities in the sub-county could also attributed to this because the society views women as followers and not leaders and therefore they discourage women teachers from rising to those positions.

4.3.2 Distribution of Respondent by Age

The head teachers and teachers were asked to indicate their age. The findings are presented in Table 4.3. The data on age demonstrate the dominating age of the teachers and head teachers in the sub-county and the existing gap in terms of age distribution of the teaching staff in the sub-county. This would help in understanding the level of experience among the teachers especially those handling the OVCs, who are considered as children with special needs. The gap in

the age would also help the TSC team to identify the teachers who are required during recruitment.

Table 4.3: Distribution of respondents by Age

Age group	Teachers		Header teachers	
	Frequency	Percent (%)	Frequency	Percent (%)
21-30 years	8	15	0	0
31-40 years	23	42	0	0
41-50 years	17	32	14	40
Over 50 years	6	11	20	60
Total	54	100	34	100

The findings shows that most of teachers were young in terms of age , 21-30 years at 15 percent, 31-40 years at 42 percent while the head teachers were senior in terms of age those aged between 41-50 years were rated at 40 percent while the head teachers who were over 50 years were rated highest at 60 percent. Furthermore the findings shows that senior teachers who had not yet been promoted to the head teacher’s positions were ranked at 32 percent for those aged 41-50 years and 11 percent for those who were over 50 years.

These findings demonstrate that for one to be promoted to the headship position, one has to have practiced teaching for a couple of years. Teachers who had attained the same age but were not in leadership position were quite significant

which means, promotion of the teachers to the position of headship was not only based on age but other factors were in play. At the same time the elderly head teachers had many years in teaching that gave them the requisite experience to handle orphans and vulnerable children. Ololube (2013) concluded that teacher's age can affect retention and performance of pupils where pupils tend to have negative attitude towards young teachers and tend to obey the elderly teachers more.

4.3.2.2 Distribution of Pupils by age

The standard eight pupils in the study were asked to indicate their age. The findings were presented in Table 4.4. The children's age was tested to find out how their status affected their ability to enroll or continue with school after losing their parents or due to their vulnerability.

Table 4.4: Distribution of Pupils by Age

Age (years)	Frequency	Percentage
8 – 14	202	73.7%
15 and above	72	26.3%
Total	274	100%

The finding in Table 4.4 indicate that majority of pupils 73.7 percent were of age 8 to 14 years while those aged 15 years and above were rated at 26.3 percent. This indicates that most of pupils in Khwisero Sub-county are not mostly affected by

the loss of their parents as they are able to join and continue with school at the right age to enable them complete the education at the recommended age of 14 years. However a significant number were affected by the loss of their parents who in most cases leads the children dropping out and irregularly attending school. This could also be attributed to orphan hood and vulnerability, that lead to some children being the bread winners and responsible to other siblings which means they must miss school in order to care for the other family members. Other could also have changed their residence after the loss of their parents and this could also have contributed to their failure to attend school at the right age.

4.3.3 Distribution of Head Teachers and Teachers by Education Level

The head teachers and teachers were asked to indicate their education level. The findings were presented in Table 4.5. Data on the level of education was meant to find out if all the teachers and head teachers had the right qualifications for teaching in the primary schools and take part in the management of the schools.

Table 4.5 Distribution of Head Teachers and Teachers by Education Level

Level of Education	Teachers		Head teachers	
	Freq.	Percent(%)	Freq.	Percent (%)
Certificate	42	77.8	0	0
Diploma	5	9	18	52
Bachelor's degree	3	6	13	40
Post graduate degree	4	7.3	3	8
Total	54	100	34	100

The finding in Table 4.5 indicates the head teachers and teachers teaching in the primary schools in Khwisero sub-county were well trained, having requisite certificates. Majority of teachers at 80 percent were certificate holders of P1, which is the entry level for being a primary teacher, in the Republic of Kenya. Most of head teachers had diplomas at 52 percent, bachelor's degree 40 percent and 8 percent post graduate degrees in various fields in education. The implication of these finding is that most of the head teachers and teachers had the requisite knowledge to understand the needs of the OVC and handle challenges on retention of the children in schools. Consensus among most of researchers is that trained teachers perform better and retain pupils at school. Flox and Teddy (2011) found out that trained teachers have the capacity to retain pupils in school, than untrained one.

4.3.4 Distribution of respondents by Teaching Experience

The head teachers and teachers were asked to indicate the number of years they have been teaching. The findings were presented in Table 4.6. This data on job experience was meant to demonstrate how well the teachers and head teachers had acquired competence on teaching work and how well they were able to understand the OVC pupils and the study area.

Table 4.6: Distribution of respondents by Teaching Experience

No. of Years	Teachers		Head Teachers	
	Frequency		Frequency	Percent (%)
Less than 5	4	7.4	0	0
6-10	25	46.3	0	0
11-15	18	33.3	0	0
16-20	5	9.3	12	35.3
More than 20	2	3.7	22	64.7
Total	54	100	34	100

A significant number 64.7 percent of head teachers had more than 20 years teaching experience, while 35.5 percent had taught for 16-20 years. Whereas majority of teachers had relatively less teaching experience of less than 15 years representing 87 percent of the teachers interviewed. Therefore the head teachers experience enabled them to understand and handle the OVCs in school to enable them pursue their education dream after the loss of their parents.

