

DETERMINANTS OF BOARD OF GOVERNORS INFLUENCE ON  
STUDENTS' ACADEMIC PERFORMANCE OF PUBLIC  
SECONDARY SCHOOLS IN KAKAMEGA CENTRAL  
DISTRICT, KENYA M

*^ V T Y n ,*

**BY**

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REQUIREMENTS OF THE AWARD OF THE DEGREE OF MASTER OF ARTS  
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### **DECLARATION**

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

Signed. *vm.....*

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This research project has been submitted for examination with my approval as the University of Nairobi supervisor.

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## **DEDICATION**

This research project is dedicated to my two sons. Louis Ong'udi and Philip Otondi for their moral support and co-operation.



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## ACRONYMS AND ABBREVIATIONS

<b>BOG</b>	Board of Governors
<b>ICT</b>	Information Communication Technology
<b>SGBs</b>	School Governing Bodies
<b>IT</b>	Information Technology
<b>KESI</b>	Kenya Education Staffing Institute
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>RoK</b>	Republic of Kenya
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>USA</b>	United States of America

## ABSTRACT

Teachers say that there are gross infringements on teachers that lead to tensions, which cause negative effects on student performance. They report that schools' poor performance was inexplicably tied to Board of Governors persistent differences leading to rejection of better-qualified teachers during recruitment. This study was necessitated by lack of studies on the determinants of Board of Governors influence on students' academic performance in Kenya is inadequate. The purpose of the study was to examine determinants of Board of Governors influencing students' academic performance of public secondary schools in Kakamega Central District. The study has been guided by the following objectives: to establish how educational levels of Board of Governors influence students' academic performance in Kakamega Central District; to determine how experience of Board of Governors influence students' academic performance in Kakamega Central District: to examine how management skills of Board of Governors influence students' academic performance in Kakamega Central District; to establish how the training levels of Board of Governors' influence students' academic performance in Kakamega Central District. The study employed descriptive survey research design whose purpose was to examine determinants of Board of Governors influencing students' academic performance of public secondary schools in Kakamega Central District. The study targeted 26 Board of Governors' members. 20 head teachers, one District Education Officers (DEO) and one District Quality Assurance and Standards Officer (DQASO). The respondents were selected through simple random and purposive sampling techniques. The research instruments used were the questionnaire and the interview schedule. On validity of the instruments, the researcher used content validity while the test re-test method was used to test reliability comparing with a Pearson product moment of 0.5. The researcher then analysed the data and presented the results in form of frequency tables and cross tabulation tables. The study findings indicated that Board of Governors educational levels had a positive insignificant association on students' academic performance: experience of Board of Governors' in the management of public secondary schools was not satisfactory: Board of Governors were inadequate in the management skills like financial, human, conceptual, technical skills and were therefore, not competent enough to positively influence students' academic performance; results revealed the Board of Governors' acquisition of variety of skills and knowledge during training sessions, were not sufficient to significantly influence students' academic performance. Therefore the following recommendations were made: Ministry of Education should establish a mandatory training course, conferences, seminars and workshops for all the Board of Governors ; a comprehensive plan of service for Board of Governors members should be enacted in order to reduce the unique proportions of stress, which make them vulnerable to difficulties with social and or emotional adjustment and thus lower their overall managerial effectiveness: the Board of Governors should do more schools visits more frequently meeting with students and teachers to try to enhance academic performance in the schools and the Government and school management should ensure adequate resources like physical and instructional materials for learning are provided for effective students' academic performance. The findings of this study may be useful to the Ministry of Education. Kenya Education Staffing Institute (KESI) and other stakeholders in education in their improvement of policies and practices on the inHueMiwB^j^yc^pt^cmo^jQn academic performance of public secondary schools. MK\JYiI //DnV-1.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In England, Wales and Northern Ireland, school governors are members of a school's Governing Body. In state schools they have responsibility for raising school standards through their three key roles of setting strategic direction, ensuring accountability and acting as a critical friend (Department for Education, 2011). They are the largest volunteer force in the country (Bournemouth Borough Council, 2010). In England, Wales and Northern Ireland, every state school has a governing body, consisting of specified numbers of various categories of governors depending on the type and size of school. Governors are unpaid, but they may be reimbursed for expenses for such as the care of dependants or relatives and travel costs. Under section 50 of the Employment Rights Act (1996) employers must give anyone in their employment who serves as a governor reasonable time off their employ to carry out their governor duties. Employers can decide whether this time off is given with or without pay (Deem, Brehony, Heath (1995).

In the management of education in Kenya, at primary school level school management committees (SMCs) and parents teachers association (PTAs) are responsible for their respective schools while secondary schools, middle level colleges and TIVET (Technical, Industrial, Vocational and Entrepreneurship Training) institutions are managed by boards of governors (BOG) and universities by councils. These bodies are responsible for the management of both human and other resources so as to facilitate smooth operations, infrastructure, development and the provision of teaching and learning

materials (Sessional Paper No. 1 2005: 63. MOE. 2005 and Kindiki, 2009). In some countries these bodies are known as School Governing Bodies (SMBs).

The Board of Governors is legally mandated by the Ministry of Education under the Education Act Cap 211 to manage secondary schools in Kenya (Kindiki, 2009). Boards of Governors were created by the Kenyan Education Act (KEA) in 1966 to establish a more direct link between the central ministry and secondary schools. BOG responsibilities were defined as overseeing school management in general and financial management in particular. Personnel and resource management of education institutions affects the standard level of the knowledge and skills that the learner achieves at a given level of learning. Effectiveness of the managers of these institutions to a greater extent determines their success and the caliber of the learners. The immediate roles of BOG have not been defined in the laws and there are no standards that have been adopted to measure their effectiveness. However, the main role of BOG is seen in their effectiveness in resource management, decision making process, provision of physical facilities, recruitment of teachers, overseeing school facilities, monitoring of school performance, curriculum implementation and disciplining of teachers (Ngigi and Reche. 2011).

In the Kenyan case management of secondary schools by boards of governors (BOG) came into place after independence following recommendation by the Kenya education commission report of Ominde (Republic of Kenya, 1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. Education Act Cap. 211 and Sessional Paper No. I of 2005 state that the boards of governors have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructure development and provision of teaching and

learning materials (MOEST. 2005; Kamunge. 2007). In Sessional Paper No. 6 of 1988. the government accepted the recommendations of the presidential working party on manpower training famously known as Kamunge Report that: members of boards of governors and school committees be appointed-from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions (MOEST. 1988).

The Education Act Cap. 211 of the laws of Kenya section 10 (Republic of Kenya. 1980) indicates that the minister appoints members of the boards of governors through a selected committee comprising of provincial administration, local leaders, members of parliament and local councilor, sponsors, local education officer and the head teacher. This committee selects 3 persons representing local community. 4 representing bodies and organizations like the sponsor and 3 representing special interest groups. Once officially appointed by the minister, the 10 members select the chairperson of the board and co-opt 3 other persons from the parent's teachers association (PTA) into the board (Opot. 2006).

The findings of Kindiki (2009) on effectiveness of boards of governors in curriculum implementation in secondary schools in Kenya indicated that training of the members of BOG was directly related to the implementation of the curriculum. The BOG supported schools to acquire physical resources and enhanced curriculum development. The study recommended that schools should strive to provide pre-requisite training to the members of BOG and more involvement in the daily running of the schools.

The secondary schools Board of Governors in Kenya have not been exposed to adequate management training. Also, majority of them lack adequate supervisory competencies to utilize available information for management purposes. As such many secondary school principals lack the capacities to oversee and account for the utilization of resources under them. The inquiry of Koech Report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most the boards of governors lacked quality management capabilities.

These challenges sometimes lead to poor performance in national Kenya Certificate of Secondary Education (KCSE). Poor examination performance leads to high wastage rate due to finances invested in education. Although all secondary schools in Kenya comply with government requirement of putting governing bodies, there is evidence of ineffectiveness due to bad governance perpetuated by authoritarian, draconic and undemocratic leadership. The appointment of secondary school governing bodies in Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining consideration of persons . who have qualities of commitment, competence and experience which would enhance the management and development of schools.

## **1.2 Statement of the Problem**

In recent times, many school heads have been lynched by parents and communities or even dropped as school heads due to poor academic performance in the national examinations. This has led to instability and high turnover of school heads and this poor academic performance has been solely been blamed on them. The Board of Governors being the external managers are expected to be in touch with the school

administration teachers and students for schools to realise good academic performance. Surprising!), this has not been the case for the public schools in Kakamega Central District and one wonders whether Board of Governors really understand and play their roles as stipulated under the Education Act Cap'21 I in the Ministry of Education.

As elsewhere in the world, internal management of schools is done by teachers who are the core pillars and are in constant touch with the students sometimes influencing their decisions immensely. The school governing bodies on the other hand are the external managers of the schools. They are expected to be in constant touch with school, students and teachers as well as with other stakeholders. In Kenya, Board of Governors in many secondary schools is often in constant touch with the school authority and less with students. This naturally implies that if a decision that touch a student has to be made by the head teachers, then it is imperative that the BOG be fully involved in the whole decision so as to reach the intended beneficiary .

This study was necessitated by lack of studies on the determinants of BOG on students' academic performance in Kenya. The literature on this area was also inadequate. Many secondary schools in Kenya are affected by political interference and therefore, examination performance has been wanting. There has been public hue and cry for long due to continued poor performance in KCSE examinations in many schools hence high wastage rate due to costly investment entailed in financing secondary education. Examination results in Kenya are very important because they determine the future destiny of students, the type of university or college they attend and the type of job they get as well as the type of income they get after training. Likewise, parents expect their children to help them in old age if they do well in school. Thus, education system in



Kenya is examination grade oriented. Based on this ground, this research intends to establish whether the performance of BOG on students' academic performance can be influenced by their managerial skills, educational skills, working experience and training levels in the public secondary schools in Kenya:

### **1.3 Purpose of the Study**

The purpose of the study was to examine determinants of Board of Governors influencing students' academic performance of public secondary schools in Kakamega Central District.

### **1.4 Objectives of the Study**

The following research objectives guided the study;

1. To examine how management skills of Board of Governors influence students' academic performance in Kakamega Central District.
2. To establish how educational levels of Board of Governors influence students' academic performance in Kakamega Central District.
3. To determine how experience of Board of Governors influence students' academic performance in Kakamega Central District.
4. To establish how the training levels of Board of Governors' influence students' academic performance in Kakamega Central District.