4.4 Retention of Orphans and Vulnerable children in Primary Schools

4.4.1 Retention Rate of OVCs in the Sampled Schools

The study sought to investigate the Board of Management governance practices influencing retention of orphans and vulnerable children in primary schools in Khwisero sub-county. The first item sought to find out the retention rate of OVCs in the sampled schools. This was obtained from the documentary analysis of the OVC pupils records in the schools from the year 2012 – 2016 who were admitted at the beginning of each year and those that completed the same year in the same school and more so those who had completed the five year period under study.

Table 4.7 Retention Rate of OVCs for Five Years

Pupils	2012	2013	2014	2015	2016
OVC admitted	832	926	984	1020	1164
OVC completed	416	437	504	523	638
Drop out Percentage	50%	47.2%	51.2%	51.3%	54.8%

The finding in Table 4.7 indicate that the rate of orphans and vulnerable children dropout in the schools sampled continue to increase from 50 percent in 2012 to 54.8 percent in 2016. This is a clear indication that there is a very low retention rate of OVCs in Khwisero sub-county with the average dropout rate of the OVCs for the five year period being 50.9 percent. This very high dropout rate of the OVCs is a pointer to a very serious crisis on the coping mechanism of the OVCs.

The findings are in agreement with Odhiambo (2012) who indicated that, even with Free Primary Education intervention the retention rate of orphans in primary schools is still very low.

4.4.2 Rate of Increase of the OVCs in the Five Years

The researcher then sought to establish the level of growth in the number of the OVCs in each of the five years and the average growth rate for the same period in Khwisero Sub-County. The results are presented in Table 4.8.

Table 4.8: Rate of Increase of the OVCs in the Five Years

Year	Orphans at the beginning of the year	Total at the end of the year	New admissions	Percentage increase
2013	416	926	510	122.5
2014	437	984	547	125.2
2015	504	1020	516	102.4
2016	523	1164	641	122.6
Average growth rate				118.8

The study found that there was a very high rate of increase in the number of OVCs in Khwisero Sub-County ranging from 125.2 percent in 2014, 125.0 percent in 2013, 122.6 percent in 2016 and 102.4percent in 2015 with an average growth of 118.8% for the five year period. This is an indication that most of children are susceptible to OVCs and there is a very high rate of death among the parents.

4.5 Resource Mobilization by BOM on Retention of OVCs

The first objective of the study sought to assess the extent to which mobilization of resources for school feeding programme by Board of Management influence retention of orphans and vulnerable children in primary schools in Khwisero sub-county. The findings are presented in this section.

4.5.1 Headteachers and Teachers Responses on CDF Funding on Retention of OVCs

To assess the extent of mobilization of resources and its influence on retention of OVCs the respondents were asked to indicate whether CDF funding was adequate for school feeding programme and infrastructural development in their respective schools. The findings were presented from all the three categories of respondents. The findings are presented in Table 4.9.

Table 4.9 Headteachers and teacher Responses on CDF Funding on Retention of OVCs

Adequacy of CDF funds	Head teachers		Teachers	
	Freq.	%	Freq.	%
Very adequate	0	0	0	0
Adequate	5	15	2	3.8
Fairly Adequate	0	0	12	23.1
Inadequate	29	85	38	73.1
Total	34	100	54	100

A significant number of head teachers in the study indicated that their schools do not receive CDF funding. 15 percent of head teachers agreed that they do receive adequate CDF funding while 85 percent indicated that they do not receive adequate CDF funding.

Majority of teachers indicated that their respective schools receive CDF funding, however the funding was inadequate. 73.1 percent of the teachers indicated inadequacy of funding, 23.1 percent indicated fairly adequate while 3.8 percent indicated adequate. Although the funds were not adequate as it is with any other form of resource which obeys the law of scarcity which states that economic resources are limited. This assumption is easily verifiable by noting that if resources were infinite everything should be free, as it is not, scarcity must exist (Siddiqui, 2011). Therefore the schools were still unable to provide the OVCs with the basic school needs that result to consistent low retention among the public primary schools in Khwisero sub-county. The findings are in agreement with Mwaniki (2010) who asserted that CDF funding in Kenyan schools was inadequate and could not sustain the basic needs of vulnerable children in schools.

4.5.2 Head Teachers and Teachers' Response on donations from FBO and Alumni

The study sought to establish if the schools received donations from the FBO and school alumni. The results were presented in Table 4.10.

Table 4.10 Headteachers and teachers Response on donations from FBO and Alumni

Donations from FBO and Alumni	Teacher				Head Teacher			
	Yes		No		Yes		No	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Does the school receive donations from Faith Based Organizations (FBOs) to support OVCs personal effect?	10	18	44	82	8	24	26	76
Does the school receive donation from alumni to support OVCs tuition?	12	22	42	78	5	15	29	85

The findings shows that most of the respondents indicated that their schools do not receive donations from FBOs , 82 percent of teachers and 76 percent of the head teachers were in agreement in their observation. 78 percent of teachers and 85 percent of head teachers indicated that there schools do not receive donation from the school alumni. This means that the schools have very limited sources of funding given that they are government sponsored and therefore the BOG have to put a lot of effort in mobilizing adequate resources to sustain retention of the OVCs in public primary schools. The finding attest to the fact that low retention

rate is attributed to lack of enough funding from Faith Based Organizations and the school alumni. Kerry (2011) asserted that churches should play a pivot role in cushioning schools, in provision of basic amenities to realize high retention of pupils, especially vulnerable and less fortunate children.

4.6 Tracking Academic Performance by the BOM on retention of OVCs

The second objective sought information on the tracking of the academic performance by the BOM on the OVCs in primary schools. The head teachers', teachers' and pupil's response was presented in Table 4.11.

Table 4.11 Tracking Academic Performance by the BOM on retention of OVCs

Tracking Academic Performance	Head teachers				Teachers				Pupils			
	Yes		No		Yes		No		Yes		No	
	F.	%	F.	%	F.	%	F.	%	F.	%	F.	%
Does the school offer incentives to best academic performers?	4	11.8	30	88.2	15	27.8	39	72.2	34	11.9	251	88.1
Are academic counselling given to academically weak pupils?	27	79.4	7	20.6	46	85.2	8	14.8	71	24.9	214	75.1
Has the school exempted examination fees on OVCs?	4	11.8	30	88.2	2	3.7	52	96.3	27	9.5	258	90.5

The study found out that schools do not have provisions of offering incentives to the best academics performers, 88.2 percent of head teachers, 72.2 percent of teachers and 99.5 percent of pupils were in agreement on lack of provisions of incentives. Furthermore academic counseling to weak pupils in academics was offered by the BOM, 79.4 percent of head teachers and 85.2 percent of the teachers were in agreement of the service. Pupils were of contrary opinion that academic counseling was not being offered at 75.1 percent. The other form of incentives not given to the OVCs by the BOM was exemption of the pupils from payment of examination fees. 88.2 percent of the head teachers, 96.3 percent of the teachers and 90.5 percent of pupils, were in agreement that examination fees was not exempted in their schools. This is a clear indication that the Board of Management was ill equipped in tracking academic performance in the sub county, to solve the challenges of low retention among the OVCs. This was also confirmed in the likert scale analysis in Table 4.12

Table 4.12 Likert Scale Analysis of Tracking Academic Performance by the BOG on the OVCs

Tracking Academic Performance	Head teacher				Teacher				Pupils			
	Min	Max	Mean	St. Dev	Min	Max	Mean	St. Dev.	Min	Max	Mean	St. Dev.
Has the school exempted examination fees on OVCs?	1.00	2.00	1.9630	0.19063	1.00	2.00	1.9412	.23883	1.00	2.00	1.9053	0.29337
Does the school offer incentives to best academic performers?	1	4	3.53	0.86112	1	4	3.148	1.0712	1	4	3.3825	0.73951
Are academic counseling given to academically weak pupils?	1	4	2.12	0.72883	1	4	1.852	0.7625	1	4	3.1018	0.8882
Has the school exempted examination fees on OVCs?	1	2	1.96	0.19063	1	2	1.941	0.2388	1	2	1.9053	0.29337

The study found out that the schools do not have provisions of offering incentives to the best academic performers at mean score of 3.5294 for head teachers, 3.1481 for teachers and 3.3825 for the pupils. Furthermore academic counseling services to weak pupils in academics and other areas was offered by the BOM at a mean score of 2.1176 for the head teachers while the teachers were of the contrary opinion at a mean score of 1.8519. The other form of incentives not given to the OVCs by the BOG was exemption of the pupils from payment of examination fee at a mean of 2.1176 for the head teachers and 1.8519 for the teachers. This was supported by the pupils who indicated that they do not get incentives from the BOM for performing well in academics at a mean score of 3.3825, further the pupils said that they have been provided with academic counseling especially those not performing well at a mean score of 3.1018. Furthermore the pupils said that they were not given free examinations at a mean score of 1.9053.

4.7 Monitoring, Teaching and Learning Activities by BOM on retention of OVCs

The third objective of the study was on the effect of monitoring, teaching and learning activities by the BOM on retention of the OVCs in the schools. The head teachers and teachers' response was presented in table 4.13.

Table 4.13 Monitoring, Teaching and Learning Activities by BOM on retention of OVCs

Monitoring, Teaching and Learning Activities	Head teachers				Teachers			
	Yes		No		Yes		No	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Does the BOM have occasional classrooms visits?	30	88.2	4	11.8	16	29.6	38	70.4
Are learning resources frequently evaluated to comply with the needs of OVCs?	32	94.1	2	5.9	50	92.6	4	7.4
Does the school have a variety of text books and revision materials?	1	2.9	33	97.1	13	24.1	41	75.9

Majority of the head teachers at 88.2 percent indicated that BOM do make classroom visits in their schools, although disputed by the teachers at 70.4 percent who indicated that BOM never make classroom visits in their schools. The findings also indicate that majority of respondents - head teacher at 94.1 percent and 92.6 percent for teachers indicated that the learning resources are often evaluated by BOM to cater for orphans and vulnerable children. The finding also indicated that textbooks were not enough. These findings are in contrast with

Opiyo (2008) who indicated that for the success of teaching and learning processes, pupils are supposed to be exposed to numerous textbooks and other learning materials. The findings were confirmed by the following likert scale analysis of the respondents' opinions.