## **1.5 Research Questions**

The study was guided by the following research questions:

1. How do management skills of Board of Governors influence students' academic performance in Kakamega Central District?
2. How do educational levels of Board of Governors influence students' academic performance in Kakamega Central District?
3. How does experience of Board of Governors influence students' academic performance in Kakamega Central District?
4. How does training levels of Board of Governors influence students' academic performance in Kakamega Central District?

## **1.6 Significance of the Study**

It is hoped that this study would provide data which could be used by the Ministry of Education (MOE) for capacity building of Board of Governors so that they efficiently set secondary school fees using government guidelines, and ensure sound financial management, the mobilization of resources, the setting of priorities for spending and seeing that all expenditures are authorized. This study is hoped to generate new knowledge that widen horizons of existing knowledge concerning the boards of governors that could help them improve their managerial abilities that facilitate results based informed decisions in relation to governance and controlling. The findings would also go a long way in assisting Kenya Education Staff Institute (KESI) in the improvement of the quality of education in secondary schools and increase Board of Governors' effectiveness through enhanced training. It would also benefit the Board of Governors by shedding some light on the actual issues concerning their responsibilities and the challenges and

devise ways to mitigate them and in turn enhance their managerial skills and put them in a better position to carry out the programmes effectively and realize positive outcomes.

### **1.7 Delimitations of the Study**

The study was conducted in public secondary schools in Kakamega Central District. Private secondary schools in Kakamega Central District were not included because the governing boards in these schools could be shareholders and therefore their interests could be diverted from academics and these schools were fewer in number. Variables like culture, size and type of schools, student mastery of content, workload of teachers, student-teacher ratio were not covered in this study since they are not directly relevant to the study.

### **1.8 Limitations of the Study**

The researcher encountered the following barriers and challenges: the respondents (Board of Governors ) were difficult to find and the researcher employed patience and made a lot of calls to trace and find them. Therefore, the researcher faced financial constraints and financial solutions were sought. The interview guide that were used in the data collection although had many advantages, it was time consuming and costly and the researcher overcame this by setting timeframes within which the interviews were to be conducted to save time and reduce costs.

### **1.9 Basic Assumptions of the Study**

The study was based on the following assumptions: there were determinants of Board of Governors and challenges affecting students' academic performance in public secondary schools in Kakamega Central District: the respondents were co-operative and

gave voluntarily accurate information: all respondents were honest, objective and found appropriate time to fill the questionnaires. It was also assumed that the findings and recommendations of the study may be useful to the relevant stakeholders of public secondary schools, future researchers, academicians, policy makers and administrators in the Ministry of Education of the Government of Kenya.

### **1. 10 Definitions of Significant Terms used in the Study**

**Board of Governors:** These are personnel who work hand in hand with principals in running schools to secure the delivery of education in the school suitable to the needs, ages and abilities of the learners.

**Students:** These are learners in schools seeking knowledge and skills as they pursue their careers.

**Students' Academic Performance:** This refers to the level of achievement in examinations done by students whose performance can be measured basing on performance in CATs and KCSE ranking. A student is a learner, or someone who attends an educational institution.

**A professional Qualification:** is defined as a set of professional competences significant in employment which can be acquired through vocational education and training (VET) modules or any other kind of learning structure as well as through work experience.

**Public Secondary Schools:** These are the schools owned and run by the government of Kenya.

### **1.11 Organisation of the Study**

This study has been organised into five chapters: chapter one looks at the role of Board of Governors in the management of schools, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, scope of the study, limitations and delimitations of the study and definitions of significant terms. Chapter two is comprised of literature review that is relevant to the research topic, and includes theoretical literature, policy issues on secondary school management, the role of BOG in public secondary schools in relation to curriculum and open enrolment and parental involvement, challenges faced by BOG in running public secondary schools and strategic options for optimal performance of BOG in public secondary schools. Chapter three provides a detailed methodology to be used into this research in terms of research design, target population, sample selection and size, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques. Chapter four provides data analysis and discussions while chapter five contains summary of study findings, conclusions and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises literature review that is relevant to the research topic, and includes theoretical literature, policy issues on secondary school management, the role of Board of Governors in public secondary schools, determinants of Board of Governors influencing students' academic performance, challenges faced by Board of Governors in running public secondary schools and strategic options for optimal performance of Board of Governors in public secondary schools. This forms the basis of the study whose purpose is to fill these research gaps.

#### **2.2 Roles of Board of Governors in Secondary School**

The head teacher of the school is responsible for day-to-day management of the school. The role of the Governing Body is to provide strategic management, and to act as a "critical friend", supporting the work of the head teacher and other staff. Schools generally have a delegated budget to cover salaries, running costs, maintenance and equipment: the Governing Body is responsible for managing this budget. They can decide how many and what types of staff to employ, which equipment to upgrade or replace and what the priorities are for implementing new strategies and initiatives.

Governors must appoint the head teacher, and may be involved in the appointment of other staff (The School Staffing (England) Regulations, 2009). Governors also have a role in monitoring the school's progress, and in setting annual targets for the school's performance and for the head teacher (and ensuring that the head teacher sets targets for

other staff). Governors must review school exclusions in certain circumstances, and have the power to reinstate an excluded pupil or reduce the term of the exclusion (although not to increase it). Foundation schools, Voluntary Aided schools and Academies act as their own admissions authorities. In such schools the governing body sets the admissions policy, makes admissions decisions and defends admissions appeals (Deem *et al.* 1995).

The management of public secondary schools in Kenya is vested in the Board of Governors appointed by the minister for education in accordance with section 10 of the education act cap 211(1980). District Education Boards (DEB) also has authority to manage schools in their respective districts. The TSC code of regulations (1986) gives powers to PDE, DEO and Board of Governors to manage teachers as TSC agents (TSC code of regulations 1986:4-5). This delegation of managerial duties to PDE, DEO and BOG stemmed from the realization that the centralization of functions within the Ministry of Education was leading to inefficiency and unnecessary bureaucratic delays in the execution of duties by the field education officers (Republic of Kenya. 1964).

The Education Act Cap. 211 (1980), documents the establishment of school committees and boards of governors for all maintained, assisted and unaided primary and secondary schools, all colleges, institutes of technology, polytechnics and other educational institutions in the country. Responsibilities of BOG as per the Education Act. Cap. 211 (1980: 31-32) include: Management of schools in accordance with the Education Act and the Teachers Service Commission Act. maintenance of a high moral tone in the school

iii) Maintenance of the religious traditions of the school.

The National Committee on Educational Objectives and Policies otherwise known as Gachathi Report (1976) on the other hand, while addressing the subject of "management of education and training" endorsed that secondary schools be run by boards of governors, and recommended a higher degree of delegation in order to enhance effective management of schools. The Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge Report) viewed the establishment of the board of governors by the government as a noble intention to decentralize the day to day management of educational institutions to the boards and the heads (Kamunge. 1988). The report further acknowledged that the role played by the boards of governors in the management of educational institutions was crucial and therefore, these boards should be appointed on time and members carefully selected to ensure the boards have committed members with complementary talents to enhance management and maintenance of high standards of education.

Coming out clearly from these educational commission reports was the fact that the management of secondary schools had been vested on the boards of governors and all aspects of school administration are under boards of governors cloak (Mbiti. 1988). In 1996 former Teachers Service Commission (TSC) Secretary, Jackson Kangali, announced a plan to give powers to school boards to employ teachers. Besides improving efficiency, delegation empowers parents and communities in that they participate in the recruitment and supervision of teachers' (Aduda, 2001).

According to the education order made under the education act. a school board shall consist of: a chairperson appointed by the minister, or in the case of church related schools, by the minister in consultation with the church, three members representing the



community served by the school, appointed by the minister, four persons representing bodies or organizations, which, the minister feels, should be represented in the board, appointed by the minister, not more than three other persons considered by the minister to be necessary on the school board, appointed by the minister and not more than three persons co-opted by the board. BOG of secondary schools is appointed by the minister of education and is charged with the responsibility of overseeing the overall secondary school management. The BOG functions among others include setting up secondary school fees using government guidelines, ensuring sound financial management, mobilizing resources for the school development, monitoring academic performance, setting priorities for spending and authorizing all school expenditures (Republic of Kenya. 2006).

It is the duty of the Board of Governors to: ensure that the curriculum of the school satisfies the requirements of the Education Order, determine and keep under review its policy in relation to the curriculum of the school and keep up to date a written statement of that policy, take account of the findings of any inspection of the school. Consider any representations made to it regarding the curriculum by the education board, CCMS or any other body or person connected with the community served by the school, consult the Principal of the school before making or varying the statement and ensure that Religious Education is provided (NEELB. 2011).

It is the duty of the Board of Governors to: make arrangements for the admission of students to the school, draw up admissions criteria, ensure that the school's admissions number is not exceeded, ensure that the school's enrolment number is not exceeded.

comply with the directions of an Appeals Tribunal, governor membership, it is also the duty of the Board of Governors to: appoint a parent as a governor where there are insufficient nominations for existing vacancies, co-opt a member of the business community if it is felt that the Board of Governors is lacking in business expertise, prepare an Annual Report and ensure that parents are given a copy at least 2 weeks before the Annual Parents' Meeting, hold an Annual Parents' Meeting at which the above report will be considered, preparation and approval of the school development plan and the associated financial plan, the appointment of teaching and non-teaching staff, other personnel issues - discipline and grievance procedures, redundancies, dismissals, making internal promotions, inspection and maintenance of school premises, drawing up school policies health and safety, charging, discipline, homework, pastoral care, approving procedures for managing privately raised funds, promoting community use of school premises and monitoring the budget (NEELB. 2011).

The need for delegation of authority in an educational organization increases with increase in scope. It implies giving permission to somebody or a group to exercise authority within certain provisions. The school boards assist the state ministry of education with the day to day administration of secondary schools, and the appointment and placement of secondary school teachers (Nwankvo, 1982). Decentralisation involves delegation of such duties as recruitment, deployment, discipline and supervision to the local communities or the field officers.

The Board of Governors has to fulfill its statutory functions in relation to the school and is accountable for ensuring that its decisions support the best interests of the school and its pupils. To do this, it has to set the structures for the delegation of its

management functions; set the limits of delegation at each level, in other words, committee, principal; ensure that there are formal written procedures for handling complaints in relation to the school: respect the role of the principal and work with the principal on all matters affecting the school: ensure that it has all of the information necessary to make sound management decisions and that it seeks additional advice from the ELB School Support Services as necessary: share responsibility for setting the agenda for its meetings: adhere to the procedures for the conduct of business as set out in the scheme of management and encourage the involvement of students in the development of school councils (SELB. 2008).