Table 4.14 Likert Scale Analysis of Monitoring, Teaching and Learning Activities by the BOG on retention of OVCs

Monitoring, Teaching and Learning Activities	Head teachers				Teachers				Pupils			
	Min	Max	Mean	St. Dev.	Min	Max	Mean	St. Dev.	Min	Max	Mean	St. Dev.
Does the BOM have occasional classrooms visits?	2.00	4.00	2.9412	.54723	2.00	4.00	3.6296	.62333	1.00	4.00	2.2351	1.02992
Are learning resources frequently evaluated to comply with the needs of OVCs?	1.00	4.00	2.1765	.79661	1.00	4.00	2.0000	.77703	1.00	4.00	2.2246	1.04751
Does the school have a variety of text books and revision materials?	1.00	2.00	1.9706	.17150	1.00	2.00	1.7593	.43155	1.00	2.00	1.6491	.47808

Majority of the head teachers at a mean score of 2.9412 indicated that the BOM do make classroom visits in their schools, although disputed by the teachers at a mean score of 3.6296 who indicated that BOM never make classroom visits in their schools and the pupils as well at a mean score of 2.2351. The findings also indicate that majority of respondents - head teacher at a mean score of 2.1765 and 2.0000 for teachers indicated that the learning resources are often evaluated by BOM to cater for orphans and vulnerable children also supported by the pupils at mean score of 2.2246. The study found out that the schools lacked adequate text books at a mean score of 1.9706 for head teachers which was supported by the teachers at a mean score of 1.7593 and the pupils at a mean score of 1.6491.

4.8 Monitoring Pupils Discipline by BOM on retention of OVCs

To wind up on the questionnaire, the researcher identified the following constructs of pupil discipline and asked the respondents to show their level of agreement based on their personal experiences in their schools. The response was presented in Table 4.15.

Table 4.15 Monitoring Pupils Discipline by BOM on retention of OVCs

Monitoring pupils discipline	Head teachers				Teachers				Pupils			
	Yes		No		Yes		No		Yes		No	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Are prefects involved in making of school rules?	8	23.6	26	76.4	30	55.6	24	44.4	35	12.3	250	87.7
Does the school have guidance and counselling session on indiscipline pupils?	31	91.2	3	8.8	46	85.2	8	14.8	285	100	0	0
Are the school rules learners friendly?	32	94.1	2	5.9	47	87.0	7	13.0	103	36.1	182	63.8

Majority of respondents head teacher at 76.4 percent, teachers at 55.6 percent indicated that prefects are rarely involved in the making of the school rules. At the same time, a significant number of pupils at 87.7 percent indicated that prefects are never involved in the making of school rules. The finding is in agreement with teacher rating who indicated prefects are never involved in making school rules. A significant number of head teachers at 91.2 percent and teacher 85.2 percent indicated that their school offer guiding and counseling very often. These findings are in agreement, with Ministry of Education (2001) which indicated that guiding and counseling is important for better adjustment of pupils' education. A significant number of pupils at 100 percent indicated that their schools, often have guiding and counseling on indiscipline pupils.

Majority of head teacher at 94.1 percent indicated that their schools have fair code of school rules, as opposed to 5.9 percent who disagreed, that their schools did not have fair code of school rules. A significant number of teachers at 87.0 percent indicated that their schools have fair code of school rules as opposed to 13 percent those who indicated that schools codes were not fair. A significant number of pupils at 63.8 percent indicated that school rules were not friendly on them. The findings contradicted the opinions of head teachers and teachers who indicated the schools code were fair. School rules are integral component for the success and better performance of the school, Linus (2003).

Table 4.16 Likert Scale Analysis on Monitoring, pupils discipline by BOM on retention of OVCs

Monitoring pupils discipline	Head teachers				Teachers				Pupils			
	Min	Max	Mean	St. Dev.	Min	Max	Mean	St. Dev.	Min	Max	Mean	St. Dev.
Are prefects involved in making of school rules?	1.00	4.00	2.8529	.82139	2.00	4.00	3.3704	.62333	3.00	4.00	3.8772	.32879
Does the school have guidance and counseling session on indiscipline pupils?	1.00	4.00	1.5000	.89612	1.00	4.00	1.7407	.85086	1.00	3.00	1.9053	.58274
Are the school rules learners friendly?	1.00	2.00	1.0588	.23883	1.00	2.00	1.1296	.33905	1.00	2.00	1.6386	.48125

Majority of respondents head teacher at a mean score of 2.8529 and teachers at mean rating of 3.3704 indicated that prefects are rarely involved in the making of the school rules. At the same time, a significant number of pupils at a mean score of 3.8772 indicated that prefects are never involved in the making of school rules. The finding is in agreement with teacher rating which indicated prefects are never involved in making school rules. A significant number of head teachers at mean score of 1.5000 and teacher at a mean of 1.7407 indicated that their school offer guiding and counseling very often which was supported by the pupils at a mean of 1.9053. Majority of head teacher at a mean of 1.0588 indicated that their schools have fair code of school rules, as opposed to those who disagreed, that their schools did not have fair code of school rules. A significant number of teachers at a mean of 1.1296 indicated that their schools have fair code of school rules as opposed to those who indicated that schools codes were not fair. A significant number of pupils at 1.6386 indicated that school rules were not friendly on them. The findings contradicted the opinions of head teachers and teachers who indicated the schools code were fair.