### **2.3 Determinants of BOG 011 Performance of Schools**

The study focused on the following determinants of BOG influencing academic performance of secondary schools in Kakamega Central District. Kenya: management skills, educational levels, experience and training as explain in the following sub-sections.

#### **2.3.1 Management Skills of BOG Members**

In his influential book. Chandler (1962) argued that the application of the enterprise's resources to the market has been a determinant of structure and strategy, and intangible resources such as managerial skills are more valuable than tangible ones such as warehouses, plants, and offices. According to Mahoney (1995: 92), 'the attributes of a management team may satisfy the conditions for achieving and maintaining competitive advantage". The literature suggests several typologies of successful leaders' managerial skills. Katz (1974) suggested that an effective administration rests on three types of skills: technical, human, and conceptual, with conceptual and human being the most important. Christensen, Andrews, and Bower (1978) identified skills in accordance with several

types of leadership. The skills required by organisation leaders are those of taskmaster, mediator and motivator, namely sensitivity and administrative ability. Personal leaders must be persuasive and articulate. The most crucial skill for any effective architect-leader is creativity, or recognition of strategic alternatives, which requires the intellectual ability to conceptualize an organisation's purpose. Shipper (1995) reported acceptable psychometric properties of the 11 managerial skills in the survey of management practices suggested by Wilson and Wilson (1991). These skills include clarification of goals and objectives, upward communication and participation, systematic work planning, expertise, work facilitation, feedback, timeliness, control of details, pressures for results, delegation/permisiveness, and recognition of good performance.

Based on Stogdill's (1974) work, Yukl (1981) identified nine skills characteristic of successful leaders. These are: intelligence, conceptual skills, creativity, diplomacy and tact, fluency in speaking, knowledge of group tasks, administrative ability, persuasiveness, and social skills. All these types of managerial skills are generic, namely not unique to any particular organisation or type of sector. Castanias and Helfat (1991) classified the management function as consisting of a hierarchy of three types of skills: (1) generic skills, which are transferable across sectors and organisations; (2) types of sector-related skills; and (3) organisation-specific skills.

Institutions that are complex and diversified require various managerial skills to be managed effectively. Indeed, compared to skills that are highly specific to the organisation, generic skills have less potential to contribute to improved organisational performance. However, for an institution of learning to gain superiority, the school management team must possess a broad set of complementary generic skills. The latter

becomes organisation specific due to the process by which they are deployed, and, thus, may have the potential to produce competitive advantages (Carnieli, 2006). To create an effective school management team, the schools needs to possess complementary managerial skills. This broad range of complementary managerial skills enables the organisation to deploy specific skills to cope with the specific situations it encounters on a daily basis. Furthermore, there is skill heterogeneity that implies a differential level of efficiency (Peteraf, 1993). Institutions that strive to gain a competitive advantage must possess superior skills able to be deployed in a manner that is unique and imperfectly imitable. In short, superior, complementary managerial skills which are deployed in a way that would not be adopted by the competitors become organisation-specific and have the potential to produce a competitive advantage.

Strategy researchers have become increasingly interested in the role of school management teams and their influence on academic performance of public secondary schools. Resource based strategists and upper-echelon theorists have noted that a school's top management team has a significant influence on its strategic direction and view it as one of a school's strategic resources (Barney, 1991; Castanias and Helfat, 1991; Finkelstein and Hambrick, 1996; Hambrick and Mason, 1984). Although top management team researchers have provided us with some, limited empirical evidence (Finkelstein and Hambrick, 1996), these basic theoretical assertions (when integrated with the resource-base view) are rarely empirically examined (Michalisin *et al.*, 2004). Specifically, research efforts have mainly been directed to examine the effect of top management team composition (Lawrence, 1997), and more recently top management team dynamics or processes (Hambrick, 1994, 1998) on organisational outcomes. Yet there is limited research on the influence of the managerial skills of BOG in enhancing academic

performance in public secondary schools. The influence of the BOG on academic performance has also received very little attention in the public sector (for an exception, see Boyne *et al.*, 2001), thus indicating the need for both theoretical and empirical studies to bridge this gap. In addition, little has been done to connect the resource-based view with the theory of top management teams. Finally, the hub of an effective school management team relies upon the skills it possesses. Unfortunately, as noted above, we know little about the impact of the managerial skills possessed by the school management team on the academic performance of the schools (Carmeli and Tishler, 2006).

### **2.3.2 Educational Levels of BOG Members**

The findings by MOEST (2001) indicated that many school head teachers often emphasize the selection of less educated BOG members who will rarely question their ineptitude in running of schools. Thus, rather than selecting more qualified BOG members they end up selecting close relatives or less qualified members of the BOG. This anomaly confirms the Kenyan report of task force on student unrest in schools which pointed out that poor educational background of Board of Governors as a factor towards the unrest

The Koech Report (1999) on the inquiry into Kenya's education system expressed concern on the political influence in board of governors' appointment, low level of education and lack of commitment and dedication on the part of most of them leading to weak management of institutions. Koskei (2004), Wendot (2004), Clarkson *et al.* (2004), Dawson (2008) and Mahoney (1988) highlighted the importance of proper education qualification in the managerial efficiency of schools. These studies established that members of Board of Governors were incompetent in school management because

majorities were not learned and as such their services were not found to be useful in the schools.

### **2.3.3 Experience of BOG Members**

Experience was another factor considered alongside academic qualification of members of Board of Governors. Data analysed revealed that majority of the members Board of Governors had been in service for less than 5 years as members Board of Governors in schools. A small number had had been in service for 6 - 10 years, while the rest had been in service for longer than 11 years, though their proportion were few in the sample. The data shows that many Board of Governors were new in the schools hence need to familiarize them-selves with the tradition of the schools and the management tasks expected of them (Kindiki. 2009).

Experience of employee is a measure for skill levels. An employee is expected to improve his/her skill level depends on the length of time employed with the organization. The longer the time employed, an employee would be more experience and better skill obtained. Therefore, ma> increase his/her productivity and job performance. Certainly, a person with previous experience is frequently employed by employers to fit for the knowledge and skill that contributes to performance. Experience allows the accumulation of skills and knowledge that make an employee productive and valuable (NikKamariah. 1997). According to Bergmann (1986), people can make contacts, learn new skills and gather information that promotes future performance potential during work experience. A number of personal variables have been identified in the literature. For example, Churchill, Ford, Hartley, and Walker (1985) propose that experience and skill can be important determinants of job performance. An experience of salesperson has been

posited as another important predictor of job performance (Behrman and Perreault. 1984). A study by Bartkus, Peterson and Bellenger (1989) found experience of 245 real estate salespeople was positively effect on performance.

It suggests that more experience of the people results in high level of performance. Naceur and Varatharajan (20 00). investigates the relationship between participation on job performance among managerial employees in the Public Service Department in Malaysia shown to have significant positive association with experience and employees participation and job performance. Likewise, Almeida *el al* (2003) examining the relationship between experience and performance frequently treat work experience as a substitute of knowledge. Dokko, Wilk and Rothbard (2008) proposed psychological theory to propose sociocognitive factors that interfere with the transfer of knowledge and skill acquired from prior work experience. The finding shows that task-relevant knowledge and skill mediates the relationship between prior related experience and job performance. The study also suggests that the positive effect of prior related experience on task relevant knowledge and skill is attenuated by higher levels-of experience within the current firm.

#### **2.3.4 Training levels of BOG Members**

The human resource training and development (T&D) system of an organization is a key mechanism in ensuring the knowledge, skills, and attitudes that are necessary to achieve organizational goals and create competitive advantage (Peteraf, 1993). Employees invest in human capital after the start of employment, and normally this investment is called training, provided either by the firm itself on the job, or acquired by the worker (and the firm) through vocational training. Training has become an integral



part of organizational life as organizations devote a great deal of effort, manpower, and money in the development and utilization of training programs (Mullins, 1992). Training should be designed and conducted to enhance the competencies and skill sets and to instill necessary attitudinal and mindset changes of the workforce to ensure the effective and efficient delivery of quality outputs to its stakeholders and customers. Human capital or employee needs to include the transformation and upgrading of skills for those who are already in the work for the development of the organization.

From 1980s, the Ministry of Education in Kenya has provided in-service management training for principals of schools. In 1988, the government of Kenya (GoK) established Kenya education staff institute (KESI) to offer in-service training for heads of educational institutions including school principals. Further, the KESI mandate was to be diversified both serving and potential school leaders. However, although it has been existence for almost 2 decades, the institute provides in-service to other school leaders such as deputy principals and rarely to other school leaders such as deputy principals, heads of departments, school committees and boards of governors (Otunga *et al.*, 2008). Thus, lack of capacity can be traced to inadequate funding to KESI and lack of full time training facilities (Sessional Paper No. I 2005: 65).

These challenges sometimes lead to poor performance in national Kenya certificate of secondary education (KCSE). Poor examination performance leads to high wastage rate due to finances invested in education. Although all secondary schools in Kenya comply with government requirement of putting governing bodies, there is evidence of ineffectiveness due to bad governance perpetuated by authoritarian, draconic and undemocratic leadership. The appointment of secondary school governing bodies in

Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining consideration of persons who have qualities of commitment, competence and experience which would enhance the management and development of schools. However, this study is hoped to generate new knowledge that visiden horizons of existing knowledge - concerning the boards of governors that could help them improve their managerial abilities that facilitate results based informed decisions in relation to governance and controlling curriculum (Kindiki, 2009).

In Kenya, there is no clear government policy on training of BOG members despite the fact that Kenya education staff institute (KESI) has programmes and offers training in management courses. Many schools sideline training programmes for members of the BOG members and thus have not benefited from it (MOEST, 2001). Therefore, there is need for school administration to organize workshops and in-service courses for their BOG and teachers to enlighten them on changing trends and approaches in curriculum implementation. A comprehensive plan of service for BOG members should be enacted in order to reduce the unique proportions of stress, which make them vulnerable to difficulties with social and or emotional adjustment and thus lower their overall managerial effectiveness (Kindiki. 2009).

The secondary school boards of governors in Kenya have not been exposed to adequate management training. Also, majorit) of them lack adequate supervisory competencies to utilise available information for management purposes. As such many secondary school principals lack the capacities to oversee and account for the utilisation of resources under them. The inquiry of Koech report (Republic of Kenya, 1999) pointed

out that management of educational institutions in Kenya was found to be weak because most the boards of governors lacked quality management capabilities.