4.9 The Relationship between the BOM practices and Retention of the OVCs

The Relationship between the BOM practices and Retention of the OVCs was tested using regression analysis as follows.

4.9.1 Regression Analysis on BOM practices on retention of OVCs

The researcher conducted a regression analysis to establish the effect of each of the BOM practices on retention of the OVCs in the schools. Multiple regression models was used to determine the specific effect of mobilization of resources, tracking of academic performance, monitoring of teaching and learning activities and monitoring of the pupils discipline on retention of the OVCs in the primary schools in Khwisero Sub-County. Further the model was used to determine the overall fit (variance explained) by the model and the relative contribution of each of the independent variables to the total variance explained. The model was given as follows,

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e,$$

Where

Y = Retention of OVCs

a= the y intercept when x is zero

b_1, b_2, b_3, b_4 are regression coefficients of the independent variables

X_1 - Mobilization of resources – MR

X_2 - Tracking of academic performance – TAP

X_3 - Monitoring of teaching and learning – MTL

X_4 - Monitoring of pupils discipline – MPD

ε = Error term

4.9.2 Determining How Well the Model Fits

The second table is the model summary table. This table provides the R , R^2 , adjusted R^2 , and the standard error of the estimate, which is used to determine how well the regression model fits the data.

Table 4.17: Regression Model Summary

Model	R	R^2	Adjusted Square	RStd. Error of the Estimate
1	.758 ^a	.575	.562	.39768

Predictors: (Constant), X₁, X₂, X₃, X₄.

The R column represents the value of R, the multiple correlation coefficients. R can be considered to be one measure of the quality of the prediction of the dependent variable. A value of 0.758 indicates a good level of prediction. The “R2” column represents the R2 value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model). From the value of 0.575 the independent variables explain 57.5 percent of the variability of the dependent variable i.e. retention of the OVCs.

4.9.3 Significance Level

Table 4.18 ANOVA: Significance Level

Model	Sum Squares	df	Mean Square	F	Sig.
1 Regression	.661	4	.16525	32.393	.000 ^b
Residual	.417	95	.0834		
Total	1.078	99			

a. Dependent Variable: retention of OVCs

Predictors: (Constant), X₁, X₂, X₃, X₄.

An ANOVA finding of P- value of 0.000 which is less than a 0.005 significance level in the table above shows that there was a strong significant relationship between the predictor variables and the dependent variable. The *F*-ratio tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predicted the dependent variable, $F(4, 95) = 32.393, p < 0.0001$. We therefore conclude that mobilization of resources, tracking of academic performance, monitoring of teaching and learning, monitoring of pupils discipline strongly improve retention of the OVCs in the primary schools in Khwisero Sub-county.

4.9.4 Regression Coefficients

Table 4.19 Regression Coefficients

Co-efficient					
Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients		
			Beta		
	(Constant)	.251	.154		13.886 .002
	X ₁	.010	.028	.244	1.542 .003
1	X ₂	.253	.003	.081	2.863 .004
	X ₃	.219	.029	.293	1.614 .001
	X ₄	.205	.0201	.205	1.546 .002

- a. Dependent Variable: Retention of OVCs
- b. Predictors; X₁, X₂, X₃, X₄

From the regression model:

The regression equation was presented below.

$$Y = 0.251 + 0.010X_1 + 0.253X_2 + 0.219X_3 + 0.205X_4 + 0.0960$$

A constant of 0.251 indicates that holding the BOM practices constant, other factors contribute towards retention of the OVCs in the schools by 0.251. The regression coefficient for mobilization of resources is 0.010. This means that when the BOM mobilizes resources for the schools, retention of the OVCs improves by 0.010. The regression coefficient for tracking of academic performance is 0.253 which means that when the BOM are involved in tracking academic performance

of pupils, retention of the OVCs in the schools improves by 0.253. The regression coefficient of monitoring of teaching and learning is 0.219. This means that when the BOM are involved in monitoring of teaching and learning of the OCVs, retention improves by 0.219. The regression coefficient of monitoring of pupils discipline is 0.205 which means that monitoring of pupils discipline by the BOM improves retention of the OVCs by 0.205.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This section presents a summary of the major finding of the study and the conclusions made from the findings on the influence of the Board of Management governance practices on retention of orphans and vulnerable children in Khwisero sub-county. The study recommendations and suggestions for further studies are also presented.

5.2 Summary of the study

The finding indicate that the rate of orphans and vulnerable children dropout in the schools sampled continue to increase from 50 percent in 2012 to 54.8 percent in 2016. This is a clear indication we have very low retention rate of OVCs in Khwisero sub-county with the average dropout rate of the OVCs for the five year period being 50.9 percent. This is a very high dropout rate for the OVCs and therefore a pointer to a very serious crisis on the coping mechanism of the OVCs.

The study found out that there was a very high rate of increase in the number of OCVs in Khwisero Sub-County ranging from 125.2 percent in 2014, 125.0 percent in 2013, 122.6 percent in 2016 and 102.4 percent in 2015 with an average growth of 118.8 percent for the five year period. This is an indication that most of children are susceptible to OVCs and there is a very high rate of death among the parents.

A significant number of head teachers in the study indicated that their schools do not receive CDF funding. 15 percent of head teachers agreed that they do receive adequate CDF funding while 85 percent indicated that they do not have adequate received CDF funding. At the same time, majority of teachers indicated that their respective schools receive CDF funding, however the funding is inadequate. 73 percent of the teachers indicate inadequacy of funding, 23 percent indicated fairly adequate while 3.8 percent indicated adequate.

Although the funds were not adequate as it is with any other form of resource which obeys the law of scarcity, the schools were still unable to provide the OVCs with the basic school needs which result to low retention level. The findings show that most of the respondents indicated that they do not receive donations from FBOs at 82 percent for teachers and 76 percent for the head teachers and 86 percent for the head teachers on alumni donations. This means that the schools have very limited sources of funding given that they are government sponsored and therefore the BOM have to put a lot of effort in mobilizing adequate resources for retention of the OVCs. The findings attest to the fact that low retention rate is attributed to lack of enough funding from Faith Based Organization and alumni.

The study found out that the schools have provisions for offering incentives to the best academic performers at a mean score of 3.5294 for the head teachers and 2.6471 for the teachers. Furthermore academic counseling services for weak pupils in academics and other areas was offered by the BOM at a mean response of

2.1176 for the head teachers and 1.8519 for the teachers. Although incentives like exemption of examination fees was not offered to the OVCs by the BOM at a mean score of 1.9412 for the head teachers and 1.9630 for the teachers. Pupils indicated that they were given incentives by the BOM for performing well in their examinations at a mean score of 3.3825, further the pupils indicated that academic counseling was offered to weak pupils at mean score of 3.1018. In addition the pupils said that they are not provided with free examinations at a mean score of 1.9053.

Majority of the head teachers at a mean score of 2.9412 indicated that BOM rarely make classroom visits in their schools, views supported by the teachers at a mean score of 3.6296 who indicated that BOM never make classroom visits in their schools. The finding indicates that BOM are not actively involved in making classroom visits. A significant number of pupils at a mean score of 3.5579 indicated that BOM never make occasional classroom visits. These findings are in agreement with teachers at a mean score of 3.6296 who indicated BOM never make classroom visits.

The findings also indicate that majority of respondents - head teacher at a mean score of 2.1765 and 2.0000 for teachers indicated that the learning resources are often evaluated by BOM to cater for orphans and vulnerable children. A significant number of pupils at a mean score of 3.2982 indicated that assessment of learning materials was rarely done in their schools.

Furthermore, majority of respondents indicated that textbooks are not enough in their schools. The mean score of 1.8596 for the pupils interviewed indicated that the textbooks were not enough in their schools. This finding is in agreement with head teachers and teachers response that indicated textbooks were not enough. These findings are in contrast with Opiyo (2008) who indicated that for the success of teaching and learning processes, pupils are supposed to be exposed to numerous textbooks and other learning materials.

Majority of respondents head teacher at a mean score of 2.8529, teachers at a mean score of 3.3704 indicated that prefects are rarely involved in the making of the school rules. At the same time, a significant number of pupils at a mean score of 3.8772 indicated that prefects are never involved in the making of school rules. The findings are in agreement with teacher rating who indicated that prefects are never involved in making school rules.

A significant number of head teachers at a mean score of 1.5000 and teacher at a mean score of 1.7407 indicated that their school offer guiding and counseling very often. These findings are in agreement, with Ministry of Education (2001) which indicated that guiding and counseling is important for better adjustment of pupils' education. A significant number of pupils at a mean score of 1.9053 indicated that their schools, often have guiding and counseling on indiscipline pupils. The

finding slightly contradicted with the finding of teachers who indicated that their schools have guiding and counseling.

Majority of head teacher at a mean score of 1.0588 indicated that their schools have fair code of school rules, as opposed to those who disagreed, that their schools did not have fair code of school rules. A significant number of teachers at a mean score of 1.1296 indicated that their schools have fair code of school rules as opposed to those who indicated that schools codes were not fair. A significant number of pupils at a mean score of 1.6386 indicated that school rules were not friendly on them. The findings contradicted the opinions of head teachers and teachers who indicated the schools code were fair. School rules are integral component for the success and better performance of the school (Linus, 2003).

The correlations table displays Pearson correlation coefficients of the variables. From the table, the results shows that mobilization of resources had the strongest relationship on retention of the OVCs in the schools at a correlation coefficient of at 0.870, this was followed by tracking of academic performance with a coefficient of 0.731, monitoring of teaching and learning activities had a relationship of 0.714 while monitoring of pupils discipline had a moderate correlation coefficient of 0.561. When the BOM mobilizes resources for the schools, retention of the OVCs improves by 0.010. When the BOM track academic performance of pupils, retention of the OVCs in the schools improves by 0.253. When the BOM monitors

of teaching and learning of the OCVs, retention improves by 0.219. Monitoring of pupils discipline by the BOM improves retention of the OVCs by 0.205.

5.3 Conclusion

The study concluded that mobilization of resources by the BOG had the strongest relationship on retention of the OVCs in primary schools, followed by tracking of academic performance, monitoring of teaching and learning activities and finally monitoring of pupils discipline. This was also confirmed by the regression analysis where mobilization of resources for the schools was found to be the main factor for retention of the OVCs in the schools and monitoring of pupils discipline had the least effect on retention of orphan and vulnerable children in public primary schools.