When investigating to determine the types of school management training that the Board of Governors underwent, the study found out that few schools embarked on staff workshops mainly in performance management. The members of the board of governors who trained on general management of schools had higher skills than those with financial and performance training (Kindiki. 2009). Mahoney (1988) argued that Board of Governors members should be trained to enable them be more knowledge, confident, determined and effective in their roles. Kenyan government policy document sessional paper No. I of 2005 emphasizes that there should be a strong linkage for ensuring that the members of the non-teaching staff including BOG members are regularly trained in management of school affairs, use professionalism in discharge of their duties their judgment in the daily co-ordination and running of the school capacities (VIOEST. 2005).

#### **2.4 Challenges Faced by BOG in Public Secondary Schools**

Decentralization of teacher recruitment caused a lot of controversy. Reports indicate that some schools in certain districts refuse to shortlist-qualified applicants who pose a threat to their "identified" candidates, while other schools keep their interview dates a secret so as to achieve their sinister motives. Schools recruit candidates who do not meet the qualifications so long as they have a degree certificate with no relevant teaching subjects on their transcripts. For instance, a Bachelor of Education technology degree has no relevant content and teaching methodology suitable to teach physics in Secondary schools.

The exercise is rife with irregularities: field officers doubt the competence of school boards. Most BOG members may not be able to interpret the guideline and implement it. Moreover, local intrigues and biases have also come into play to affect the outcome of the exercise. The question of the competence of BOG members arose because the process of interviewing people for employment requires thorough understanding of professional as well as topical, socio-economic and political issues. Board members are not selected on merit and have no proven track record making the process of teacher recruitment is inefficient and ineffective.

There were complaints that the recruitment of teachers was unfair. Otieno. (2003) said; "I wish to bring to the notice of the Ministry of Education that interviews to recruit secondary school teachers are biased, tribal, corrupt and are not based on merit." Presenters during the hearings of the Commission of Inquiry into the Education system of Kenya raised concerns over the political influence in their appointment, low level of education and lack of commitment and dedication on the part of most of them. The management of educational institutions was, therefore found to be weak because most BOG members lack quality management capabilities (Koech 1999:227).

A study conducted by Sang (2005) revealed that there are difficulties faced by head teachers in school management that they attributed to BOG. Head teachers categorically point out that their relationship with board members is not co-operative during teacher recruitment. This shows the existence of conflict of views between the two parties during teacher selection. School heads accused some board members of over domineering in decision making and management with little recourse to head teachers' advice. Head teachers also cite difficulties originating from board members' illiteracy and

lack of dedication as sources of problems in school management. However, they point out that BOG's active participation in school depended on head teachers' skills in drawing its support and co-operation.

Teachers and their heads agree that board members decisions on teacher recruitment are biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. They maintain that political, religious and clan leanings take overtone among BOG and blur their capacity to make honest decisions. Ibid (2005) on BOG educational attainment levels confirm that most BOG members had up to secondary education. Head teachers complained that due to the absence of a clear-cut method of selecting board members, BOG nominations bring into office people who are ignorant and lacking in qualities necessary for enhanced school development. Head teachers and teachers concur that the political nature of their appointment brings into office people who are ignorant of schooling and indifferent to professional values. They make ill equipped decisions on teachers' recruitment. Board members are ignorant and limited in knowledge on professional matters related to education.

Teachers say that there are gross infringements on teachers that lead to tensions, which cause negative effects on student performance. They report that schools' poor performance was inexplicably tied to BOG persistent differences leading to rejection of better-qualified teachers during recruitment. Teachers have no confidence with the BOG as regards to teacher recruitment. They are of the opinion that board members should not be involved in teacher recruitment, and that the responsibility of hiring teachers should be taken back to the Teachers Service Commission ( TSC). This is basically due to the BOG low qualifications and biased selection of teachers. Selection is not fairly and

transparently done as priority is given to certain individuals. Gender biases are also evident in certain instances. Teachers selected in such circumstances end up being ineffective in their duties and this has major implications on the quality of education (Kipsoi and Sang, 2008).

Eshiwani (1993) has underscored the fact that adequate and proper learning materials are a pre-requisite in any learning situation. The results of this study show that in schools where there were adequate resources, the BOG members were able to help in the curriculum implementation while in areas where there were inadequate resources, the implementation of the curriculum was found to be difficult among the members of the BOG. According to Bishop (1985), the greatest single drawback to the implementation of the new ideas and techniques in schools is often not lack of funds but delays and problems in connection with ordering and delivering of equipment.

## **2.5 Strategic Options for Optimal Performance of BOG in Public Secondary Schools**

Constant monitoring is needed to discover which aspects of the reform work well in practice and which do not, enabling the designers to reinforce the successful aspects of the reform and to make remedial action to change the unsuccessful aspects. The central government should make sure that the design of the decentralization reform includes specific regulations and controls to guide local decision-making. Information about these regulations must be widely disseminated, and personnel at different administrative levels must be trained. Considerations should also be given on how the central government can help the lower administrative levels deal with their new responsibilities, particularly when responsibility is devolved to school and existing intermediate support structures (Kipsoi and Sang, 2008).

Decentralization is a highly political issue and the extent of political will and support for it strongly influences the effectiveness of the reform. There is a strong argument for involving all parties in developing and implementing a decentralized teacher management system. It is logical to expect that reforms that meet the needs of these stakeholders will have a greater chance of working. The way in which stakeholders view the reform and the state of relations among them will affect the outcome of the reform. It is therefore important to persuade them that the proposed reform will increase the availability of education. Politicians and government officials may act in their own narrow self-interest and may be reluctant to give up control of access to teaching posts, (Gaynor, 1998:37).

Training or in-service courses should be mounted for board members to equip them with basic knowledge on education issues, individuals' membership in BOG should be limited to only one school to encourage them to develop a closer interest and commitment in the school. The criteria for membership into BOG should be redesigned to ensure ascent to office by only those who are capable of understanding the values of education and participate effectively in school management (kipsoi and Sang, 2008).

## **2.6 Conceptual Framework**

The conceptual framework below shows how the independent variables relate to the dependent variables. It also shows the skills in each of the independent variables, that is, management skills, educational skills, working experience, and training of the BOG affect students' academic performance in public schools in Kakamega Central District. This relationship is moderated by organisational factors like government policies, school size and funding policies. The arrows show the interrelationships among the study variables as shown in Figure 1.



## Conceptual Framework

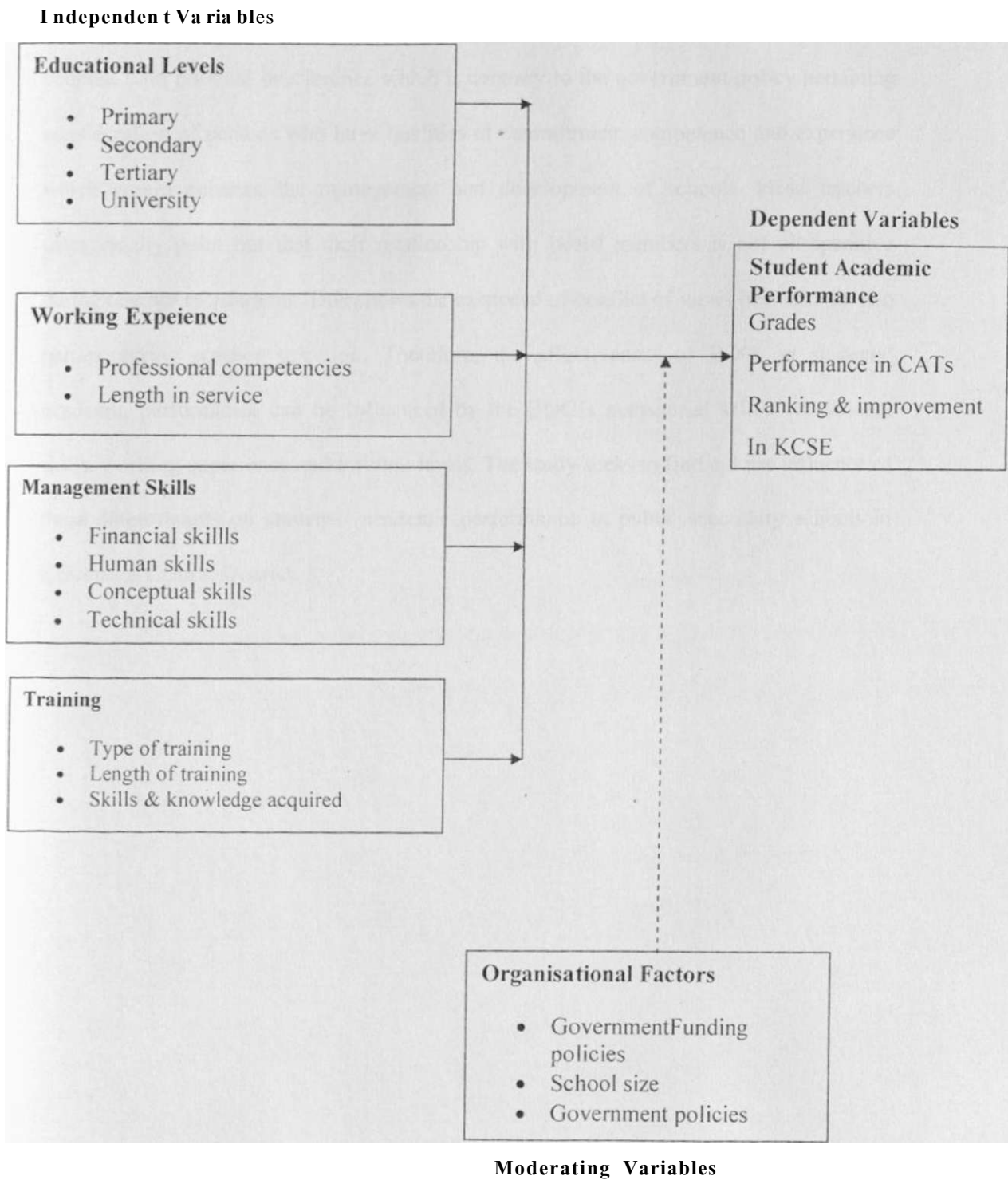


Figure 1: Conceptual Framework showing Interrelationships between Key Variables of the Study

Source: Researcher (1302)

## **2.7 Knowledge Gap**

The appointment of secondary school governing bodies in Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining consideration of persons who have qualities of commitment, competence and experience which would enhance the management and development of schools. Head teachers categorically point out that their relationship with board members is not co-operative during teacher recruitment. This shows the existence of conflict of views between the two parties during teacher selection. Therefore, the effectiveness of BOG on students' academic performance can be influenced by the BOG's managerial skills, educational skills, working experience and training levels. The study seeks to find out the influence of these determinants on students' academic performance in public secondary schools in Kakamega Central District.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides a detailed methodology that were used in this research in terms of research design, target population, sample selection and size, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The researcher used descriptive survey research design, whose purpose was to determine the influence of Board of Governors on academic performance of public secondary schools in Kakamega Central District since the study was co relational. The descriptive survey design was preferred as it is used to explain the existing status of the two variables. It also enables one to generate information directly from the respondents on their competencies and the influence the BOG has on the performance of secondary schools (Mugenda and Mugenda, 1999). Descriptive statistics was used to describe the sample, which is a group of individuals. In this case the researcher used variance and standard deviation as a measure of dispersion, while mean, median and mode were used as measures of central tendency.