5.4 Recommendations

Based on the finding of the study the researcher made the following recommendation.

- i. The Board of Management should mobilize enough resources from various sources including fund raising to ensure they are adequate to support the welfare of orphans and vulnerable children in primary schools.
- ii. The Board of Management should ensure, there is a well-organized recording and filling system of academic performance, to enhance easy monitoring and evaluation of OVCs academic progress in school.

- iii. Practicing primary teachers should be in-serviced with the Ministry of Education, to equip them with necessary skill, to be able to handle the changing trends on orphans and vulnerable children.
- iv. The Board of Management should create effective monitoring mechanism of receiving feedback from both teachers and pupils on efficiency of teaching and learning processes within in schools.
- v. The Board of Management in conjunction of teachers should formulate friendly school rules and elaborate guiding and counseling session to ensure the discipline of OVCs is upheld.

5.5 Suggestions for Further Research

The research suggested the following:

- i. Similar study should be carried out in other sub-counties to compare and contrast the finding and be able to understand the magnitude of the phenomena.
- ii. A study should be carried out on the Quality Assurance and Standards Officers' influence on the retention of orphans and vulnerable children in public primary schools.
- iii. A study should be carried out to establish psychosocial implication of orphan hood and vulnerability on learning processes of orphans and vulnerable children in primary schools.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

University of Nairobi
Department of Educational
Administration and Planning,
P. O. Box 30197,
Nairobi, 13th April 2017
To whom it my Concern
Dear Sir/Madam,

Re: Data Collection

I am a post graduate student at University of Nairobi currently carrying out research on board of management governance practices on retention of orphans and vulnerable children in public primary schools in Khwisero Sub-County. This is part of partial fulfillment of the requirement for the award of Degree of Master of Education in corporate governance.

You have been sampled as respondent in the above stated research. Information obtained is purely for academic purposes and it will be treated with utmost confidentiality.

Your support, guidance will be highly appreciated.

Thanking you in advance.

Yours Faithfully,

Martin M. Nyamamu

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Section A: Background information

This section of the questionnaire refers to background information about you. We are aware of the sensitivity of the question in this section. The information is purely for academic purpose and will be treated with at most confidentiality. The data will allow us to compare different respondents. Tick (√) where appropriate.

	Questions	Response
1.	What is your gender?	Male () Female ()
2.	What is your age bracket?	Below 30 () 31 – 40 () Above 40 ()
3.	What is your highest level of education	Certificate () Diploma () Graduate () Masters () Ph.D. () Others specify
4	How many years of experience do you have in teaching	

Section B: Board of management, governance practices influencing retention of OVC in public primary schools.

Regarding to Board of Management governance practices on resource mobilization and the retention of OVCs in your school. Use the key to tick [√] appropriately.

Key V.A. – Very adequate, A-Adequate, F. A. –Fairly Adequate, I – Inadequate

Aspect of resources mobilization and its influence on retention of OVCs in your school		Response		Level of adequacy			
		Yes	No	V.A.	A.	F.A.	I
i)	Does the school receive CDF funding for infrastructural development?						
ii)	Does the school receive donations from Faith Based Organizations (FBOs) to support OVCs personal effect?						
iii)	Does the school receive donation from alumni to support OVCs tuition?						

Regarding to Board of Management governance practices on tracking academic performance, monitoring of teaching learning activities and the discipline of the OVCs in your school. Use the key to tick [√] appropriately.

Key V.O. – Very often, O-Often, R.– Rarely, N.- Never

Aspects of tracking academic performance on retention of OVCs		Response		Frequency			
		Yes	No	V.O.	O.	R.	N.
i)	Does the school offer incentives to best academic performers?						
ii)	Are academic counseling given to academically weak pupils?						
iii)	Has the school exempted examination fees on OVCs?						
Aspects of monitoring, teaching and learning activities on retention of OVCs							
i)	Does the BOM have occasional classrooms visits?						
ii)	Are learning resources frequently evaluated to comply with the needs of OVCs?						
iii)	Does the school have a variety of text books and revision materials?						
Aspect of monitoring pupils discipline on retention of OVCs							
i)	Are prefects involved in making of school rules?						
ii)	Does the school have guidance and counseling session on indiscipline pupils?						
iii)	Are the school rules learners friendly?						

Fill in the table below showing the number of OVCs admitted and the total number at the end of each year indicated.

Year	OVC Admitted at the beginning of the year	OVC at the end of the year	OVCs Dropout rate percentage
2016			
2015			
2014			
2013			
2012			

To what extend do the following factors contribute to low retention rate of OVCs in your schools.

Factors	Greatest extent	Less extent	Least extent	Not at all
Resource mobilization				
Supervision of academic performance				
Monitoring and evaluation of teaching learning activities				
Supervision of pupils discipline.				

- i. Which challenges do you face in implementing government policies in regard to retention of OVC, in school?

.....

ii. Give possible suggestion on the way forward of improving government policies in regard to OVCs?

.....
.....

iii. In your opinion which areas are ill equipped in respect to OVCs education at your school that need the support of Alumni, faith based organization and the community

.....
.....
.....
.....

iv. Which are the main factors that determine the retention of OVCs in your school?