### **3.3 Target Population**

The study population consists of public secondary schools, head teachers and District Education Officers (DEOs) in Kakamega Central District. The District has 44 public secondary schools, and an 616 BOG members. 44 head teachers, one DEO and one DOASO giving a total population of respondents of 662.

### **3.4 Sampling Procedures and Sample Size**

The sampling procedure were guided by the general rule in most social science research which suggests that the use of the largest sample facilitates generalization (Kline. 1980). The simple random sampling was used so that each and every one in the target population had an equal chance of inclusion to select BOG members from the a total of 616. Stratified sampling was used to determine the number of public secondary schools that were selected from three divisions: Navakholo, Municipality and Lurambi. Purposive sampling procedures was used to select 20 heads of schools from 20 selected schools ( $30/100 \times 44 = 20.2$ ), as 30% is a representative sample according to Kothari (2003). The sample size of BOG was obtained using coefficient of variation. Nassiuma (2000) who asserts that in most surveys or experiments, a coefficient of variation in the range of 21% to 30% and a standard error in the range 2% to 5% is usually acceptable. It does not assume any probability distribution and is a stable measure of variability. Therefore a coefficient variation of 21% and a standard error of 4% was used. The lower limit for coefficient of variation and standard error was selected so as to ensure low variability in the sample and minimize the degree or error.

$$S = \frac{N (Cv)^2}{Cv^2 + (N-1) e^2}$$

Where S = the sample size

N = the population size (616)

Cv = the Coefficient of Variation (21%)

e = standard error (4%)

$$S = \frac{616 (0.21)^2}{0.21^2 + (616-1) 0.04^2} = 26.423 = 26 \text{ Board of Governors}$$

Therefore, the study used 20 head teachers, 26 BOG members, two from each of the 20 public secondary schools randomly selected from a total of 44 public secondary schools and one District Education Officers (DEO) and one District Quality Assurance and Standards Officer (DQASO).

### 3.5 Data Collection Instruments

The study used questionnaires and interview schedules to collect data from respondents. The structured (closed-ended) and unstructured (open-ended) questionnaires were used so as to get uniform responses from respondents. The closed-ended questions provided a greater uniformity and was more easily processed (China and Oteng'i, 2007). The structured questionnaires was accompanied by a list of all possible alternatives from which respondents selected a suitable answer that described their situation by simply ticking (Mugenda and Mugenda, 2003). The advantage of using this type of instrument is the ease that it accords the researcher during the analysis. Moreover questionnaires are

easy to administer and economical to use in terms of time and money. There were 3 sets of questionnaires: head teachers, BOG members and DEOs based on objectives of the study and the literature review. The researcher used interview schedules since it provides face-to-face interaction with respondents (regional managers) and enables the researcher to adapt the questions as necessary, clarify doubts and ensure that the responses are properly understood, by repeating or rephrasing the questions.

### **3.5.1 Pilot Testing of the Instruments**

Before the researcher went out to collect the actual data, pilot testing was done in 3 schools in Kakamega North District which were not be used in the final analysis. This helped the researcher to identify the problems that were bound to occur, especially when it comes to filling in the questionnaire. This enabled the researcher to make the necessary corrections on the final copies of the questionnaire before they were issued out.

### **3.5.2 Validity of the instruments**

According to Mugenda and Mugenda (2002) validity refers to the accuracy and meaningfulness of inferences made based on results obtained. It is asking a relevant question framed in the least way. The research adopted the content validity to measure the validity of the instruments to be used. Content validity enables data being collected to be reliable in representing the specific content of a particular concept. An instrument that will yield valid data was designed and then subjected to subjects of similar samples; inferences were then made and compared to the existing theories. Content validity was established on three levels. The researcher critically considered each item to see if it contained a real representation of the desired content and to see if it could measure what it

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was supposed to measure. Developed instruments were then presented to the supervisors and the research experts to evaluate the applicability and appropriateness of the content, clarity and adequacy of construction of the instrument from a research perspective. Instruments of the research were presented to a randomly selected number of schools to ensure content clarity. Upon completion of the pilot study, the data was reviewed and the items that were not clear were modified accordingly. Content validity was determined to establish representation of the items with respect to the objectives of the study (Wiersma, 1991).

### **3.5.3 Reliability of the Instruments**

Mugenda and Mugenda (2002) states that, reliability is the measure of the degree to which the research instrument yields the same results of data, after repeated trials. To minimize errors the researcher used test and retest method in order to test reliability of the research instruments. A research instrument was retested on a sample of 14 respondents (10 BOG members, 3 head teachers and 1 official from DEO's office) who were not used in the final analysis. (Mulusa. 1990). In this case. 3 public schools were sampled to get 24 respondents. A second time was done two weeks later, and the correlation between the two sets of scores computed. A Pearson product moment formulae was administered and correlation coefficient calculated. Therefore from the data analysis, the research instrument was tested to ascertain whether it was reliable and valid to collect the data or not. A score of + 0.78 was obtained which was a good measure of reliability (Bowa, 1997).

### **3.6 Data Collection Procedures**

The researcher first prepared a research proposal that was approved after oral defence. Then using the comments of the panel of supervisors, the researcher incorporated them in the research project proposal. A permit from the National Council of Science and Technology was then obtained, before proceeding with the data collection. The researcher also obtained a letter of Introduction from the University of Nairobi. An officer from the Ministry of Education then accompanied the researcher to the field to carry out the pilot study. From the findings gathered necessary alterations were made on the research instrument. The researcher then visited the selected schools with an Education Officer, to consult with the management on the data gathering exercise. The next step was going back on the agreed dates to supply the questionnaires and collect them after they are filled.

### **3.7 Data Analysis Techniques**

The raw data collected was sorted, edited, coded and tabulated for analysis. Both qualitative and quantitative analyses were used. The quantitative data was analyzed by descriptive statistics through percentages and frequencies to explain the relationship. This involved detailed description of the items that comprised a sample. In interpreting results, the frequency at which an item occurred was interpreted as a measure of importance, attention or emphasis. The specific classification system was used to record the information on content analysis which determined the frequency and trends with which concepts of the objectives were interpreted as a measure of direction or bias. Tabulating data and presenting them on the table was also used to give a visual display of findings, the trends and for easy reference. The second level of the data analysis involved inferential statistics where Pearson correlation coefficient was used to establish the



associations of the determinants of BOG on students' academic performance of public schools in kakamega Central District. Using SPSS (Statistical Package for Social Sciences), the values of correlation coefficients were obtained. Table I gives a summary of the operational definition of variables

**Table 1: Operational Definition of Variables**

<b>Research Objectives</b>	<b>Data Collection Instruments</b>	<b>Source of Data</b>	<b>Measuring Scales</b>	<b>Indicators</b>	<b>Data Analysis Techniques</b>
To establish how educational levels of Board of Governors influence students' academic performance in Kakamega Central District	Questionnaires and interview guide	Head teachers Board of Governors DEO's/DQ ASO	Nominal, ordinal and interval	Financial skills, human skills, conceptual skills, technical skills	Descriptive statistics like frequencies, percentage and mean, Pearson correlation coefficient
To determine how experience of Board of Governors influence students' academic performance in Kakamega Central District	Questionnaires and interview guide	Head teachers Board of Governors DEOVDQ ASO	Nominal, ordinal and interval	Primary, secondary, tertiary, university	Descriptive statistics like frequencies, percentage and mean, Pearson correlation coefficient
To examine how management skills of Board of Governors influence students' academic performance in Kakamega Central District	Questionnaires and interview guide	Head teachers Board of Governors DEO's/DQ ASO	Nominal, ordinal and interval	Years of working, professional competence	Descriptive statistics like frequencies, percentage and mean, Pearson correlation coefficient
To establish how the training levels of Board of Governors influence students' academic performance in Kakamega Central District.	Questionnaires and interview guide	Head teachers Board of Governors DEO's/DQ ASO	Nominal, ordinal and interval	Type of training, Frequency of training, skills and knowledge acquired	Descriptive statistics like frequencies, percentage and mean, Pearson correlation coefficient

### **3.8 Ethical Considerations**

The researcher ensured that respondents were treated with utmost respect. Any data collected remained confidential. The researcher ensured there was no discrimination. The researcher will sought approval and permission at the National Council for Science and Technology (NCST) to conduct the study. The information collected was at no time pegged to a particular individual or school instead it was treated with anonymity and privacy.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents results and discussions based on the following four study objectives: to examine how management skills of Board of Governors influence students' academic performance in Kakamega Central District; to establish how educational levels of Board of Governors influence students' academic performance in Kakamega Central District; to determine how experience of Board of Governors influence students' academic performance in Kakamega Central District and to establish how the training levels of Board of Governors influence students' academic performance in Kakamega Central District.

#### **4.2 Questionnaire Response Rate**

All the questionnaires meant for the 13 head teachers and 26 BOG were returned. Hence, the return rate was 100%. However, it was found that some sets of the questionnaires had missing responses.

#### **4.3 Socio-Demographic Characteristics of Respondents**

The study sought to find out the background information of the respondents, their gender, ages, number of schools served/taught, working experience and their educational level.

#### 4.3.1 Age of Respondents

The study sought to find out the age distribution of respondents in Kakamega Central District. The respondents were asked to indicate their age and the results were recorded in Table 2.