.....
.....
.....
.....

Thank you for your corporation.

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Section A: Background information

This section of the questionnaire refers to background information about you. We are aware of the sensitivity of the question in this section. The information is purely for academic purpose and will be treated with at most confidentiality. The data will allow us to compare different respondents. Tick (√) where appropriate.

	Questions	Response
1.	What is your gender?	Male () Female ()
2.	What is your age bracket?	26 – 30 () 31 – 40 () Above 40 ()
3.	What is your highest level of education	Certificate () Diploma () Graduate () Masters () Ph.D. () Others specify
	How many years of experience do you have in teaching	

Section B: Board of management, governance practices influencing retention of OVC in public primary schools.

Regarding to Board of Management governance practices on resource mobilization and the retention of OVCs in your school. Use the key to tick [√] appropriately.

Key V.A. – Very adequate, A-Adequate, F. A. – Fairly Adequate, I. – Inadequate

Aspect of resources mobilization and its influence on retention of OVCs in your school		Response		Level of adequacy			
		Yes	No	V.A.	A.	F.A.	I.
i)	Does the school receive CDF funding for infrastructural development?						
ii)	Does the school receive donations from Faith Based Organizations (FBOs) to support OVCs personal effect?						
iii)	Does the school receive donation from alumni to support OVCs tuition?						

Regarding to Board of Management governance practices on tracking academic performance, monitoring of teaching learning activities and the discipline of the OVCs in your school. Use the key to tick [√] appropriately.

Key V.O. – Very often, O-Often, R.– Rarely, N.- Never

Aspects of tracking academic performance on retention of OVCs		Response		Frequency			
		Yes	No	V.O.	O.	R.	N.
i)	Does the school offer incentives to best academic performers?						
ii)	Are academic counseling given to academically weak pupils?						
iii)	Has the school exempted examination fees on OVCs?						
Aspects of monitoring, teaching and learning activities on retention of OVCs							

i)	Does the BOM have occasional classrooms visits?						
ii)	Are learning resources frequently evaluated to comply with the needs of OVCs?						
iii)	Does the school have a variety of text books and revision materials?						
Aspect of monitoring pupils discipline on retention of OVCs							
i)	Are prefects involved in making of school rules?						
ii)	Does the school have guidance and counseling session on indiscipline pupils?						
iii)	Are the school rules learners friendly?						

To what extend do the following factors contribute to retention rate of OVCs in your schools.

Factors	Greatest extent	Less extent	Least extent	Not at all
Resource mobilization				
Supervision of academic performance				
Monitoring and evaluation of teaching learning activities				
Supervision of pupils discipline.				

APPENDIX IV: RESEARCH QUESTIONNAIRE FOR PUPILS

Section A

Regarding to Board of management governance practices on retention of orphans and vulnerable children in your school. To what extent do you agree with the following statement use the key to tick [√] appropriately?

Regarding to Board of Management governance practices on tracking academic performance, monitoring of teaching learning activities and the discipline of the OVCs in your school. Use the key to tick [√] appropriately.

Key V.O. – Very often, O-Often, R.– Rarely, N.- Never

Aspects of tracking academic performance on retention of OVCs		Response		Frequency			
		Yes	No	V.O.	O.	R.	N.
Aspect of tracking Academic performance on retention of OVCs							
i)	Are the best academic performers given incentives?						
ii)	Does the school has academic counseling						
iii)	Are Pupils exempted from paying examination money?						
Aspect of teaching and learning activities on retention of OVCs							
i)	Does BOM make classroom visit?						
ii)	Are textbooks enough?						
iii)	Are learning resources evaluated?						
Aspect of monitoring pupils discipline on retention of OVCs							
i)	Are prefects involved in making school rules?						
ii)	Does the school have guidance and counseling session on indiscipline pupils?						
iii)	Are school rules code fair?						

To what extend do the following factors contribute to low retention rate of OVCs in your schools.

Thank you for your corporation.

APPENDIX V: RESEARCH AUTHORIZATION FROM THE NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/17/64091/18929**

Date: **7th September, 2017**

Martin Mikhala Nyamamu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

following your application for authority to carry out research on *“Board of Management governance practices influencing retention of orphans and vulnerable children in primary schools in Khwisero Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **5th September, 2018.**

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

The County Director of Education
Kakamega County.

APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/64091/18929**
MR. MARTIN MIKHALA NYAMAMU **Date Of Issue : 7th September,2017**
of UNIVERSITY OF NAIROBI , 490-40307 **Fee Received :Ksh 1000**
LUANDA,has been permitted to conduct
research in Kakamega County
on the topic: BOARD OF MANAGEMENT
GOVERNANCE PRACTICES INFLUENCING
RETENTION OF ORPHANS AND
VULNERABLE CHILDREN IN PRIMARY
SCHOOLS IN KHWISERO SUB COUNTY,
KENYA
for the period ending:
5th September,2018


Director General
National Commission for Science,
Technology & Innovation

Applicant's
Signature

CONDITIONS

1. The License 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.


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National Commission for Science,
Technology and Innovation
RESEARCH CLEARANCE
PERMIT
Serial No.A 15588
CONDITIONS: see back page

APPENDIX VII: MAP OF KHWISERO SUB-COUNTY