**Table 2: Age Distribution of Respondents in Kakamega Central District**

Age distribution	Board of Governors		Head teachers	
	Frequency	%	Frequency	%
18-24 years	3	11.5	0	0.0
35-47 years	7	26.9	12	92.3
Above 48 years	16	61.5	1	7.7
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Results in Table 2 show that most of the head teachers were in the age brackets of 35-47 years with a score of 92.3% and majority of Board of Governors had 48 years and above with a score of 61.5%. From this study, it was clear that majority of the respondents were in the age bracket above 25 years. This meant that majority of the respondents were mature middle aged people who understood the determinants of Board of Governors influencing students' academic performance in public secondary schools in Kakamega Central District.

#### 4.3.2 Gender of Respondents

The study sought to find out the gender of the respondents and aimed at determining the number of respondents who were males and those who were females. The

respondents were therefore, asked to indicate their gender. The results are shown in Table 3.

**Table 3: Gender**

<b>Gender</b>	<b>Board of Governors</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Male	19	73.1	7	53.8
Female	7	26.9	6	46.2
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

According to the results in Table 3, a majority of the Board of Governors (73.1%) and head teachers (75%) were males while 26.9% Board of Governors and 46.2% head teachers were females. This meant gender equality was not achieved in Board of Governors composition in Kakamega Central District. There was an indication that more males participated more than females in the school management. This was because the patriarchal society views men to be superior to women in terms of leadership. As far as management of education is concerned, both men and women are expected to participate. In the present time, women are just as competent as men in educational management. The expectation is that the participation of men and women in management of education should be on an equal basis. However, studies have revealed that women are under-represented in educational management at all levels worldwide (UNESCO. 1999). Lynch (2004) found that in America, women are outnumbered by men in educational management. In a similar study, Adkinson (1990) found that men solely dominate higher

ranks in the Ministry of Education in Britain. This is also true in Australia as proved by a study carried out by Limerick and Lingard (1995).

Women in Third World countries are no better, as Davies (1992), in her study on women in educational management in third world countries, observed that the proportion of female head teachers, inspectors, or senior ministry personnel bears no relation to their proportions in the teaching force. She concluded that women are under-represented in management positions in third world countries. The situation is the same in Kenya. Although the Kenya Development Plan (1997-2002) (Republic of Kenya. 1997) stipulated that in general, the education system should aim at producing individuals who are properly socialized and also possess the necessary knowledge, skills, attitudes and values to enable them to participate positively in nation building, this has not been translated into reality. The management levels of education have not tapped or developed the talents of most women. Mbilinyi (1992) asserts that leaving out women in policy and decision making implies leaving out experiences of half the country's population.

#### **4.3.3 Number of Schools Served**

The study sought to find out the number of schools the respondents had served in either as BOG members or head teachers. The respondents were therefore, asked to indicate number of schools they had served in. The results are shown in Table 4.

**Table 4: Number of Schools Served**

<b>Schools Served</b>	<b>Board of Governors</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
1-3	26	100.0	20	92.3
4-6	0	0.0	1	7.7
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

According to the results in Table 4, a majority of the respondents, that is. Board of Governors (100%) and head teachers (92.3%) had served in 1-3 schools. This meant that majority of the respondents had acquired some good experience in understanding the determinants of Board of Governors influencing students' academic performance in Kakamega Central District.

#### **4.4 Educational Level of Board of Governors and Students' Academic Performance**

The study sought to find out formal educational levels of the respondents in the public schools in Kakamega Central District. This was to determine the level of understanding of the determinants of Board of Governors influencing students' academic performance in Kakamega Central District in Kakamega County. To help understand this, respondents were asked to state their formal educational level. The results are recorded in Table 5.

From the results in Table 5. educational levels of Board of Governors were spread from certificates (34.6%). diploma (38.5%), bachelor's degree (15.4%) and master's



degree (11.5%). The results further showed that 69.2% of head teachers had bachelor's education level while 30.8% had primary master's degree. Majority of the head teachers were more educated than BOG members. These study findings were in line with what Jackson *et al* (1991) found out. According to Petty (1996), better educated people have higher levels of work ethic, which improves their probability of job success. Therefore, education levels of respondents played a key role in determining and establishing factors influencing Board of Governors on students' academic performance in Kakamega Central District.

**Table 5: Educational Level of Respondents in Kakamega Central District**

Educational level	Board of Governors		Head teachers	
	Frequency	%	Frequency	%
Others (Certificate)	9	34.6	0	0.0
Diploma	10	38.5	0	0.0
Bachelor's Degree	4	15.4	9	69.2
Master's Degree	3	11.5	4	30.8
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

Correlational results in Table 6 between educational levels of Board of Governors and students' academic performance showed that Board of Governors' educational levels had a positive relationship ( $r = 0.177$ ,  $p > 0.05$ ) but was not significant ( $p > 0.05$ ). The study findings were in consistent with **The Koech Report (1999) on the inquiry into Kenya's education system** expressed concern on the political influence in board of governors' appointment. It was noted that low level of education and lack of commitment and dedication on the part of most of Board of Governors led to weak management of

institutions and consequently poor academic performance. This could explain the low academic performance levels of most public secondary schools in Kakamega Central District. Moreover, research by Koskei (2004). Wendot (2004). Clarkson *et al*, (2004). Dawson (2008) and Mahoney (1988) established that members of Board of Governors were incompetent in school management because majorities were not learned and as such their services were not found to be useful in the schools.

Further findings by MOEST (2001) indicated that many school head teachers often emphasize the selection of less educated BOG members who will rarely question their ineptitude in running of schools. Thus, rather than selecting more qualified BOG members they end up selecting close relatives or less qualified members of the BOG. This anomaly confirms the Kenyan report of task force on student unrest in schools which pointed out that poor educational background of Board of Governors as a factor towards the unrest.

**Table 6: Educational Levels of Board of Governors and Students' Academic Performance**

<b>Educational Levels of Board of Governors ' Variables</b>	<b>Pearson Correlation Coefficient, r</b>
Most Board of Governors have acquired secondary and tertiary education levels	<b>0.177 (0.387)</b>

**Constant/predictor variable: Students' Academic Performance**

**Dependent Variable: Educational Levels of Board of Governors**

*Levels of significance, p-value for correlation coefficients are in parentheses. r is significant if p-value is <0.05*

#### 4.5 Experience of Board of Governors and Students' Academic Performance

The study sought to find out the working experience of the respondents in Kakamega Central District. The study aimed at determining the number of years respondents had worked in the public secondary schools and in turn knows how much experience they had been exposed to concerning determinants of Board of Governors influencing students' academic performance in Kakamega Central District. The respondents were asked to indicate how long they had been serving in public secondary schools. The results are recorded in Table 7.

**Table 7: Working Experience of Respondents in Kakamega Central District**

<b>Working Experience</b>	<b>Board of Governors</b>		<b>Head teachers</b>	
	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
Two years	3	11.5	0	0.0
Three years	3	11.5	1	7.7
More than 4 years	20	76.9	12	92.3
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>20</b>	<b>100.0</b>

With reference to Table 7, the results show that majority of respondents (Board of Governors: 76.9% and head teachers: 92.3%) had worked in in public secondary schools for more than four years. Therefore, the respondents had to good extent acquired adequate experience concerning the determinants of determinants of Board of Governors influencing students' academic performance in Kakamega Central District. The study findings were consistent with what Dewey (1938) believed that effective education should be based on the concept that learning is a product of past and present experiences. Lewin

(1938), a cognitive theorist, believed that the "events of the day" influenced human behavior the most and that past events may also influence behavior if they were significant enough to influence "present and future beliefs and expectations" (Steers and Porter, 1996, p. 21). Lewin provided a useful link to Dewey's philosophy on experiential learning through a formula that equates human behavior to influences.

**Table 8: Experience of Board of Governors and Students' Academic Performance**

Income Level Variables	Pearson Correlation Coefficient, r
Board of Governors who have been in service for some years are more competent	0.164 (0.592)

**Constant/predictor variable: Income Level**

**Dependent Variable: Skilled Maternal Delivery**

*Levels of significance, p-value for correlation coefficients are in parentheses. r is significant if p-value is <0.05*

The results in Table 8 illustrate that Board of Governors experience in the management of public secondary schools was not adequate to positively influence students' academic performance as indicated by p-value that was not significant ( $r = 0.164$ ,  $p > 0.05$ ). A study carried out by Kindiki (2009) revealed that majority of the members Board of Governors had been in service for less than 5 years as members Board of Governors in schools. A small number had had been in service for 6-10 years, while the rest had been in service for longer than 11 years, though their proportion were few in the sample. The data showed that many Board of Governors were new in the schools hence needed to familiarize them-selves with the tradition of the schools and the management tasks expected of them (Kindiki, 2009). According to Bergmann (1986), people can

make contacts, learn new skills and gather information that promotes future performance potential during work experience. A number of personal variables have been identified in the literature. For example, Churchill, Ford, Hartley, and Walker (1985) propose that experience and skill can be important determinants of job performance. A person's experience has been posited as another important predictor of job performance (Behrman and Perreault, 1984). According to research by Naceur and Varatharajan (2000), suggested that more experience of the people results in high level of performance and there has been a significant positive association between experience and employees participation and job performance.

#### **4.6 Management Skills of Board of Governors and Students' Academic Performance**

The study sought to find out management skills of Board of Governors in Kakamega Central District. To help understand this, respondents were asked to state their formal educational level. The results are recorded in Table 9.

From the results in Table 9, 69.2% of respondents were of the opinion that Board of Governors had acquired variety of skills and knowledge during training sessions and 30.8% disagreed. On the question asked whether the Board of Governors had adequate financial, human, conceptual and technical skills to manage schools, 76.9% of respondents disagreed, 7.7% were not sure while 15.4% were in support.

**Table 9: Management Skills of Board of Governors and Students' Academic Performance**

Variables	SA %	A~%	NT %	D %	s1f%
Board of Governors acquired variety of skills and knowledge during training sessions	7.7	61.5	0.0	15.4	15.4
Board of Governors have adequate financial, human, conceptual and technical skills to manage schools	0.0	15.4	7.7	69.2	7.7
Most Board of Governors lack adequate supervisory competencies to utilise available information for management purposes	7.7	69.2	15.4	7.7	0.0

Adequate of Board of Governors financial, human, conceptual and technical skills and students' academic performance:  $r = -0.047$ ,  $p = 0.879$

Key: SA = **strongly agree**, A = **agree**, NT = **not sure**, D = **disagree** and SD = **strongly disagree**

When the respondents were asked whether most Board of Governors lacked adequate supervisory competencies to utilise available information for management purposes, 76.9% of respondents agreed while 7.7% of respondents disagreed. The study findings pointed out that Board of Governors were in adequate in the management skills like financial, human, conceptual, technical skills and were not competent enough to positively influence students' academic performance ( $r = -0.047$ ,  $p > 0.05$ ). The results also showed that seemingly financial management, acquisition of physical and instructional materials in schools was not be properly checked by Board of Governors since most of them lacked these essential skills. These study findings were in line with what Carmeli (2006) found out. Institutions that are complex and diversified require various managerial

skills to be managed effectively. Indeed, compared to skills that are highK specific to the organisation, generic skills have less potential to contribute to improved organisational performance. However, for an institution of learning to gain superiority, the school management team must possess a broad set of complementary generic skills.

The research has shown that an effective administration rests on three types of skills: technical, human, and conceptual, with conceptual and human being the most important (Katz, 1974) suggested that Christensen. Andrews, and Bower (1978) identified skills in accordance with several types of leadership. The skills required by organisation leaders are those of taskmaster, mediator and motivator, namely sensitivity and administrative ability. Personal leaders must be persuasive and articulate. The most crucial skill for any effective architect-leader is creativity, or recognition of strategic alternatives, which requires the intellectual ability to conceptualize an organisation's purpose.

#### **4.7 Training Levels of Board of Governors' and Students" Academic Performance**

This section looks at the training levels of respondents and how these training levels influence students" academic performance. Their results were tabulated in Table 10.

**Table 10: Training Levels of Board of Governors ' and Students' Academic Performance**

<b>Variables</b>	<b>SA %</b>	<b>A %</b>	<b>NT %</b>	<b>D %</b>	<b>SD %</b>
Board of Governors are exposed to various types of training on school management	0.0	30.8	0.0	69.2	0.0
BOG members often attend training on various matter concerning school management	15.4	23.1	0.0	0.0	61.5
Board of Governors acquired variety of skills and knowledge during training sessions	15.4	15.4	0.0	61.5	7.7

Training levels of Board of Governors "and Students' academic performance:  $r = -0.278$ ,  $p < 0.05$

**Key: SA = strongly agree, A = agree, NT = not sure, D = disagree and SD = strongly disagree**

According to the results in Table 10 on the training levels of Board of Governors 'and Students' academic performance, 30.8% of respondents agreed to the fact that Board of Governors were exposed to various types of training on school management and 69.2% disagreed that Board of Governors were not exposed to various types of training on school management. On the question asked on whether BOG members often attended training on various matter concerning school management, 38.5% agreed while 61.5% disagreed. Further results on the Board of Governors " acquired variety of skills and knowledge during training sessions, 30.8% agreed while 69.2% of respondents were of the opinion that Board of Governors had not acquired variety of skills and knowledge during training sessions. This could illustrate that reason why there was low students' academic performance in public schools. Correlation results showed that these training levels were inadequate thus, negatively influencing students' academic performance in



public schools in Kakamega Central District, though not significantly ( $r = -0.278$ ,  $p > 0.05$ ).

From 1980s, for example, the Ministry of Education in Kenya has provided in-service management training for principals of schools. In 1988, the government of Kenya (GoK) established Kenya education staff institute (KESI) to offer in-service training for heads of educational institutions including school principals. Further, the KESI mandate was to be diversified both serving and potential school leaders. However, although it has been existence for almost 2 decades, the institute provides in-service to other school leaders such as deputy principals and rarely to other school leaders such as deputy principals, heads of departments, school committees and boards of governors (Otunga *et al.*, 2008). Thus, lack of capacity can be traced to inadequate funding to KESI and lack of full time training facilities (Sessional Paper No. I 2005: 65). These explain why there is poor academic performance in national Kenya certificate of secondary education (KCSE) in most of the public secondary schools (Kindiki, 2009).

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of study findings, conclusions drawn, recommendations based on the conclusions and suggestions for further research.

#### **5.2 Summary of the Findings**

The study had four objectives which were: to examine how management skills of Board of Governors influence students' academic performance in Kakamega Central District: to establish how educational levels of Board of Governors influence students' academic performance in Kakamega Central District: to determine how experience of Board of Governors influence students' academic performance in Kakamega Central District and to establish how the training levels of Board of Governors ' influence students' academic performance in Kakamega Central District..

From the study, it was clear that majority of the respondents were in the age bracket above 25 years. This meant that majority of the respondents were mature middle aged people who understood the determinants of Board of Governors influencing students' academic performance in public secondary schools in Kakamega Central District. There was an indication that more males participated more than females in the school management. This was because the patriarchal society views men to be superior to women in terms of leadership.

Majority of the respondents and respondents were married. This meant that majority of the respondents had acquired some good experience in determinants of Board of Governors influencing students' academic performance and therefore understood the examine determinants of Board of Governors influencing students' academic performance of public secondary schools in Kakamega Central District. Results further showed that 85% of respondents had worked in the health facilities for more than two years while 15% had worked for one year. Therefore, the respondents had to some extent acquired some experience concerning the determinants of determinants of Board of Governors influencing students' academic performance in Kakamega Central District. The results further showed that majority of the head teachers were more educated than BOG members.

Correlational results between educational levels of Board of Governors and students' academic performance showed that Board of Governors " educational levels had a positive insignificant association on students' academic performance. Poor educational background of Board of Governors as a determinant factor contributing to poor students' academic performance.

The results show that majority of respondents had worked in public secondary schools for more than four years. Therefore, the respondents had to good extent acquired adequate experience concerning the determinants of determinants of Board of Governors influencing students' academic performance in Kakamega Central District. The study findings illustrated that Board of Governors ' experience in the management of public secondary schools was not adequate to positively influence students' academic performance as indicated by p-values that were not significant.

The study findings pointed out that Board of Governors were inadequate in the management skills like financial, human, conceptual, technical skills and were therefore, not competent enough to positively influence students' academic performance. The results also showed that seemingly financial management, acquisition of physical and instructional materials in schools was not be properly checked by Board of Governors since most of them lacked these essential skills.

Further results on the Board of Governors ' acquiring of variety of skills and knowledge during training sessions, 30.8% agreed while 69.2% of respondents were of the opinion that Board of Governors had not acquired variety of skills and knowledge during training sessions. This could illustrate that reason why there was low students' academic performance in public schools. Correlation results showed that these training levels were inadequate thus, negatively influencing students' academic performance in public schools in Kakamega Central District, though not significantly.

### **5.3 Conclusions**

The study had the following conclusions:

- i) The study findings indicated that Board of Governors ' educational levels had a positive insignificant association on students' academic performance and poor educational background of Board of Governors was a determinant factor contributing to poor students' academic performance.

ii) Experience of Board of Governors' in the management of public secondary schools was not satisfactory to positively influence students' academic performance as indicated by p-values that were not significant.

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iii) Board of Governors were inadequate in the management skills like financial, human, conceptual, technical skills and were therefore, not competent enough to positively influence students' academic performance. Moreover, the results also showed that seemingly financial management, acquisition of physical and instructional materials in schools were not be properly checked by Board of Governors since most of them lacked these essential skills.

iv) Results revealed the Board of Governors " acquisition of variety of skills and knowledge during training sessions, were not sufficient. Correlation results showed that these training levels were inadequate thus, negatively influencing students' academic performance in public schools in Kakamega Central District.

#### **5.4 Recommendations**

The following recommendations were made based on the findings and the conclusions of the study:

i) The Ministry of Education should establish a mandatory training course, conferences, seminars and workshops for all the Board of Governors to increase their knowledge and skills like financial, human, conceptual, technical skills in efficient management of schools.

ii) A comprehensive plan of service for BOG members should be enacted in order to reduce the unique proportions of stress, which make them vulnerable to difficulties with social and or emotional adjustment and thus lower their overall managerial effectiveness, especially positive contributions towards students' academic performance.

iii) The BOG should do more schools visits more frequently meeting with students and teachers to try to enhance academic performance in the schools.

iv) The Government and school management should ensure adequate resources like physical and instructional materials for learning are provided for effective students' academic performance.

### **5.5 Suggestions for Further Research**

The following suggestions were made for further researches in areas which were not adequately underscored by this study:

(i) A study should be conducted in Kakamega County to establish if similar results could be obtained.

(ii) A study should be carried out on the determinants of students' academic performance in Kakamega County.

(iii) A study should be conducted to establish the influence of school factors on students' academic performance in Kakamega County.

(iv) A study should be conducted to determine the influence of discipline on students' academic performance in Kakamega County.

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## APPENDICES

### APPENDIX 1: LETTER OF TRANSMITTAL

»

University of Nairobi,  
P.O Box 30197,  
NAIROBI.

Dear Respondent.

I am a student at the University of Nairobi, in the department of Extra Mural Studies. I am currently undertaking a Master's Degree in Project Planning and Management. This research I am doing will help me complete my research project. I am carrying out a study on the **Determinants of Board of Governors Influencing Students' Academic Performance of Public Secondary Schools in Kakamega Central District**. I am using the attached questionnaire to collect information for the study. It is my kind request that you fill the questionnaire, providing the relevant information to facilitate the study. Please use the space provided to fill in the information required as objectively and honestly as possible. The information provided will be treated with strict confidentiality for the purpose of this study only.

Thank you

Yours faithfully,

Lilian C. Kwena

L50/65015/20010

**APPENDIX 2A: QUESTIONNAIRES FOR DISTRICT EDUCATION OFFICERS**

**Section A: Background Information**

**1. Job designation (Optional)**

**2. Please state your gender**

Male [ ]

Female [ ]

**3. Please indicate your age bracket?**

18-24 yrs [ ]

25-34 yrs [ ]

35-47 yrs [ ]

Above 48 yrs [ ]

**4. State the number of years you have worked in the Ministry**

Less than one year [ ]

One year [ ]

Two years [ ]

Three years I. [ ]

Four or more years [ ]

**5. Please indicate the number of districts you have served**

1-3 [ ]

4-6 [ ]

7-10 [ ]

Above 10 [ ]

**6. Please indicate the level of your education**

PhD [ ]

Masters [ ]

Bachelor's degree [ ]

7. Kindly give the composition of Board of Governors in secondary schools

**SECTION B: ROLE OF BOARD OF GOVERNORS , ACADEMIC PERFORMANCE AND CHALLENGES**

In this section please tick (V) the most appropriate response for each of the questions in the table below. **Strongly agreed (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)**

	<b>QUESTIONS</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1.	The boards of governors (BOG) are legally mandated by the Ministry of Education under the Education Act Cap 211 to manage secondary schools in Kenya					
2.	Board of Governors are also involved in discipline matters of staff and students					
3.	Board of Governors facilitate infrastructural development and provision of teaching and learning materials					
4.	The BOG support schools to acquire physical resources and enhance curriculum development					
5.	Board of Governors being agents of TSC are involved in recruitment and selection process					
6.	Board of Governors have adequate financial, human, conceptual and technical skills to manage schools					



7.	Most Board of Governors lack adequate supervisory competencies to utilise available information for management purposes					
8.	Most Board of Governors have acquired secondary and tertiary education levels					
19.	Majority of Board of Governors have low level of education, lack commitment and dedication towards school management					
10.	Board of Governors who have served as members for long period of time are more effective in discharging of their duties					
11.	Board of Governors who been in service for some years are more competent					
12.	Board of Governors are exposed to various types of training on school management					
20.	BOG members often attend training on various matter concerning school management					
14.	Board of Governors acquired variety of skills and knowledge during training sessions					
15.	Board of Governors are involved in formulation of school strategic plans					
13.	Students' academic performance has not been improving					
16.	Schools' academic performance has been ranked averagely					

**20. Please list some of the roles of Board of Governors that can enhance academic performance in public secondary schools.**

**APPENDIX 2B: QUESTIONNAIRE FOR HEADTEACHERS**

**SECTION A: BACKGROUND INFORMATION**

1. Please state your gender

Male [ ]

Female [ ]

2. Please indicate your age bracket?

18-24 yrs [ ]

25-34 yrs [ ]

35-47 yrs [ ]

Above 48 yrs [ ]

3. State the number of years you have worked in the teaching profession

Less than one year [ ]

One year [ ]

Two years [ ]

Three years [ ]

Four or more years [ ]

4. Please indicate the number of schools you have served as head teacher

1-3 [ ]

4-6 [ ]

7-10 [ ]

Above 10 [ ]

5. Please indicate the level of your education

PhD [ ]

Masters [ ]

Bachelor's degree [ ]

Diploma [ ]

6. Kindly give the composition of Board of Governors in secondary schools

7. What qualities are taken into consideration during appointed of Board of Governors?

**SECTION B: ROLE OF BOARD OF GOVERNORS , ACADEMIC PERFORMANCE AND CHALLENGES**

In this section **please tick ( V )** the most appropriate response for each of the questions in the table below. **Strongly agreed (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)**

	<b>QUESTIONS</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1.	The boards of governors (BOG) are legally mandated by the Ministry of Education under the Education Act Cap 211 to manage secondary schools in Kenya					
2.	I am satisfied with the contributions of Board of Governors concerning school management					
3.	Board of Governors are also involved in discipline matters of staff and students					
4.	Board of Governors facilitate infrastructural development and provision of teaching and learning materials					

5.	The BOG support schools to acquire physical resources and enhance curriculum development					
6.	Board of Governors being agents of TSC are involved in recruitment and selection process	»				
, 7.	Board of Governors have adequate financial, human, conceptual and technical skills to manage schools					
8.	Most Board of Governors lack adequate supervisory competencies to utilise available information for management purposes					
9.	Most Board of Governors have acquired secondary and tertiary education levels					
10.	Majority of Board of Governors have low level of education, lack commitment and dedication towards school management					
11.	Board of Governors who have served as members for long period of time are more effective in discharging of their duties					
12.	Board of Governors who been in service for some years are more competent					
20.	Board of Governors are exposed to various types of training on school management					
14.	BOG members often attend training on various matter concerning school management					
15.	Board of Governors acquired variety of skills and knowledge during training sessions					

16.	Board of Governors are involved in formulation of school strategic plans					
17.	Students' academic performance has not been improving					
18.	Schools' academic performance has been ranked averagely					

I—

19. Please list some of the roles of Board of Governors that can enhance academic performance in public secondary schools.

20. What are some of the challenges Board of Governors faced while carrying out above stated duties

**APPENDIX 2C: QUESTIONNAIRE FOR BOARD OF GOVERNORS**

**SECTION A: BACKGROUND INFORMATION**

**1. Please indicate your age bracket?**

**18-24 yrs** [ ]

**25-34 yrs** [ ]

**35-47 yrs** [ ]

**Above 48 yrs** [ ]

**2. Please state your gender**

**Male** [ ]

**Female** [ ]

**3. State the number of years you have worked as board member**

**Less than one year** [ ]

**One year** [ ]

**Two years** [ ]

**Three years** [ ]

**Four or more years** [ ]

**4. Please indicate the number of schools you have served**

**1-3** [ ]

**4-6** [ ]

**7-10** [ ]

**Above 10** [ ]

**5. Please indicate the level of your education**

**PhD** [ ]

**Masters** [ ]

**Bachelor's degree** [ ]

**Diploma** [ ]

**Others** [ ]

6. Kindly give the composition of Board of Governors in secondary schools

**SECTION B: ROLE OF BOARD OF GOVERNORS , ACADEMIC PERFORMANCE AND CHALLENGES**

In this section **please tick ( V )** the most appropriate response for each of the questions in the table below. **Strongly agreed (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1)**

	<b>QUESTIONS</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1.	The boards of governors (BOG) are legally mandated by the Ministry of Education under the Education Act Cap 211 to manage secondary schools in Kenya					
2.	Board of Governors are also involved in discipline matters of staff and students					
; 3.	Board of Governors facilitate infrastructural development and provision of teaching and learning materials					
4.	The BOG support schools to acquire physical resources and enhance curriculum development					
5.	Board of Governors being agents of TSC are involved in recruitment and selection process					
6.	Board of Governors have adequate financial, human, conceptual and technical skills to manage schools					



7.	Most Board of Governors lack adequate supervisory competencies to utilise available information for management purposes					
8.	Most Board of Governors have acquired secondary and tertiary education levels					
9.	Majority of Board of Governors competent, committed and dedicated towards school management					
10.	Board of Governors who have served as members for long period of time are more effective in discharging of their duties					
11.	Board of Governors who been in service for some years are more competent					
12.	Board of Governors are exposed to various types of training on school management					
! 20.	BOG members often attend training on various matter concerning school management					
14.	Board of Governors acquired variety of skills and knowledge during training sessions					
15.	Board of Governors are involved in formulation of school strategic plans					
16.	Student academic performance has not been improving					
16.	School academic performance has been ranked averagely in national examinations					

20. Please list some of the roles you play that enhance academic performance in public secondary schools.

14. What are some of the challenges/limitations you face while earning out above stated duties in question 20.

**APPENDIX 3: INTERVIEW GLIDE FOR HEAD TEACHERS AND DEOs/DQASOs**

**Introduction:** Good morning or afternoon sir/madam. Thank you for having granted me permission to interview you. I would like to assure you that I will stick to all ethical codes of conduct with regard to conducting research as stated in my introduction letter.

**The Interview Questions:**

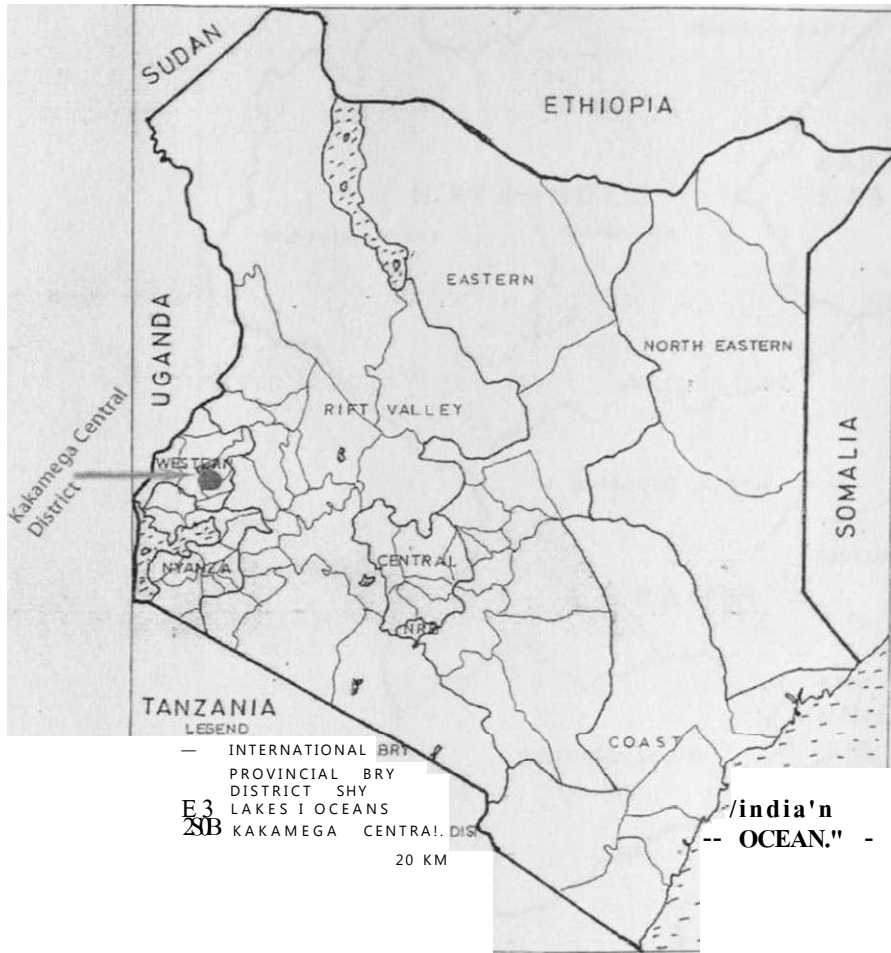
1. What is the composition of Board of Governors in public secondary schools?
2. On what basis are the Board of Governors appointed to run schools?
2. Please discuss the roles Board of Governors play in the running of public secondary schools.
3. How can Board of Governors influence academic performance in public secondary schools?
4. Which strategic options will help in improving the performance of Board of Governors in public schools in Kakamega Central District?

**Conclusion:** Thank you for your time. I hope your responses to the questions will contribute a lot to my research work.

APPENDIX 4: MAP OF KENYA SHOWING ADMINISTRATIVE DISTRICTS

A P P m O W S

KENYA  
ADMINISTRATIVE DISTRICTS



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Boma Survey s  
K.tnilili

NORe:-tnis map is ne authority  
on boundaries  
This map wat extracted  
from Tha Kaumiga  
Central Dev. Plan  
200B-2 012  
(Page 2 Ma p 1 )  
- Exciutivdy tor Mr wcre's use

APPENDIX 5: MAP OF KAKAMEGA CENTRAL DISTRICT

